

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

Wednesday, January 11, 2023, 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.

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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 December 7, 2022, be approved.*

7. PRESENTATIONS

8. SENIOR STAFF REPORTS

8.1	Mark Walsh, Secretary-Treasurer	9
	Re: Introduction to Emergency Operations Committee & Dover Bay Recognition	
8.2	Shawn Johnston, Executive Director of HR	24
	Re: Updates to Administrative Procedure 425 - Bullying and Harassment	
8.3	Shawn Johnston, Executive Director of HR	36
	Re: Accessibility Committee Update	
8.4	Mark Walsh, Secretary-Treasurer	37
	Re: Updates to Administrative Procedure 506 - Acquisition and Use of Learning Studios	
8.5	Mark Walsh, Secretary-Treasurer	45
	Re: Review of Administrative Procedures	
	<ul style="list-style-type: none"> <li>• AP 347 - Sexual Orientation and Gender Identity</li> <li>• AP 403 - Administration New Schools</li> <li>• AP 407 - Coaching Students for Fees</li> </ul>	
8.6	Mark Walsh, Secretary-Treasurer	58
	Re: Funding Update	
9.	<b>CORRESPONDENCE REFERRED FROM THE REGULAR BOARD MEETING</b>	
10.	<b>UNFINISHED BUSINESS</b>	
11.	<b>NEW BUSINESS</b>	
11.1	Trustee Keller	
	Re: École North Oyster and Active School Travel	
	<p><i>That the Board of Education of School District No. 68 (Nanaimo-Ladysmith) direct the Chair to write a letter to the Ministry of Transportation and Infrastructure to formally request that the Ministry reconsider their decision to not support the recommendations put forward by the Stakeholder Committee in reference to the École North Oyster Active School Travel Project.</i></p>	

**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**

**December 7, 2022**

Trustees	G. Keller, Chair T. Brzovic N. Bailey L. Pellegrin L. Lee M. Robinson C. Morvay T. Rokeby C. McKay (Joined at 7:27 pm)
Staff	S. Saywell, Superintendent/CEO M. Walsh, Secretary-Treasurer K. Matthews, Manager Admin. Services
Representatives	CUPE Representative: Jeff Virtanen DPAC Representative: Jessica Krog-Irving NDTA Representative: Jeremy Inscho NSAA Representative: Theresa Kraeker

**1. CALL TO ORDER**

The Chair called the meeting to order at 6:01 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**

B22/12/07-01

IT WAS MOVED BY Trustee Keller

IT WAS SECONDED BY Trustee Lee

That the Agenda be approved.

**CARRIED UNANIMOUSLY**

**6. APPROVAL OF THE MINUTES**

B22/12/07-02

IT WAS MOVED BY Trustee Robinson

IT WAS SECONDED BY Trustee Pellegrin

That the minutes of the Business Committee meeting held on November 9, 2022, be approved.

**CARRIED UNANIMOUSLY**

**7. PRESENTATIONS**

There were none.

**8. SENIOR STAFF REPORTS**

**8.1 Mark Walsh, Secretary-Treasurer**

Re: Emergent Bussing Concerns - Update

Mark Walsh provided an update on emergent bussing concerns that may have a service impact on students in the 2022-23 school year. An Information Sheet is attached to the Agenda.

**8.2 Shawn Johnston, Executive Director of HR**

Re: Updates to Administrative Procedure 422 - First Aid

Shawn Johnston presented an updated Administrative Procedure 422 – First Aid (the AP). An Information Sheet outlining the notable changes is attached to the Agenda.

**8.3 Mark Walsh, Secretary-Treasurer**

Re: Administrative Procedure 203 - Trustee and Staff Travel and Administrative Procedure 213 - Expense Allowance

Mark Walsh presented an updated Administrative Procedure 203 - Trustee and Staff Travel. An Information Sheet highlighting the changes is attached to the Agenda.

8.4 Mark Walsh, Secretary-Treasurer

Re: Ecole North Oyster - Updates

Mark Walsh provided the Committee with a status update on various activities relating to École North Oyster, including the Active School Travel (AST) Project, Building Envelope Project (BEP), the Water Use Agreement, and water quality. An Information Sheet is attached to the Agenda.

8.5 Mark Walsh, Secretary-Treasurer

Re: NDSS Capacity Issues

Mark Walsh introduced the Committee to the issue of NDSS's capacity issue and the steps the District is taking to address the problem. An Information Sheet is attached to the Agenda.

8.6 Mark Walsh, Secretary-Treasurer

Re: 2021/2022 SOFI Report

Mark Walsh presented the 2021/22 SOFI Report. In accordance with the *Financial Information Act* (the "Act"), each school district is required to prepare a Statement of Financial Information (SOFI) for each fiscal year within six months of the end of the fiscal year. An Action Sheet is attached to the Agenda.

B22/12/07-03

IT WAS MOVED BY Trustee Robinson

IT WAS SECONDED BY Trustee Bailey

The Business Committee recommends that the Board of Education of School District No. 68 (Nanaimo-Ladysmith) approve the School District Statement of Financial Information (SOFI Report), as presented, for the year ending June 30, 2022.

**CARRIED UNANIMOUSLY**

8.7 Mark Walsh, Secretary-Treasurer

Re: Prom Ceremonies

Mark Walsh provided some background and context to the District's lack of participation in prom events. An Information Sheet is attached to the Agenda.

B22/12/07-04

IT WAS MOVED BY Trustee Bailey

IT WAS SECONDED BY Trustee Robinson

That the meeting be adjourned and Trustees attend a Special Closed Board Meeting for a discussion on liability issues related to this topic.

**CARRIED UNANIMOUSLY**

The meeting reconvened at 7:54 pm.

B22/12/07-05

IT WAS MOVED BY Trustee Keller

IT WAS SECONDED BY Trustee Robinson

That this item be moved to the next Regular Board Meeting.

OPPOSED: Trustee McKay

**CARRIED**

**9. CORRESPONDENCE REFERRED FROM THE REGULAR BOARD MEETING**

**9.1 K. Berg**

Re: Prom Ceremonies

That this item be moved to the next Regular Board Meeting.

B22/12/07-06

IT WAS MOVED BY Trustee Morvay

IT WAS SECONDED BY Trustee Robinson

That this item be moved to the next Regular Board Meeting.

**CARRIED UNANIMOUSLY**

**10. UNFINISHED BUSINESS**

There was none.

**11. NEW BUSINESS**

There was none.

**12. FOR INFORMATION**

There was none.

**13. QUESTION PERIOD**

There were no questions this evening.

**14. ADJOURNMENT**

The meeting adjourned at 7:59 pm.

B22/12/07-07

IT WAS MOVED BY Trustee Rokeby

IT WAS SECONDED BY Trustee Keller

That the meeting be adjourned.

**CARRIED UNANIMOUSLY**

DRAFT



**NANAIMO LADYSMITH PUBLIC SCHOOLS  
BUSINESS COMMITTEE  
PUBLIC MEETING  
INFORMATION SHEET**

DATE: January 11, 2023  
TO: Business Committee  
FROM: Mark Walsh, Secretary-Treasurer  
SUBJECT: Introduction to Emergency Operations Committee & Dover Bay Recognition

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**Background**

This Information Sheet is intended to provide the Board a brief background on the District's Emergency Operations Committee ("EOC") as well as highlight the District's response to the recent power outage at Dover Bay Secondary School and recognize staff involved.

**Discussion**

The District's EOC consists of senior staff and representatives from departments as well as a number of principals to represent elementary and secondary schools. The purpose of the group is to bring together expertise from throughout the District along with a diversity of voices to address emergent issues. The group met on a weekly basis (and sometimes more) during COVID to ensure consistent application of rules, provide insight to upcoming issues and to ensure the system would be hearing the same message.

More recently, EOC has come together to address communication and power issues on Gabriola as well as Dover Bay.

With respect to Dover Bay Secondary, recently the school-based transformer failed and was not able to be repaired. The failure occurred on a Friday evening. Facilities staff and school-based staff immediately began to diagnose the issue and prepare plans for repair, replacement as well as what the school would look like the following week. They also organized a refrigerator truck for Saturday afternoon to prevent spoilage of food at the school. 24 Hour Fire Watch and Security was set up for the duration of the power outage. All school activities were cancelled. That Sunday EOC met to discuss the issues including communications to our community and any issues that may come to the surface (e.g. getting staff and students prepared to move to online learning if required.) Fortunately, Facilities staff was able to source a replacement transformer to be delivered on the Monday with installation taking place on Monday and Tuesday and system testing on Tuesday. The school re-opened to students and staff on the Wednesday.

District staff did an amazing job in very difficult circumstances and in a very short timeline to bring the school back online.





**ORIGINAL TRANSFORMER**

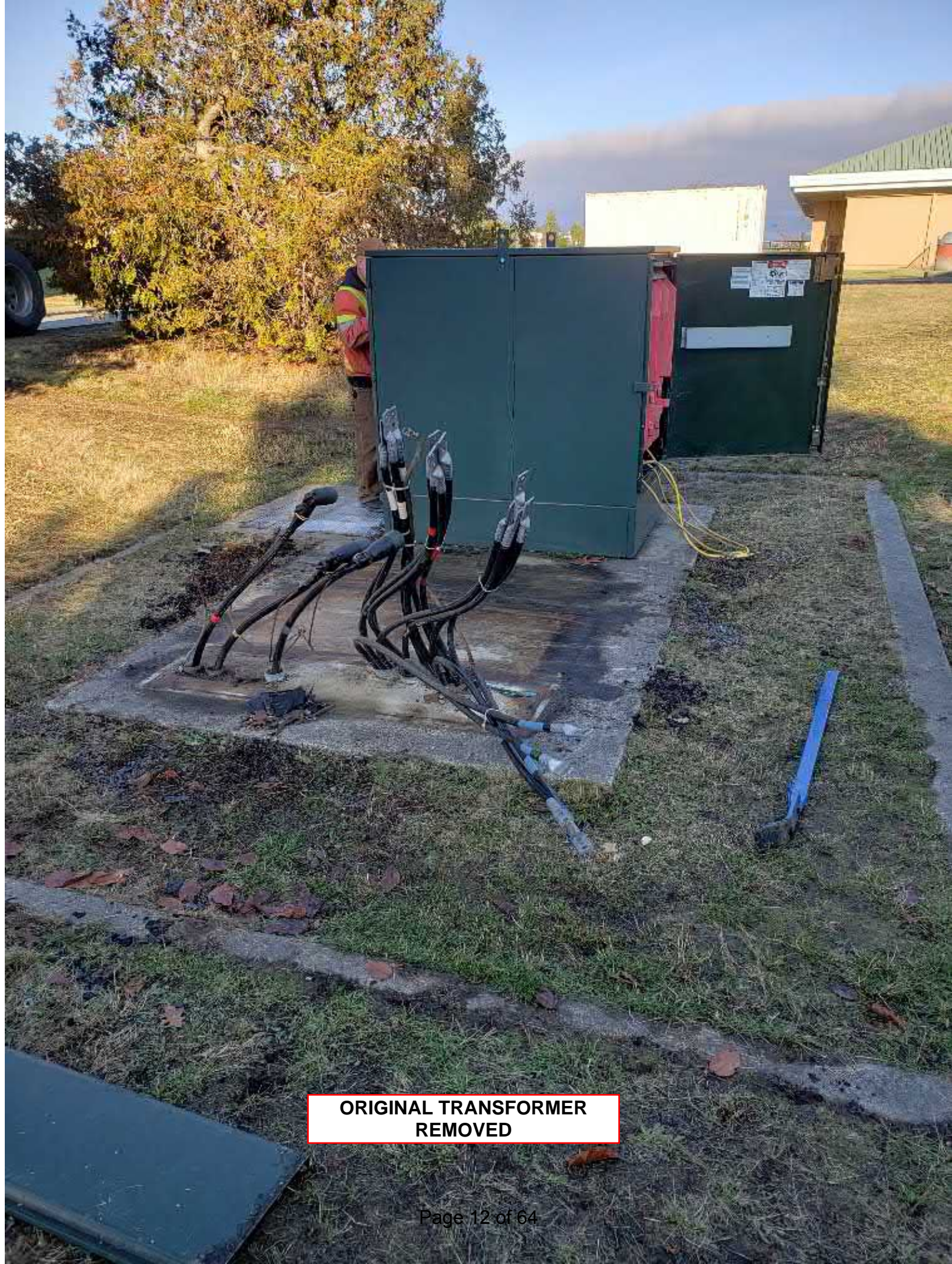


**OPEN FUSES**



**ORIGINAL FUSES**





**ORIGINAL TRANSFORMER  
REMOVED**



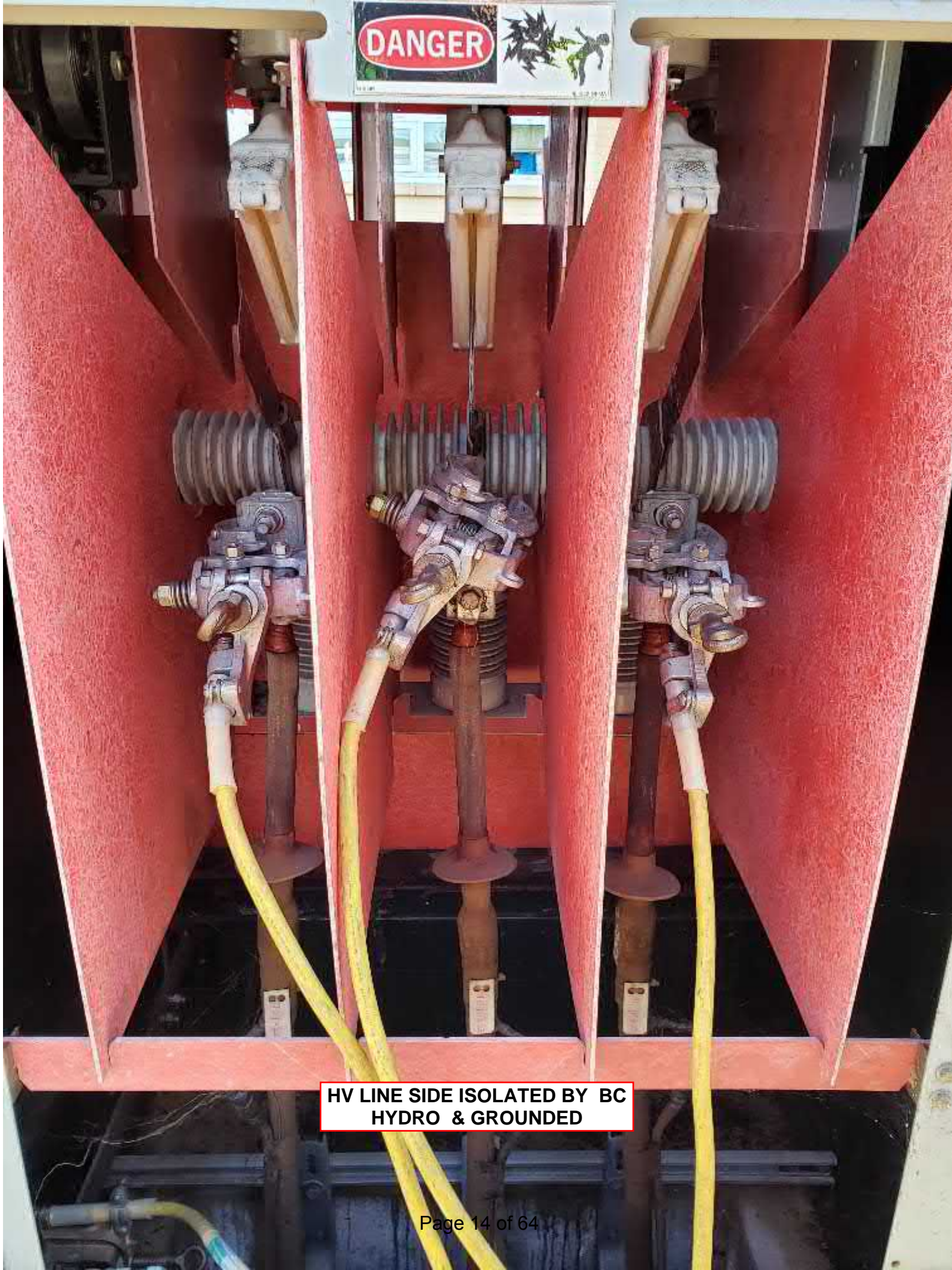
3

2

DANGER

**HV LOAD SIDE ISOLATED &  
GROUNDED**





**HV LINE SIDE ISOLATED BY BC  
HYDRO & GROUNDED**





## TRANSFORMER INSTALLATION WITH CRANE





**TRANSFORMER INSTALLATION  
WITH CRANE**





**TRANSFORMER INSTALLATION  
WITH CRANE**





## TRANSFORMER PRE TERMINATIONS



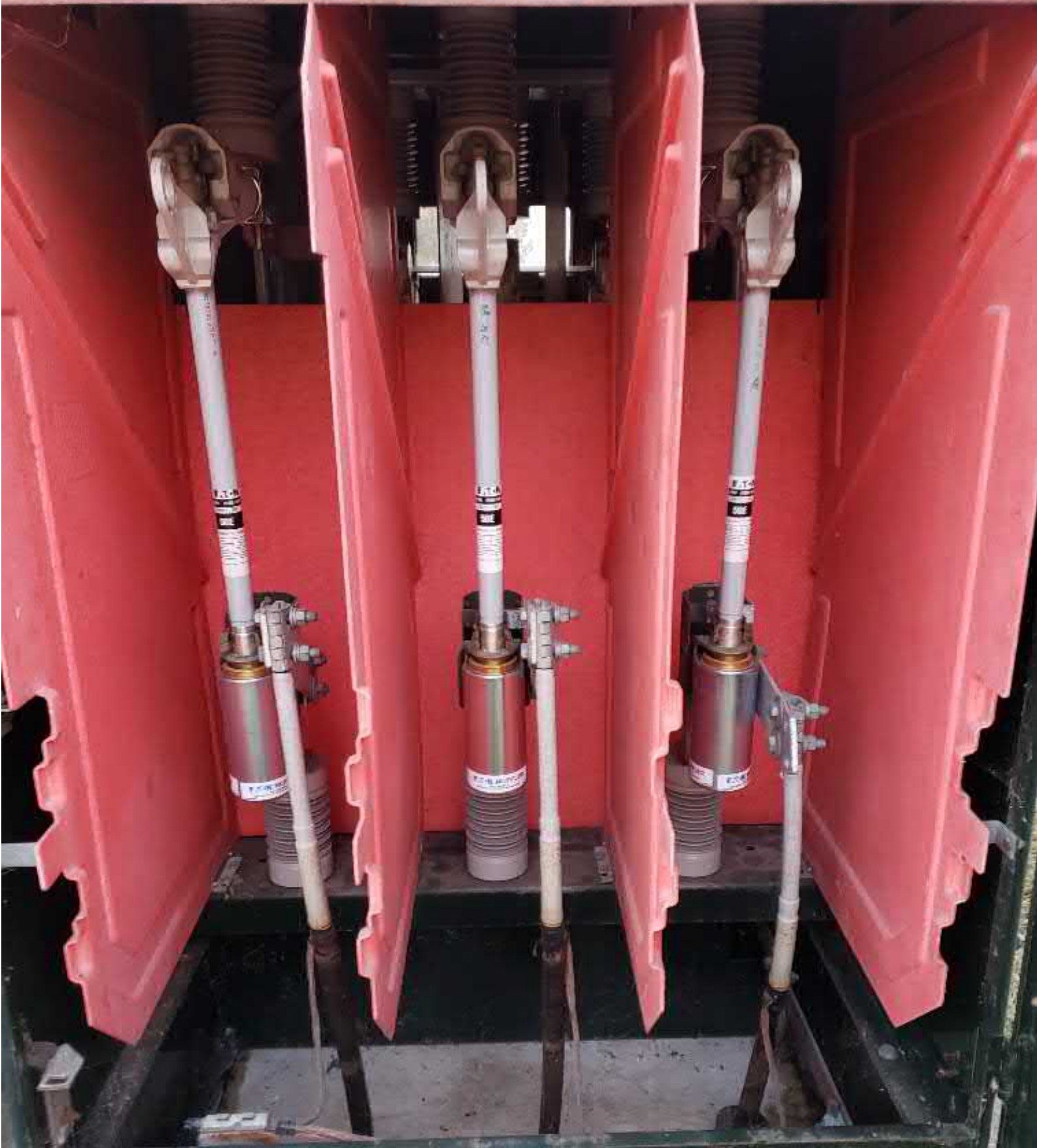


**TRANSFORMER  
TERMINATIONS COMPLETED**





**TRANSFORMER  
TERMINATIONS COMPLETED**



**NEW HV FUSES INSTALLATION**





**HV SWITCH & TRANSFORMER**





**TRANSFORMER  
COMPLETE**

**NANAIMO LADYSMITH PUBLIC SCHOOLS  
BUSINESS COMMITTEE  
INFORMATION SHEET**

DATE: January 11, 2023  
TO: Business Committee  
FROM: Laura Tait, Deputy Superintendent and  
Shawn Johnston, Executive Director of Human Resources, Shawn Johnston  
SUBJECT: Administrative Procedure 425 – Bullying & Harassment (Staff) Update

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**Background**

Pursuant to Policy Item p2-21-2, Employer Duties – Workplace Bullying and Harassment, which is law under the Occupational Health and Safety Regulation (B.C. Reg. 296/97), employers must conduct an annual review of their applicable Bullying & Harassment Policy and/or Administrative Procedure.

This fall, HR in connection with our Safety Department conducted such a review. This Information Sheet provides an update on the process that has been completed and the changes that resulted.

**Discussion**

Administrative Procedure 425 – Bullying & Harassment (the AP) was amended, adding the below language for the reasons provided:

**Investigation Procedures:**

Added language:

Investigations will include interviews with the complainant and respondent, and any witnesses as well as review of all relevant evidence.

This change was made to provide clarity of process to Complainants, Respondents, and all Staff.

**Record Keeping:**

Added language:

NLPS will keep a written record of investigations, including the findings.

The AP was amended to comply with OHS Regulations which require employers to address record keeping in their policy.

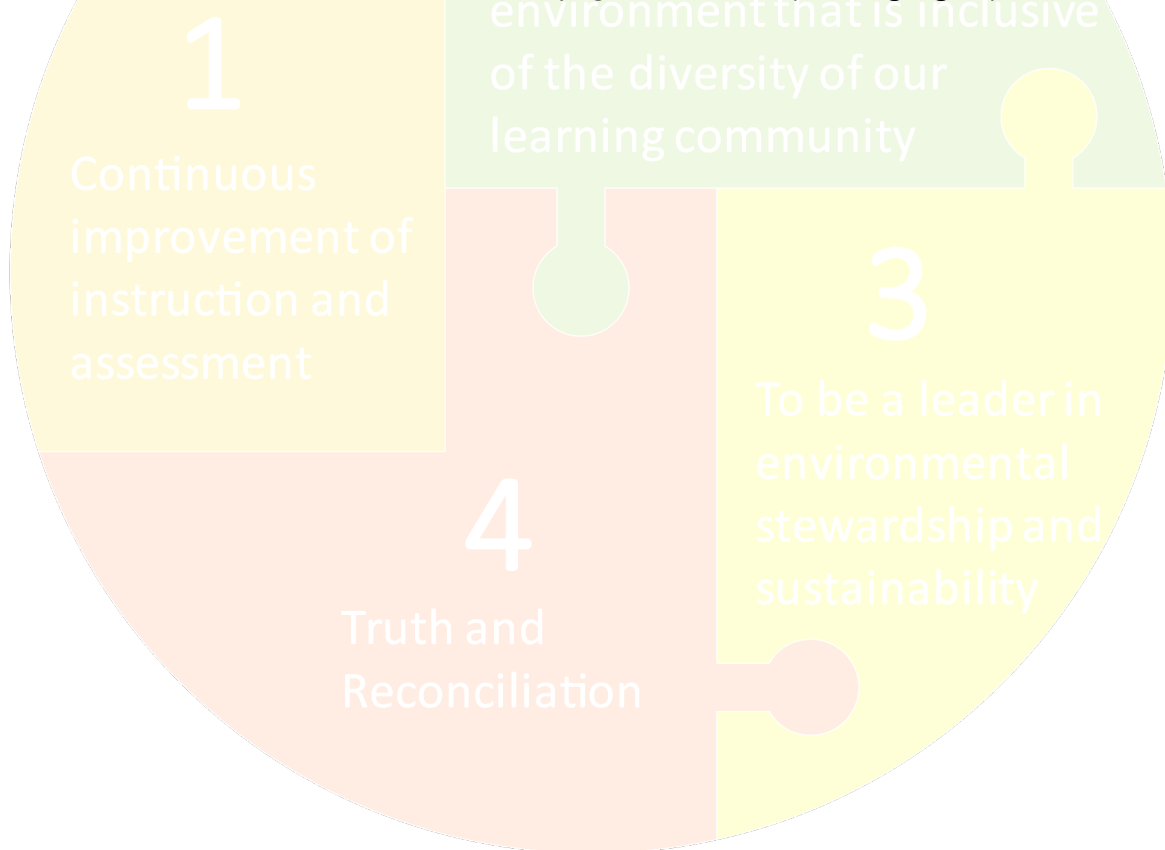


**Timelines:**

Added language:

Complaints must be made within one year of the alleged contravention, or within one year of the last alleged incident with continuing contraventions. Only in exceptional circumstances will complaints be accepted after a one-year time period.

The addition of a one-year filing timeline, and allowance for extensions in exceptional circumstances, is consistent with section 22 of the BC *Human Rights Code*. The purpose of Bullying and Harassment prevention policies is to reduce and prevent incidences and addressing allegations within reasonable time limits is an important factor. What claims go unreported and resurface after long periods of time it is difficult for employers fulfil their duties under the policy, as memories fade, evidence erodes, and the opportunity for an employer to address the allegation becomes increasingly stale over time.

**Appendix A: Administrative Procedure 425 – Bullying & Harassment (with highlights)**

## **AP 425 – Bullying and Harassment (Staff)**

### **Purpose**

A fair, collaborative, inclusive and respectful workplace is a critical prerequisite to Nanaimo Ladysmith Public Schools (NLPS) commitment to delivering high quality public education and cultivating a reputation of excellence. Therefore, the Board is committed to creating and maintaining a respectful learning and working environment free from harassment and bullying where people, regardless of their roles or levels of responsibilities, are treated and treat each other respectfully and professionally in their interactions.

NLPS is committed to providing, in consultation with the unions and other employee groups, an awareness program to every NLPS employee so that they know and understand:

- what constitutes bullying and harassment.
- the process for dealing with incidents of bullying and harassment.
- what remedies are available if it is determined that they have been bullied or harassed.
- the importance of confidentiality regarding bullying and harassment complaints.

NLPS considers bullying and harassment in any form (including sexual harassment) to be totally unacceptable and will not tolerate its occurrence.

### **Application of this Administrative Procedure**

Everyone shares responsibility for a respectful workplace. This administrative procedure applies to all individuals who interact with NLPS employees, regardless of their role or function. This includes all NLPS employees, students, parents, trustees, volunteers, third parties doing business with NLPS, and members of the general public.

This administrative procedure applies to all interpersonal communication regardless of where or when it occurs, and includes electronic communications such as email or social media. It is the expectation of the Board of Education that all employees and persons, regardless of location, will strive to maintain the highest level of professional and personal courtesy when interacting with NLPS employees.

Should an incident of bullying or harassment involve a non-workplace party or student/parent or any other individual that an employee comes into contact with at the workplace, the Superintendent of Schools or designate, will determine the course of action and procedures that are practicable and reasonable to follow and the parties will be so notified.

### Definitions:

Bullying and harassment as per the WorkSafeBC Occupational Health and Safety Regulations, includes any inappropriate conduct or comment by a person towards a NLPS employee that the person knew, or reasonably ought to have known, would cause that employee to be humiliated or intimidated, but excludes any reasonable action taken by NLPS or a supervisor relating to the management and direction of employees or the place of employment.

Complainant refers to a NLPS employee who believes they have been subjected to behavior that is defined as bullying or harassment.

Confidentiality means that information about a complaint will be shared only with those who need to know in order to facilitate the investigation process. The respondent and complainant will be granted access to review the report at the end of the investigation. All participants in the investigation process are to keep information related to the complaint confidential and not disclose it to anyone other than their union representatives.

Cyberbullying involves the use of communication technologies such as the Internet, social networking sites, websites, email, text messaging and instant messaging to repeatedly intimidate or harass others.

Cyberbullying includes:

- Sending mean or threatening emails or text/instant messages
- Posting embarrassing photos of someone online
- Creating a website to make fun of others
- Pretending to be someone by using their name
- Tricking someone into revealing personal or embarrassing information and sending it to others

Cyberbullying affects victims in different ways than traditional bullying. It can follow a victim everywhere 24 hours a day, 7 days a week, from school, to the mall and all the way into the comfort of their home - usually safe from traditional forms of bullying.

Discrimination The Human Rights Code forbids discrimination based on certain characteristics, often referred to as “protected grounds”. The characteristics may be the individual's actual characteristic or they may be how the individual is perceived. The protected grounds in the BC Human Rights Code are:

Race	Ancestry	Place of Origin
Colour	Political Beliefs	Marital Status
National or Ethnic Origin	Age	Mental Disability
Religion	Gender Identity or Expression	Physical Disability
Sex	Sexual Orientation	Family Status
Indigenous identity		

A conviction that is unrelated to employment or intended employment.

Workplace is any environment or location, including electronic environments, where a NLPS employee is fulfilling their duty and/or role connected with NLPS. These include, but are not limited to:

- Offices, staff rooms, classrooms, or lunch rooms, and within or on other NLPS property
- Locations where events associated with and including extra-curricular activities take place
- Locations outside of the NLPS operated premises where activities such as field trips, work-related conferences, training sessions, travel, community events or social gatherings take place
- Other locations where workplace bullying and harassment (including sexual harassment) may have a subsequent impact on the work relationship, performance or environment

Employee is an individual who receives a salary or wages from the NLPS for work performed.

Mediation involves an unbiased third party acting as facilitator in direct communication between the complainant and respondent where both parties voluntarily agree to this process. The respondent will be provided with a copy of the complaint. The complainant and respondent will be provided a copy of the report at the end of the investigation. All participants in the investigation process must keep all information related to the complaint and the investigation process confidential and not disclose such information to anyone other than their union representative, or lawyer.

Respondent refers to a person who is alleged to have engaged in bullying and harassment.

Restorative practice is the management of conflict and tension by repairing harm and rebuilding relationships.

Sexual Harassment means conduct or comments of a sexual nature that is unwelcome, and that detrimentally affects the work environment or leads to adverse job-related consequences. Sexual harassment includes, but is not limited to:

- unwanted touching
- unwelcome sexual flirtations
- advances or proposition
- sexually suggestive, obscene or degrading comments or gestures
- offensive jokes of a sexual nature
- leering or staring; displaying or circulating pictures or other material of a sexual nature
- unwelcome questions or remarks about a person's sex life, appearance or clothing

### **Board Policy / Administrative Procedure Linkages**

- P 2.10 - Inclusion Policy
- AP 419 - Violence in the Workplace
- AP 325 – Appeals

### Discrimination in the Workplace

NLPS is committed to:

- creating an environment in the school district which promotes non-discrimination consistent with the Human Rights Code.
- hiring employees on the basis of merit consistent with human rights laws.
- reducing language and cultural barriers.
- communicating effectively with employees, parents and other partner groups in our diverse community.

*To differentiate between harassment and discrimination, the following definitions are offered for clarity:*

*Discrimination: means any form of unequal treatment based on the prohibited grounds, whether imposing extra burdens or denying benefits. It may be intentional or unintentional. It may involve direct actions that are discriminatory on their face, or it may involve rules, practices or procedures that appear neutral, but disadvantage certain groups of people. Discrimination may take obvious forms, or it may happen in very subtle ways. Even if there are many factors affecting a decision or action, if discrimination is one factor that is a violation of this procedure.*

*Harassment: means a comment(s) or action(s) that is/are known, or ought reasonably to be known, to be unwelcome. It can involve words or actions that are known or should be known to be offensive, embarrassing, humiliating, demeaning or unwelcome, based on prohibited ground of discrimination.*

This administrative procedure focuses on the prompt resolution of complaints. However, this AP does not prevent an employee from filing a complaint under Section 13 of the Human Rights Code; employees are not entitled to duplication of process.

### Employee Responsibilities

NLPS employees must:

- refrain from engaging in bullying and harassment (including sexual harassment) of other employees, supervisors, the employer or persons acting on behalf of the employer.
- report occurrences of bullying and harassment (including sexual harassment), observed or experienced in the workplace.
- apply and comply with NLPS Policies and Administrative Procedures on bullying and harassment (including sexual harassment).
- participate in training sessions provided by NLPS.

### Employer Training Responsibility

NLPS has a continuing goal, to promote a bullying and harassment free workplace through an effective training program that promotes attitudinal change. NLPS and employees will be encouraged to achieve this goal.

## AP 425 – Bullying and Harassment (Staff)

Training should include both teaching and non-teaching staff. When appropriate, parents and the community may be invited to participate.

Where feasible, training regarding a specific culture should be provided by a person of that culture:

- Training programs shall include such topics as multicultural education implementation, anti-racism, cross-cultural issues, human rights, valuing diversity and intervention strategies.
- Newly hired employees must receive training on the prevention of bullying and harassment.

### **Bullying and harassment (including Sexual Harassment) is not:**

- expressing differences of opinion.
- offering constructive feedback, guidance, or advice about work-related behaviour and performance.
- making a legitimate complaint about someone's conduct through established procedures.
- supervising and Managing Employees.

### **Human Rights Code/Criminal Code/Grievance Procedure Reference**

Filing a complaint under these procedures is not intended to preclude rights under the Collective Agreement, BC Human Rights Code, Criminal Code of Canada or other avenues of redress open under the law.

### **Complaint Reluctance**

The Complainant may choose to not formalize or withdraw the complaint at any stage. However, NLPS may be obliged under these procedures, to continue the inquiry into the complaint and to take whatever remedial action it deems appropriate, or refer the matter to another process or procedure.

### **Confidentiality**

All records of the complaint filed at Step 2 of the Complaint Procedure Steps, including contents of meetings, interviews, results of inquiries and other relevant material will be kept confidential, except where disclosure is required by a disciplinary or other remedial process or required by operation of law or as a consequence of contemplated or actual litigation.

The Complainant and the Respondent and any witnesses interviewed in an investigation are to maintain strict confidentiality about the complaint.

### **Counselling**

The NLPS Employee Family Assistance Program (EFAP) is available to all employees and their immediate families and offers counselling and resource assistance on a voluntary and confidential basis.

### No Reprisals

It is a breach of this Administrative Procedure to take retaliatory action or reprisal against a person who, in good faith, raises a concern or files a complaint under this Administrative Procedure, or for:

- invoking these procedures (whether on behalf of oneself or another individual).
- participating or co-operating in any inquiry under these procedures.
- associating with a person who has invoked these procedures or participated in these procedures.

### Complaint Procedure Steps

This Administrative Procedure contains two (2) steps, which are outlined below. It is noted that some exceptions to this may apply, and Step 1 may be bypassed and the complaint initiated at Step 2.

All parties involved in a complaint agree to deal with the complaint expeditiously; however, timelines set out in this procedure may be subject to variation by a representative of NLPS, after consultation with the parties and their union representative, if applicable.

Complaints must be made within one year of the alleged contravention, or within one year of the last alleged incident with continuing contraventions. Only in exceptional circumstances will complaints be accepted after a one-year time period.

### Step 1 - Speak Up

- a) The Complainant is advised to record the details surrounding the incident(s) including times, dates, places, people involved, names of witnesses, if any, what was said or done, and circumstances surrounding the incident(s).
- b) The Complainant is encouraged to bring the matter to the attention of the Respondent calmly, but firmly, making a direct and clear objection indicating that the comment or conduct is not acceptable, is unwelcome, will not be tolerated and must stop. This is often an effective way to resolve the issue and end the bullying or harassment (including sexual harassment). It is important that both the Complainant and Respondent individually document any communication regarding the complaint.
- c) Before proceeding to Step 2, the Complainant may choose to either correspond with or approach their Supervisor, Union Representative, or designate to report their complaint and to discuss potential means of resolving the complaint and to request assistance in resolving the matter. A resolution may be attempted using the Informal Resolution Outcomes outlined below. If the matter is resolved to the Complainant's satisfaction, the matter is deemed to be resolved.

### Informal Resolution Outcomes

- a) All discussions shall be solely an attempt to mediate the complaint;
- b) Any and all discussions shall be completely off the record and will not form part of any record;
- c) The Complainant, Respondent, and Supervisor(s) shall be present at such meetings;

Should a resolution be reached between the Complainant and Respondent at Step 1, this matter will be considered resolved.

### Step 2 – Formal Process

If a complainant:

- does not feel comfortable talking to the Respondent;
- is not satisfied with the result of the initial contact with the Respondent; or
- finds the bullying and harassment (including sexual harassment) continues,

the Complainant may file a complaint with the Superintendent or designate or, where the Superintendent or designate is the alleged harasser, with the Executive Director of Human Resources. If deemed appropriate, the Superintendent, or designate, will appoint an independent investigator.

- a) When initiating the complaint process via a written complaint, the ***Workplace Bullying and harassment Complaint Form is to be used***. *This form is found attached to these procedures.* The form allows the complainant to outline the details of the particulars of the allegations. The form is to be submitted along with any other supporting documentation, to the Superintendent of Schools or designate or, where the Superintendent or designate is the alleged harasser, with the Executive Director of Human Resources. If deemed appropriate, the Superintendent, or designate, will appoint an independent investigator.
- b) The Superintendent or designate will review the particulars of the complaint. Upon conclusion of such a review, the Superintendent or designate shall determine the best course of action, which may include an investigation and/or mediation and/or an alternate dispute resolution;
- c) The Respondent cited in a complaint shall be provided with notice of the complaint, and shall be provided with a copy of the Workplace Bullying and harassment administrative procedure and Complaint Form where one is filed by the Complainant. The Superintendent of Schools or designate is responsible for ensuring that the Respondent receives a copy of the written complaint.
- d) The Superintendent of Schools or designate will inform both the Complainant and the Respondent that:
  - confidentiality will be upheld.
  - they have the right to representation during any discussions or meetings held during the process.
  - they have the right to a fair investigation.
  - they have an option of mediation if both the Complainant and Respondent agree.
  - the respondent has the right to receive a copy of the complaint.
  - relevant witnesses will be called upon for both parties.
  - malicious or vexatious complaints will not be tolerated.
  - the process will be expedited to the best of NLPS' ability.
  - the parties will be provided with a summary of the outcome.
  - both parties have access to EFAP.



### Resolution

Investigations will include interviews with the complainant and respondent, and any witnesses as well as review of all relevant evidence. Following the completion of the investigation, the Employer will report to the Complainant and the Respondent on the summary of findings. The employer will only convey that the appropriate level of action has been levied and will not provide further details as this is a personnel matter. NLPS will keep a written record of investigations, including the findings.

### Vexatious/Malicious Complaints

Complaints or reports of bullying and harassment are serious matters. Employees who are found to This Administrative Procedure is backed up by the following Sections of the Workers Compensation Act:

- Section 115(1) (a) requires an employer to take all reasonable steps in the circumstances to ensure the health and safety of its workers.
- Section 115(2) (e) of the Act requires an employer to inform, instruct, train and supervise workers to ensure their safety and that of other workers.

Other legislation, policies and contracts must be considered in conjunction with this administrative procedure:

- This Administrative Procedure is not intended to address incidents of discrimination under the BC Human Rights Code.
- The conduct of the Board of Education is addressed in Policy 2.3 - Enforcement of the Trustee Code of Conduct Procedure.
- Inappropriate behaviour by an adult toward a student is not covered by this Administrative Procedure. The School Act, the Ministry of Education's Teacher Regulation Branch, the Child, Family and the Community Services Act will define and govern the standard of behaviour required of adults when dealing with students.
- Inappropriate behaviour by an employee toward a parent or volunteer is not covered by this Administrative Procedure.
- This Administrative Procedure excludes the legitimate exercise of management rights and any reasonable action taken by the NLPS or a supervisor relating to the management and direction of employees or the place of employment, including supervisory decisions involving work direction, evaluation, investigations and disciplinary action.
- This Administrative Procedure does not apply to the reasonable exercise of parent and student rights in bringing forward concerns about the treatment of students by employees, when done in a respectful manner. Parents and students can challenge the decision of NLPS staff through the NLPS Appeal and Complaint Procedures (AP 325).
- This Administrative Procedure does not cover interpersonal conflicts or interpersonal relations, unless they involve bullying or harassment.

**COMPLAINT FORM**  
**Workplace Bullying and Harassment**

**PRIVATE AND CONFIDENTIAL**

Complainants may seek assistance before completing this form.

This form, along with any documentation supporting this complaint (e.g., emails, handwritten notes, photographs, or physical evidence like vandalized personal belongings), is to be submitted to the Superintendent or designate. (If the Respondent is the Superintendent of Schools or designate, submit this form and supporting documentation to either BCPSEA or a third party who shall have been named by prior agreement of the District and the Union).

**SECTION 1 – COMPLAINANT**

Name of Complainant:

School/Department/Work Site:

Phone:

Email:

Signature:

Date:

**SECTION 2 – RESPONDENT(S)**

Name of Complainant:

School/Department/Work Site:

Phone:

Email:

**SECTION 3 – NATURE OF THE COMPLAINT**

Indicate what form of harassment or bullying or discrimination has allegedly occurred. Complaints of discrimination must be based on one or more of the prohibited grounds as set out in the Human Rights Code of British Columbia.

**SECTION 4 – INCIDENT(S)**

**Description of Behaviour** Start with the most recent incident first. Follow in reverse chronological order.

Provide a detailed account of the incident(s) including, as much as possible, verbatim or “quoted” comments, descriptions of physical demeanour, gestures, tone of voice, facial expression, etc. Times and dates should be included in this section. Verbatim comments should be placed inside quotation marks. If you are paraphrasing, please indicate this by using appropriate phrases (e.g. ...said something like...). Include the names of any witnesses to the incident at the end of this section.

## AP 425 – Bullying and Harassment (Staff)

### Incident 1

**Date:** **Approx. Time:** **Location:**

**Description:**

**Witness (es):**

### Incident 2

**Date:** **Approx. Time:** **Location:**

**Description:**

**Witness (es):**

### Incident 3

**Date:** **Approx. Time:** **Location:**

**Description:**

**Witness (es):**

## SECTION 5 – DESIRED OUTCOME

What would you like to see happen in order for you to consider this issue to be resolved?

## SECTION – 6 BACKGROUND INFORMATION

If relevant and appropriate, provide background information, for example, the workings of the school/ area involved, any relevant history in the school/area involved, and/or any unique features of the school/area that might help us understand the context of the complaint. Also, provide a brief description of any events or behaviours that led up to the first reported incident.

**Complainant Signature:**

**Date:**

**Superintendent or designee's Signature (indicating receipt):**

**Date:**

*The information contained in this form is of a highly confidential nature and will be protected as outlined in the District's procedures to address workplace bullying and harassment (including sexual harassment) incidents and complaints.*

Adopted: April 28, 2004

Amended: February 5, 2020, and July 2022

References: The BC Human Rights Code 'AP 425 – Harassment Forms'

**NANAIMO LADYSMITH PUBLIC SCHOOLS  
BUSINESS COMMITTEE  
PUBLIC MEETING  
INFORMATION SHEET**

DATE: January 11, 2023  
TO: Business Committee  
FROM: Shawn Johnston, Executive Director of Human Resources  
SUBJECT: Accessibility Committee Update

---

### **Background**

In June 2022 the provincial government passed the *Accessible British Columbia Act*. The Act requires specific organizations, including school districts, to form an accessibility committee, with the mandate to “assist the organization to identify barriers to individuals in and interaction with the organizations” and “advise the organization on how to remove and prevent barriers to individuals in or interaction with the organization.”

The Act provides that the Accessibility Committee “must, to the extent possible” have at least half its membership comprised of persons with disabilities or persons who support or are from organizations that support persons with disabilities; reflect the diversity of persons with disabilities in BC; have at least one Indigenous member; and reflect the diversity of persons in BC.

“Barriers” are defined in the Act as “anything that hinders full and equal participation in society for a person with an impairment.”, and includes barriers caused by: environments, attitudes, practices, policies, information, communications or technologies, and affected by intersecting forms of discrimination.

“Impairment” is defined as including “a physical, sensory, mental, intellectual or cognitive impairment, whether permanent, temporary or episodic.

### **Discussion**

The District has begun this work, by:

1. Having Accessibility Gap Analyses conducted at all schools; and
2. Creating an Accessibility Committee for the District.

The District is in the process of forming the Accessibility Committee. This staff-based committee will be co-chaired by the Director of Instruction – Inclusive Education and the Executive Director of Human Resources, to start, and consists of District Staff from multiple departments and sites and community members. There have been some challenges in getting parent and student representation, and we continue to seek those members.

The first committee meeting is later this month. This spring, the Committee will establish a Terms of Reference, review the data gathered through the Accessibility Gap Analysis, and begin work on a work plan for the next 3-5 years.

**NANAIMO LADYSMITH PUBLIC SCHOOLS**

**BUSINESS COMMITTEE  
PUBLIC MEETING**

**INFORMATION SHEET**

DATE: January 11, 2023  
TO: Business Committee  
FROM: Mark Walsh, Secretary - Treasurer  
Pete Sabo, Executive Director Planning & Operations  
SUBJECT: Administrative Procedure 506 – Relocation, Acquisition and Use of Portables

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**Background:**

As part of the District's ongoing review and updating of Administrative Procedures, staff have reviewed procedures associated with portables. This Information Sheet highlights the changes.

**Discussion:**

The current Administrative Procedures 233, 505 and 506 address portable structures. In reviewing these procedures, the Facilities Department Managers in conjunction with the Department of Learning Services have determined that it made more sense to combine these Administrative Procedures. This allows staff and trustees to review a single Administrative Procedure for information.

The changes also provide clarity on the procedures, including the acquisition, placement and use of portables.

**Appendix A:** Revised Administrative Procedure 506 – Relocation, Acquisition and Use of Portables

**Appendix B:** Current Administrative Procedure 233 – Use of Portables Schools

**Appendix C:** Current Administrative Procedure 505 – Location of Portable Structures

**Appendix D:** Current Administrative Procedure 506 – Allocation of Portables

## Administrative Procedure 506 – Relocation, Acquisition and Use of Portables (Modular Classrooms, Learning Studios, etc.)



### AP 506 – Relocation, Acquisition and Use of Portables (Modular Classrooms, Learning Studios, etc.)

#### Purpose

The allocation of learning studios within Nanaimo Ladysmith Public Schools shall be guided by the Ministry of Education & Child Care space standards. Any variance to the Ministry space standards shall be in accordance with approval of the Superintendent or designate. The Board supports students being placed in the main building. If the opportunity to place students in the main school building does not exist and a learning studio is the only viable option, the relocation, acquisition, placement, and use of the space shall follow the criteria contained in this procedure.

#### Procedure

##### *Allocation and Acquisition of Portables*

1. Allocation of existing portables and acquisition of new portables shall be based upon providing the best possible educational accommodations for students.
2. Intermediate classes (Grades 4-7) shall receive first consideration for assignment to a portable.
3. Kindergarten and Grade 1 classes shall not be assigned to a portable without running water and toilet facilities unless no other alternative is feasible, and then only with the approval of the Superintendent or designate.

##### *Placement of Portables on School Sites*

1. The location of portables on a school site shall be determined by the Facilities Department through consultation with the School Principal, and recommended to the appropriate Assistant Superintendent, based upon:
  - the location best serving school needs
  - accessibility considerations
  - compliance with building regulations
  - proximity of services: electrical, fire, water, information technology and PA system connections

## AP 506 – Relocation, Acquisition and Use of Portables (Modular Classrooms, Learning Studios, etc.)

- ease of access to washrooms
  - future building expansion and site development
  - site grade
2. Facilities shall maintain a portable inventory for use in the allocation process and reporting to the Ministry of Education & Child Care.
  3. Facilities shall prepare and keep current a plan indicating possible future locations for portables for each school site. Where a school site requires multiple portables, every attempt will be made to create or enable pods. The creation of a portable pod enables future improvements including but not limited to covered walkways, shared raised decks, access to central washroom facilities, potential security enclosures, and access to shared ramps and stairs.
  4. Facilities staff to determine if any potential conflicts exist with any of the neighboring properties. Staff may advise the neighboring property occupant of the works if deemed appropriate. Whenever possible, such notification meeting shall take place at least 6 weeks prior to the placing of the portable classrooms on the site.

### *Use of Learning Studios*

1. The primary use of Portables will be for general instruction purposes.
2. Portables will not be allocated to schools for uses other than general instruction without the approval of the Superintendent or designate. These uses could include, but not be limited to, multi-purpose rooms, staff rooms, band/music rooms, special education rooms and counselling space.
3. Portables utilized as school space on district sites may be used only for their authorized and intended purposes. Any change in the use of a portable requires prior approval of the Superintendent or designate.
4. Any portables that are deemed surplus as the result of new space added or enrolment decline shall be rendered inaccessible to the school and 'secured' by the Facilities Department. Portables deemed surplus shall be considered for re-allocation.

Adopted: January 31, 2001

Amended: Updated and replaces AP 505 and 233 - January XX, 2023

## Administrative Procedure 233 – Use of Portables - Schools



### AP 233 – Use of Portables - Schools

#### Purpose

The Board recognizes that the use of portable classrooms may often be the only way to provide adequate space to maintain acceptable levels of class size or support services in schools.

#### Procedure

1. Assignment of portable use shall be based upon providing the best possible educational accommodations for students, with consideration given to portable location, proximity to washrooms, learning resources, etc.
2. Intermediate classes (Grades 4-7) shall receive first consideration for assignment to a portable.
3. Kindergarten and Grade 1 classes shall not be assigned to portable classrooms without running water and toilet facilities, unless no other alternative is feasible, and then only with the approval of the Superintendent of Schools.
4. Seniority of teaching staff shall not be a criteria for portable classroom assignment.
5. Portables shall not be used as computer labs.

#### *Placement of Portables on School Sites*

1. The position of the portable shall be determined by the Facilities Department through consultation with the principal based upon:
  - a. serving student needs
  - b. access to learning resources
  - c. access to washrooms
  - d. site conditions
  - e. access to services (i.e., power, PA, fire alarm, etc.)
2. Portables shall be connected to the school's PA system; fire alarm system; and, where necessary, security system.
3. The principal shall immediately notify the property owner who is adjacent to the chosen portable locations, before portable placement commences.

Adopted: September 28, 1994



**Administrative Procedure 505 – Location of Portable Structures****AP 505 – Location of Portable Structures****Purpose**

Once a need for a portable structure on a school site has been identified, the Properties Department, the appropriate Assistant Superintendent and the school principal will consult with the potentially affected neighbouring residents prior to location the portable structure on the school site.

**Procedure**

1. The Property Department shall develop a plan showing the prime location and alternatives to best service District and school needs.
2. The principal shall arrange a meeting with the potentially affected neighbouring residents to provide consultation on the selection of the location for portable structure(s).
3. Whenever possible, such meeting shall take place at least 6 weeks prior to the placing of the portable classrooms on the site.
4. The criteria to be used when selecting portable structure location will be:
  - the location best serving school needs
  - compliance with building regulations
  - proximity of electrical, fire, PA system
  - ease of access to washrooms and library
  - future building expansion and site development
  - site grade

Adopted: June 22, 1988

## Administrative Procedure 506 – Allocation of Portables



### AP 506 – Allocation of Portables

#### Purpose

The allocation of portables within Nanaimo Ladysmith Public Schools shall be determined by Ministry of Education standards. The Board believes that, where possible students should be housed in the main school building. If the opportunity to place students in the main school building does not exist and a portable classroom is required, this need should be dealt with according to the criteria for the eligibility of portables as outlined in *AP 505 – Location of Portables*.

#### Procedure

1. The Director of Facilities is authorized to approve the allocation of (portable) space that is approved by the Ministry of Education.
2. The Director of Facilities is authorized to approve the allocation of (portable) space that is required for service or support of on-site Ministry approved portable units, e.g., electrical rooms, custodial rooms, storage rooms, administrative area, washrooms, and staff-rooms.
3. The Director of Facilities is authorized to allocate an existing portable that is requested for a program and is supported by the appropriate Assistant Superintendent, but that is not supported by the Ministry at the time of request. Allocation is authorized only under those circumstances that would indicate that Ministerial support would be forthcoming upon the Facilities Department being given time to make the appropriate application.
4. The Director of Facilities, in instances where a portable is required as in (3) above and where a portable is not available within the district, shall initiate the appropriate request for funding from the Ministry of Education. The request to the Ministry is for the authorization of additional space and for the purchase of a portable unit(s) as is required to accommodate the need as stated in (3) above.
5. The Board, through the Facilities Planning Committee, shall consider space that is requested and considered necessary for the delivery of a program, but is not supported by the Ministry of Education either now or in the future. A request must first receive the support from the appropriate Assistant Superintendent. The Assistant Superintendent, with the assistance of the Director of Facilities, will present the request together with the criteria in support of the request at the next available Facilities Planning Committee meeting.

## AP 506 – Allocation of Portables

The Director of Facilities is directed to deal with requests listed in items (a) through (f) below in the prescribed manner. If those making requests are not in agreement with this ruling, they are to advise their respective Assistant Superintendent. In turn, they are to discuss their request with the

Assistant Superintendent who, if in agreement, will place the request on the agenda for the next Facilities Planning Committee meeting. Please see item (5) above.

- a) Portable units that are now used as Multi-purpose rooms, staff-rooms and gymnasiums will be reviewed by the Facilities Planning Committee and will have their use reconfirmed or will be declared surplus. Requests for portables for this purpose in the future will not be considered as sufficient support for portable allocation.
  - b) Portable units that are now used for SSS programs and/or SSS zone offices will be confirmed by the Assistant Superintendent, Student Support Services, in collaboration with school principals and the Director of Facilities. These units will be reviewed by the Facilities Planning Committee and will have their use reconfirmed or will be declared surplus.
  - c) A request for a band/music room where there is none will not be considered sufficient reason to support portable allocation.
  - d) Any request that deals with the need for counselling space or other Student Support Services related issues will be referred to the Assistant Superintendent, Student Support Services. These requests will be dealt with as in (b) above.
  - e) A request for special needs rooms such as time-out rooms, earthquake kiosks, parent gathering rooms or storage rooms will not be considered sufficient reason to support portable allocation.
  - f) Requests for portables for future enrolment growth will be considered and dealt with under (3) above.
6. Any portables that are deemed surplus as the result of new space added shall immediately be rendered unusable by the Maintenance Department. Portables rendered unusable shall remain so until such time as:
- the unit disposed of
  - the unit is reallocated for use in the district
7. Requests for portables are to be made ready for presentation at the last Facilities Planning Committee meeting in April thereby allowing for Board approval in late May. Given the timely presentation of a request for portables, the Facilities Department will be able to ensure that the portable is ready for school opening in September.

## AP 506 – Allocation of Portables

8. The Director of Facilities will identify any portables that are considered permanent and will likely remain so for the rest of their existence. The Director shall make a request to the Ministry of Education to have those portables removed from the Ministry's portables inventory list.
9. Outside groups requesting to rent, lease or purchase portables, whether on district property or not, shall make application through the Director of Facilities to the Facilities Planning Committee for consideration of their request. All costs dealing with approved requests shall be at no cost to the Board.
10. Portables utilized as school space on district sites may be used only for their authorized and intended purposes. Any change in the usage of a portable shall be dealt with as a new application for portable space and shall follow the criteria listed above.

Adopted: January 31, 2001

**NANAIMO LADYSMITH PUBLIC SCHOOLS  
BUSINESS COMMITTEE  
PUBLIC MEETING  
INFORMATION SHEET**

DATE: January 11, 2023  
TO: Business Committee  
FROM: Mark Walsh, Secretary-Treasurer  
SUBJECT: Administrative Procedures 347, 403, 407

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**Background**

As part of our ongoing review of our Administrative Procedures to ensure currency, we have reviewed the following Administrative Procedures:

- AP 347 – Sexual Orientation and Gender Identity
- AP 403 – Administration New Schools
- AP 407 – Coaching Students for Fees

**Discussion**

**AP 347 – Sexual Orientation and Gender Identity**

This AP has one minor shift to highlight advice the District has received with respect to a mature minor's rights in our schools associated with personal information. Language has been added to the *Names and Pronouns* section informing parents that, while it is always our preference to work collaboratively with families to build common understandings, ultimately, District staff will respect student preferences related to pronouns, as per the Human Rights Code.

**AP 403 – Administration New Schools**

This AP will be deleted. The AP does not align with the process of choosing and assigning school principals. The deletion is timely as the Board will be considering the reopening of a school in the near future. The assignment of principals is a duty within the purview of the Superintendent and the practice for a new school should align with the current practice which currently does not have an Administrative Procedure.

**AP 407 – Coaching of Student for Fees**

This AP is not required. The BCTF Code of Ethics limits teachers from this activity already as does arguably the Teacher Regulation Branch Standards.

- Appendix A: AP 347 – Sexual Orientation and Gender Identity
- Appendix B: AP 403 – Administration New Schools
- Appendix C: AP 407 – Coaching Students for Fees

## AP 347 – Sexual Orientation and Gender Identity



### Administrative Procedure 347 – Sexual Orientation and Gender Identity

## AP 347 – Sexual Orientation and Gender Identity

### Table of Contents

Purpose.....	1
Objectives.....	2
Definitions for the purpose.....	3
General Guidelines.....	3
Privacy and Confidentiality.....	3
Names and Pronouns.....	4
Official Records.....	4
<i>PEN, 1701 and Provincial Assessment</i>	
Washrooms, Locker and Change Rooms.....	5
Physical Education Classes, Curricular and Extra Curricular Activities.....	5
Class Placement.....	5
Other Gender-Based Activities, Rules and Practises.....	6
Billeting and Overnight Field Trips.....	6
International Students.....	6
Media and Community Communication.....	6
Transitioning at School/Work.....	6
Support for Students.....	7
Gender and Sexuality Alliances – GSAs.....	7
Appropriate Intervention - Responding to Incidents.....	7
Board of Education Responsibilities.....	8
Staff Development and Education.....	8
Learning, Curriculum and Library Resources.....	9
School-Community Involvement.....	9
Process of Appeal.....	10

### Purpose

AP 347 is a guideline to ensure that all programs, activities, and interactions are free from discrimination based on sexual orientation, or gender identity. The procedure covers conduct that takes place in the school, on school property, at school-sponsored functions and activities, on school buses or vehicles and at bus stops. It also pertains to usage of electronic technology and electronic communication that occurs in the school, on school property, at school-sponsored functions and activities, on school buses or vehicles and at bus stops, as well as, on school computers, networks, forums, and mailing lists.

The *Nanaimo Ladysmith Public Schools Inclusion Policy (2.10)* is based on the principles of respect, acceptance, safety, and equity. It is the recognition and honouring of diversity, and valuing the contributions of all members of our school communities, ensuring that learning environments are safe, caring and inclusive.

The policy does not anticipate every situation that might occur with respect to sexual orientation or gender identity; therefore, the needs of each student must be assessed on an individual basis with the intent to protect the rights and safety of all students and staff.

### Objectives

- To support the implementation of the *NLPS Inclusion Policy (2.10)*;
- To establish the Board's commitment to creating respectful, accepting, safe, and supportive educational environments for everyone who learns and works in NLPS regardless of sex, sexual orientation, gender identity, or gender expression;
- To facilitate compliance with district, *BC Human Rights Code*, and the *School Act*.

### Definitions for the purpose

**LGBTQ+** is the acronym used to refer to the community that includes lesbian, gay, bisexual, trans, queer, questioning, two-spirit, intersex, asexual, pansexual, etc. people.

**Non-binary/Gender Expansive/Gender Non-conforming/Gender Creative/Gender Fluid** can refer to a person who does not conform to society's expectations of their gender role or gender expression. These are broad terms that include boys who behave, dress and interact in feminine ways; girls who behave, dress and interact in masculine ways; or a mixture of many gender expressions and/or identities; in addition to trans students.

**Gender Expression** refers to the way a person expresses one's gender, through dress, grooming habits, choice of name and pronoun, mannerisms, activities, etc.

**Gender Identity** refers to one's psychological and intellectual understanding of our internal identity as a girl (or woman), boy (or man), or both, or neither, regardless of one's sex assigned at birth.

**Sexual Orientation** is an enduring pattern of romantic or sexual attraction (or a combination of these) to persons of the opposite sex or gender, the same sex or gender, or to both sexes or more than one gender.

**Trans Person** refers to a person whose gender identity is different from the sex they were assigned at birth. This includes people who were assigned male at birth but identify as female, people who were assigned female at birth but identify as male, and people who identify as both or neither male nor female.

**Two-Spirit Person** refers to a First Nations, Métis, or Inuit person who self-identify as having a gender identity, gender expression, or gender role outside the colonial binary and in accordance with the traditions and teachings of their culture.

**Social Transition** is a process that can involve sharing one's gender identity with others and the transition to identifying as trans or non-binary publically. This may or may not include changes to one's gender expression or sharing information about one's assigned sex.

**Adapted from:** *The Gender Spectrum: What Educators Need to Know* Pride Education Network

### General Guidelines

When considering aspects of this procedure, it is important to keep in mind that gender is fluid and not binary. It is helpful to see male and female at opposite ends of the continuum of gender identity. By seeing only two genders in decisions about procedure, there is a possibility of pressuring students to

conform to gender stereotypes and the social roles assigned to females and males. Environments could be created that compel students who are questioning to make decisions before they are ready. NLPS has an obligation to ensure that members of the school community who are LGBTQ+, and members of diverse family structures are respected, included and safe in the school communities and related activities.

### Privacy and Confidentiality

All persons have a right to privacy. This includes the right to have one's gender identity and/or sex assigned at birth private at school. Disclosing this information to other students, parents, or other third parties may violate privacy laws, such as the *Freedom of Information and the Protection of Privacy Act* (FOIPPA). The district will ensure that all medical information (e.g. assigned sex) relating to all students will be kept confidential in accordance with applicable district, municipal, provincial and federal policies and privacy laws. School staff will not disclose information that may reveal students' sexual orientation or assigned sex unless legally required to do so, or the student/parent or guardian has authorized such disclosure through the use of the district's release of information form.

Transgender and gender nonconforming students have the right to discuss and express their gender identity and expression openly and to decide when and how much private information to share and with who. Those decisions need to be respected by school personnel. If a student chooses to disclose their gender identity to staff or other students it does not authorize school staff to disclose any medical information about the student. When contacting the parent or guardian of a transgender student, school personnel should use the student's legal name and the pronoun corresponding to the student's sex assigned at birth unless the student, parent or guardian has specified otherwise.

Schools must balance a parent or guardian's need to be informed about their child's school experiences with the student's right to live freely in their affirmed gender. This can be complicated when there is a responsibility to communicate with the parent or guardian about any situation at school directly related to the student's gender identity. In general, school personnel should err on the side of using the person's affirmed name and pronoun to ensure that the person's identity and human rights are respected within the school. Ongoing, open communication with a person during and after social transition is key to avoiding mistakes or inadvertently outing them across varied contexts. When in doubt, always ask the person before you gender them in unfamiliar circumstances.

Situations arising at school may make it difficult or impossible for the school to keep a student's status from the parent or guardian. Schools can, in consultation with the student, work with trained support providers to formally reveal the student's gender status to the parent or guardian in the relatively safe confines of the school. It is important to address all the potential consequences of this approach by consulting with and/or working with trained individuals familiar with such situations. Ensure that support services can be accessed if it becomes evident that the student is no longer safe to return home after the meeting. Privacy concerns are not a reason to prevent a student from living as their affirmed gender. Issues of confidentiality vs. open, respectful discussion must be handled on an individual basis. Students who are open about their transgender or otherwise gender nonconforming status must be acknowledged by their gender identity. Denying this is a violation of their rights to free expression and equal protection under the law.



### Names and Pronouns

Every student has the right to be addressed by a name and pronoun that corresponds to their gender identity. A court-ordered name or gender change is not required, and the student does not need to change their official records. A student who is transitioning while at school will likely indicate name and pronoun preferences. Students must be addressed by the pronoun that reflects their gender identity regardless of their presentation – it is their decision. If a student's gender identity is blended or is fluid or is neither, the student may request to not be referred to with a pronoun or with gender neutral pronouns such as they/them/theirs. When school personnel become aware of this, privately ask the student how they want to be addressed in class, in correspondence to the home, or at conferences with the student's parent or guardian. Once declared, these preferences must be respected to ensure the student's sense of wellbeing and security. Schools must proactively anticipate such situations and be informed of appropriate, expected responses to students. **Parents do not have a right of veto over a student's express preferences. Parents cannot compel schools to engage in discriminatory conduct. It is always preferable to first try to work with the student and parents to establish common understandings, but ultimately the school will honor the student's wishes.**

Schools are required, by law, to maintain a mandatory permanent record card which includes each students' legal name and legal sex, yet have a great deal of latitude in how they handle student records in the day-to-day operations of the school. MyEd BC is being updated to allow for a student's gender identity and assigned sex to be entered separately. Assigned sex is confidential medical information that should not be shared under any circumstances. For the purposes of school operations only a student's gender identity should be used.

### Official Records

Schools will maintain a mandatory permanent student record that includes a student's legal name and assigned sex. The school will change a student's official record to reflect a change in legal name or assigned sex upon receipt of documentation to which such change has been made by court order, or through amendment of provincial or federally issued identification. In situations where school staff or administrators are required by law to use or to report a transgender student's legal name or assigned sex, such as for purposes of standardized testing, school staff and administrators will adopt practices to avoid the inadvertent disclosure of such confidential information.

### ***Personal Education Number (PEN), 1701 and Provincial Assessments (FSA)***

The name that is presented when the student logs on with their PEN is the legal name submitted with the 1701. Schools are sent a list by the Ministry of Education of all their registered students and are required to check that list to ensure that all students are indicated. If the school sees a student who has had a name change/adjustment they generally contact the Ministry and are advised how they can change it at the site. An outline of the "name" process is as such:

- In September/October schools submit their 1701.
- The FSA information for students in Grades 4 and 7 is drawn from the schools 1701 – hence it has the legal name.
- The PEN and legal name of the students are sent to our technical contractors for uploading into the electronic system (no gender information is sent).
- The Ministry sends the school the list of students (PEN and legal name) they expect to be writing at the school.

- The school is required to check the list and contact the Ministry if there are any name changes/adjustments.
- Students log on and write their FSA under their PEN submitted in the 1701 (or if there was a name adjustment under that name).
- Schools send reports home with students based on whatever name the student has written under.
- The Ministry technical contractor sends data back with PEN information only to the Ministry. They do not send back any names. The PEN connects back to whatever legal name we have on file from the 1701.

If a school adjusts a name at the local level in the FSA, that information is **not** dynamically linked to the Ministry. It will stay in the system for the duration of the schools' use (writing of the FSA by the student and printing reports to go home to parents) but it will not change the name here in our PEN system. To change a name legally with the Ministry a legal name change must be submitted to the PEN department.

### **Washrooms, Locker & Change Rooms**

All students have a right to safe and private washroom and changing facilities. They have the right to access washrooms, locker rooms and changing facilities that correspond to their gender identity regardless of their assigned sex. The student's self-identification is the sole measure of the student's gender. Schools may maintain separate washrooms, locker rooms or changing facilities for male and female students, provided that students can access them based on their gender identity. Where available, schools will designate facilities designed for use by one person at a time as accessible to all students, and to incorporate such single-use facilities into new construction or renovation. Any student who is uncomfortable using a shared facility while attending an off-site school-sponsored co-ed activity will be provided with a safe and private alternative. Students will not be required to use facilities that are inconvenient to access or inconsistent with their gender identity.

Where concerns may arise around who is using which bathroom it is imperative that district staff communicate that behaviour is the only pertinent factor when determining whether someone's bathroom use is inappropriate or unsafe. Problematic behaviour (staring, rude comments, mocking, etc.) by anyone in the washroom should be dealt with in accordance with the school's code of conduct, and the details of one's identity should be left out of the matter.

### **Gender Neutral Washrooms**

The district and school administration will ensure the existence of at least one washroom, that is unlocked and clearly accessible, is available for use by everyone in the building. All such facilities must include signage that makes it absolutely clear that they are not restricted by gender.

### **Physical Education Classes, Curricular and Extra Curricular Activities**

All students have the right to participate in physical education classes, curricular and extra-curricular sports/activities in a manner that respects and embraces their gender identity. Students who present as gender neutral or gender non-conforming will be given the option to decide which activities they feel more comfortable doing. A request may come directly from the student or from a parent or guardian. It

is the school administrator's responsibility to make the requested arrangements for these students to participate in school and extra-curricular activities and physical education. All requests/meetings/decisions must be documented and maintained in a confidential file.

### **Class Placement**

During the process of considering how to place students in classes for a school year, school personnel carefully consider each student's unique behavioural traits and learning attributes as the primary factors. Using gender as a defining characteristic is to be avoided when looking at how to balance the composition of a class. It is important to be aware of and minimize the impacts of gender stereotypes and generalizations in all our practices in schools, including the way we construct classes.

### **Other Gender-Based Activities, Rules and Practices**

School personnel are required to evaluate all gender-based procedures, routines, activities, rules, and ceremonies to ensure inclusive language and purpose. Language used should be as gender neutral as possible in all cases. Newly written guidelines must be communicated to all staff, parents and students. Students have the right to expect that all policies, procedures, programs and communications are appropriate, competent and respectful, taking into consideration all parts of their identities. Students will be permitted to participate in any such activities or conform to any such rule, policy or practice consistent with their gender identity.

### **Billeting and Overnight Field Trips**

Plans for billeting for sports teams and/or overnight school based activities must provide accommodation for each student in a room where they will feel safe and accepted. The student can decide where they would feel most comfortable if they are staying in shared accommodations with other students and/or families. The school administrator or teacher in charge of the event will make every effort to make adjustments to support the student. When staying with a billet family discuss with the student or their parent or guardian whether the student requires the billet family to be informed of their sexual orientation or gender identity. Wherever possible, in a billet situation, a member of staff should be billeted along with the student to further ensure their feelings of safety.

### **International Students**

Students must be placed into families where they feel safe and accepted and who are knowledgeable about individuals who are LGBTQ+. All host families will be required to answer a questionnaire regarding societal issues, one of which will be about sexual orientation and gender identity. Direction must also be taken from the students themselves. It must be acknowledged and accepted that each case is different and that a student knows best what they need for them to feel safe and comfortable in a new home environment.

### **Media and Community Communication**

When the school district is communicating to the media or community about issues related to sexual orientation or gender identity, the school or district will designate a single spokesperson as the key contact person. All other district and school staff will direct community members and the media to the designated spokesperson. Protecting the privacy of transgender and gender nonconforming students is the top priority. All medical information is kept strictly confidential. Any violation of confidentiality of this

information contravenes this administrative procedure and the privacy law *Freedom of Information and the Protection of Privacy Act* (FOIPPA).

### Transitioning at School/Work

NLPS staff should be prepared to support any member of the NLPS community through the process of social transition at school/work at any time. For students in transition it is advisable to create a gender support plan to ensure that staff and the student (and/or their family if desired) have the opportunity to go over all changes and/or accommodations that may be necessary throughout the process. A template of a gender support plan is available [here](#). Initiating the creation of any gender support plan must be done with the full support and involvement of the person in transition, and should be customized to the extent necessary for it to be effective and in alignment with the needs of the subject.

### Support for Students

NLPS is committed to maintaining a safe, inclusive learning environment which actively seeks to support students who identify themselves on the basis of sexual orientation or gender identity. School Counsellors and Child & Youth Family Support Workers are often the first point of contact for students seeking emotional support and will be specially trained in culturally safe responses to LGBTQ+ students and students with LGBTQ+ family members. All staff employed by, or providing services within the district, will be educated in the knowledge and skills required to deal with LGBTQ+ issues with students, and will be informed about the *NLPS Inclusion Policy (2.10)* and Procedures including *AP 347 - Sexual Orientation and Gender Identity*; *AP 312 - Harassment, Intimidation, Bullying and Discrimination (Student)*; and, *AP 344 - Code of Conduct*. School administrators have the primary responsibility for ensuring that all school staff, Parent Advisory Committees and students are familiar with and understand the content of the Inclusion Policy and these procedures. The Board of Education is responsible for ensuring that employees who represent the district in other areas are equally as informed.

Students can report incidents of harassment, bullying, intimidation and discrimination through the *Erase Bullying Website*. Access to this site is on each school's website or information is available through school administration.

### Gender and Sexuality Alliances – GSAs

There is significant evidence that simply having a gender and sexuality alliance (Queer/Gay-Straight Alliance) in a school reduces homophobic bullying and the associated negative impacts for *all* students, not just LGBTQ+ students. All NLPS schools are encouraged to form a student-led GSA and support its ongoing existence.

In order to ensure safety and to provide supervision and guidance/support a staff sponsor (ideally identified by the students in consultation with the principal) should be in attendance at all GSA meetings/functions/events/etc..

Establishing a well understood mutual agreement among members about how the group will function and expectations of members is recommended at the beginning of each year. As new members join it

will be important to go over this throughout the year. All students are welcome to join their school's GSA provided they accept the agreement.

Staff sponsors must be conscious of student privacy and confidentiality in ensuring that students' membership in a GSA is not shared or publicized for any purpose without the permission of each student. Students do not need to obtain parent permission to participate in clubs or other student-led organizations and GSAs are no different.

### Appropriate Intervention - Responding to Incidents

Students and other members of the NLPS community have the right to expect a respectful and culturally safe school environment free of discrimination, harassment and bullying. In 2007, the Ministry of Education mandated that schools and districts establish procedures that align with the *Ministerial Order M276/07 Code of Conduct*. NLPS' Procedure *AP 344 Code of Conduct* outlines the safe, caring and inclusive behaviour guidelines for acceptable student conduct that respects the rights, dignity and diversity of others and promotes civility. *Section 3.0* of the procedure outlines the appropriate intervention guidelines that must be educative, preventative and restorative in focus and purpose.

Each school must, in consultation with staff, parents and students, establish their own Code of Conduct based on the Ministerial Order and the guidelines outlined in *AP 344*, including a section on appropriate intervention. Schools may also refer to *AP 312 Harassment, Intimidation, Bullying and Discrimination -1. Complaints, Section 3*. to guide the decision on the most appropriate intervention.

Students and members of the NLPS community expect that all employees have a duty to intervene in any interactions involving the use of offensive discriminatory language, regardless of the speaker's intention, and to be educative, preventative and restorative in conveying that such comments do not align with the NLPS Inclusion Policy, are prohibited under the B.C. Human Rights Code, and are not acceptable in our educational community.

### Board of Education Responsibilities

*Inclusion Policy (2.10)* expects that all employees will reflect on how their interactions can create a respectful, accepting, safe, and supportive environment for the students, staff and families of our school communities. Therefore, the Board of Education is committed to:

- provide opportunities for staff to increase their knowledge and skills in:
  - promoting respect for human rights,
  - supporting and honouring diversity,
  - addressing discrimination in schools through a code of conduct that is educative, preventative and restorative and,
  - understanding of the scope and impact of discrimination against LGBTQ+ people.
- develop and implement respectful and proactive strategies to support students, staff and community members of all sexual orientations or gender identities.
- establish consistent, widely understood and maintained school-based practices to ensure that LGBTQ+ members of school communities and all families are welcomed, accepted and included in all aspects of education and school life.

- provide training to all new personnel as part of its employee orientation workshops. This training will focus on the district's *Inclusion Policy* and procedural guidelines regarding sexual orientation and gender identity.

### Staff Development and Education

Education is the primary purpose of the district. The educational programs in NLPS will include curricular topics and learning resources that reaffirm the inclusion of all members of our community regardless of sexual orientation or gender identity. In addition, staff will have resources and training available to help them teach and promote the safe, caring and inclusive values of the district. Schools will conduct annual staff training for all staff members on their responsibilities under applicable laws, policies and administrative procedures. This will include teachers, educational assistants, administrators, counsellors, and child, youth, and family support workers, and other staff as deemed necessary. Information regarding this administrative procedure shall be incorporated into information sessions for new school employees. All staff share the collective responsibility of creating safe, supportive and inclusive learning and working environments for individual LGBTQ+ staff, students, and students from LGBTQ+ families.

#### **Educators and school support staff will be expected to:**

- be familiar with and know where to access the district Inclusion Policy and prevention procedures □ have a general understanding of definitions regarding sexual orientation and gender identity
- develop appropriate communication strategies to interact with LGBTQ+ staff, students and their families.
- fully understand the concepts of protection of privacy for staff, students, and families
- be aware of strategies and procedures for intervening with issues, such as bullying, harassment, intimidation and/or discrimination
- model and teach inclusive, respectful practises that honour diversity and promote human rights

Educators have an important role to play in teaching and modeling respect for gender diversity. It is expected that teachers will create classrooms where students can see a commitment to creating a safe, caring and discrimination-free environment. Students need to see that teachers are striving to change the notions of only two genders by:

- addressing the class with gender-inclusive language
- sorting students with gender-inclusive language
- creating mixed-gender groups/teams
- displaying signs, posters, stickers and books that depict gender-inclusive images
- celebrating national and international days and events that raise awareness about gender identity
- teaching students how to be allies for marginalized groups
- avoid making assumptions during instruction regarding romantic attraction or use exclusively heteronormative examples of relationships/families
- honouring and talking about diverse and non-traditional families

All students including LGBTQ+ students need to see themselves, their lives and the lives of their families positively reflected in the curriculum through resources that honour diversity. Textbooks, storybooks, novels, worksheets, videos, music, and websites are tools to show people in non-stereotypical

appearances, behaviours and/or interests and to teach the curriculum in a manner that addresses the impact of discrimination and the expectation that students will treat each other respectfully. Educators are encouraged to include positive images and accurate information about history and culture which reflects the accomplishments and contributions of LGBTQ+ people.

**Recommended Resource:** *THE GENDER SPECTRUM: What educators need to know* Pride Education Network

### Learning, Curriculum and Library Resources

Learning, curriculum and library resources need to reflect and value the diversity of NLPS. Resources should be chosen or updated to promote critical thinking and include materials that accurately reflect the range of LGBTQ+ communities. All resources will emphasize universal human themes that acknowledge human diversity as an essential and enriching element of our society and provide all students with opportunities to become familiar with diversity.

### School-Community Involvement

The Board of Education and district employees will work to increase parental awareness of the needs of LGBTQ+ staff, students and/or their LGBTQ+ family members. District communications to students, staff, and the community can build awareness of students who live in LGBTQ+ families who need to be positively recognized and included. There is a commitment to ongoing, constructive and open dialogue and, inclusiveness with LGBTQ+ people and others who identify themselves on the basis of sexual orientation or gender identity.

The Board of Education supports and encourages community partnerships that enhance the Board's commitment to inclusivity of LGBTQ+ students, staff, teachers and parents. Parent advisory councils (all partners/stakeholders) will be encouraged to acknowledge and support the diversity of our school community and to engage in dialogue with identified LGBTQ+ staff, students and parents.

### Process of Appeal

The Board of Education recognizes and respects the fact that students and/or parents or guardians may sometimes disagree with decisions made by employees. The *School Act* of British Columbia gives parents or guardians and students (with parental consent) the right to express concerns or appeal certain decisions. This right of appeal applies to decisions that significantly affect the health, education or welfare of students. Information regarding the Board's appeal procedure and a copy of the formal appeal bylaw can be accessed at [sd68.bc.ca](http://sd68.bc.ca) / Board Policies / 1000 Board Governance / 4.0 Bylaws. Prior to an appeal, it is expected that school administration, students and parents or guardians will work to try to resolve concerns at the school level.

Adopted: August 2016

Amended: February 2019

References: *School Act*

*B.C. Human Rights Code*

*Freedom of Information and the Protection of Privacy Act*

*Canadian Charter of Rights and Freedoms*

*THE GENDER SPECTRUM: What educators need to know* Pride Education Network



**Administrative Procedure 403 – Administration – New Schools****AP 403 – Administration – New Schools****Purpose**

When the opening of a new school site is confirmed, the assignment of the chief administrative officer (principal) to the school shall be by means of competition.

**Procedure**

For the assignment of an Administrative Staff Member (principal) to a new school site the competition process shall be as follows:

1. A competition process shall be implemented;
2. The competition shall be open to all individuals who are qualified for the position according to provincial and local criteria;
3. The Board of Education, upon a recommendation from the Superintendent, will declare whether or not the competition is local or to be extended beyond local candidates;
4. The competition will follow the procedures established for the selection of administrative officers.

Adopted: March 9, 1983  
Amended: November 14, 1984



## Administrative Procedure 407 – Coaching Students for Fees

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### AP 407 – Coaching Students for Fees

#### Purpose

The Board does not favour teachers accepting fees for coaching students during the school term. In any case no coaching of pupils for fees shall be done on school premises.

Adopted: March 9, 1983  
Amended: November 14, 1984

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

DATE: January 11, 2023  
TO: Business Committee  
FROM: Mark Walsh, Secretary-Treasurer  
SUBJECT: Operating Grant – Funding Update

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Annually, districts are required to project their anticipated student enrolments for the coming school year. Ministry collects this information and under the Funding Allocation System, applies per pupil rates and supplemental funding for particular unique student categories, the total funding generated is the Operating Grant amount for our preliminary Annual Budget.

In September of each year the Ministry receives our actual student enrolment figures through the 1701 Student Data Collection. In December once the data has been analyzed by Ministry our annual Operating Grants are amended to reflect actual enrolments over estimated enrolment where the variance between the two could see the districts Operating Grant increase or decrease depending on gap, and on any changes made to per pupil funding rates, or supplemental funding categories.

Further, at this time districts are advised if their submissions for funding under the Classroom Enhancement Fund has been approved or not, as well as any applicable changes to the Fund itself.

In early October the Board was provided with an enrolment update where a decrease in enrolment was estimated to be (96.214) FTE, but, due to enrolment under some of the supplemental funding categories being over original projections, revenue was actually estimated to increase by \$935K.

However, due to the timing of the October Board report being compiled prior to the 1701 Student Data Collection being officially finalized (data capture date is Sept 29<sup>th</sup> but finalization was Oct 7<sup>th</sup>), there were some last-minute adjustments at Secondary (Grade 10-12 = 23.749 FTE less) and at Island Connect Ed (Grade 9-12 = 11.0FTE Less) that reduced the original estimate by another (34.749) FTE which amounted to a corresponding \$185K less funding, for an estimated increase in revenue of only \$749K.

The estimate was contingent on the confirmation of per pupil rates and supplemental funding category changes, but on December 16<sup>th</sup> the Ministry announced there were no changes in funding rates which confirmed our estimated revenue increase remained \$749K.

Notably, per a lack of change to per pupil rates, Ministry is not addressing inflationary costs at this time, districts must absorb them internally within their original funding levels.

Also, funding necessary to cover the General Wage Increases (GWI's) for NDTA members, as well as our Executive Compensation increases has not yet been provided. Ministry did advise that funding is forthcoming but not when or how much, so staff reached out to inquire if funding will arrive in time for the Amended Annual Budget; we were told likely not. The Amended Budget's salary and benefit expenses will therefore not reflect the cost of the general wage increases as the anticipated revenue cannot be recorded until it has been confirmed and received.

With regards to the Classroom Enhancement Fund, we can confirm that Ministry has provided the requested teacher FTE necessary to meet our class size, composition and ratio staffing levels as required under LOU 17, as well as the amount of remedy that is estimated to be payable over the 2022/23 school year. However again, increased salary and benefit costs due to the teacher General Wage Increase have not yet been provided under this Fund.

Presented below is a Schedule of Change in Revenue for Funded Student Enrolment and Supplemental Funding Categories.

<b><u>NLPS - MOECC Confirmation of 1701 Student Data Submission and December 2022 Operating Block update</u></b>							
<i>(Financial Impact of Sept 2022 actual student enrolment Vs. the 2022/23 Preliminary Annual Budget projected enrolment)</i>							
	Funded FTE			RATES	Funding		
	At Dec 15, 2022	22/23 Annual Budget	Change		At Dec 15, 2022	22/23 Annual Budget	Change
<b>September Enrolment</b>							
Standard (Regular) Schools	14,342.938	14,393.615	(50.68)	7,885	113,094,062	113,493,654	(399,592)
Alternate Schools	285.000	295.000	(10.00)	7,885	2,247,225	2,326,075	(78,850)
Distributed Learning	282.563	355.225	(72.66)	6,360	1,797,098	2,259,231	(462,134)
Adult Education (Non-Graduates)	4.875	2.500	2.38	5,030	24,521	12,575	11,946
<b>Total September Enrolment</b>	<b>14,915.375</b>	<b>15,046.340</b>	<b>(130.965)</b>		<b>117,162,906</b>	<b>118,091,535</b>	<b>(928,629)</b>
<b>Unique Student Supplements</b>							
Home Schooling	79.00	83.000	(4.00)	250	19,750	20,750	(1,000)
Course Challenges	20.00	4.000	16.00	246	4,920	984	3,936
Level 1 Special Needs	20.000	16.000	4.00	44,850	897,000	717,600	179,400
Level 2 Special Needs	585.000	510.000	75.00	21,280	12,448,800	10,852,800	1,596,000
Level 3 Special Needs	188.000	225.000	(37.00)	10,750	2,021,000	2,418,750	(397,750)
English Language Learning	927.000	885.000	42.00	1,585	1,469,295	1,402,725	66,570
Indigenous Education	2,511.000	2,400.000	111.00	1,565	3,929,715	3,756,000	173,715
<b>Total Unique Student Supplements</b>	<b>-</b>	<b>-</b>	<b>-</b>		<b>20,790,480</b>	<b>19,169,609</b>	<b>1,620,871</b>
<b>Other Funding Categories</b>							
Equity of Opportunity Supplement					834,424	853,479	(19,055)
Salary Differential Supplement					3,355,081	3,278,380	76,701
Unique Geographic Factor Supplement					3,493,625	3,493,625	-
Education Plan Supplement					132,911	132,911	-
February Data Count (New SPED/DL/ELL)	154.000	154.000	-		1,006,675	1,006,675	-
May Data Count (New DL Only)	93.000	93.000	-		522,560	522,560	-
<b>Total Other Funding Supplements</b>	<b>247.000</b>	<b>247.000</b>	<b>-</b>		<b>9,345,276</b>	<b>9,287,630</b>	<b>57,646</b>
<b>Total September Enrolment</b>	<b>14,915.375</b>	<b>15,046.340</b>	<b>(130.965)</b>		<b>117,162,906</b>	<b>118,091,535</b>	<b>(928,629)</b>
<b>Total Unique Student Supplements</b>			<b>-</b>		<b>20,790,480</b>	<b>19,169,609</b>	<b>1,620,871</b>
<b>Total Other Funding Categories</b>	<b>247.000</b>	<b>247.000</b>	<b>-</b>		<b>9,345,276</b>	<b>9,287,630</b>	<b>57,646</b>
<b>Grand Total - FTE and Revenue</b>	<b>15,162.375</b>	<b>15,293.340</b>	<b>(130.965)</b>		<b>147,298,662</b>	<b>146,548,774</b>	<b>749,888</b>

### **Attached:**

Appendix A - Ministry of Education and Child Care confirmed Operating Grant

Appendix B - Ministry of Education and Child Care current Summary of Grants to date.

## Interim Operating Grant Summary Following the September 2022 Enrolment Count - 2022/23 School Year

School District 68 Nanaimo-Ladysmith

September 2022 Enrolment Count				
	School-Age Enrolment	Funding Level	Funding	Total Supplement
Standard (Regular) Schools	14,342.9375	\$7,885	\$113,094,062	
Continuing Education	0.0000	\$7,885	\$0	
Alternate Schools	285.0000	\$7,885	\$2,247,225	
Online Learning	282.5625	\$6,360	\$1,797,098	
Home Schooling	79	\$250	\$19,750	
Course Challenges	20	\$246	\$4,920	
<b>Total Enrolment-Based Funding (September)</b>	<b>14,910.5000</b>			<b>\$117,163,055</b>
	Total Enrol. Change	Funding Level	Funding	Total Supplement
1% to 4% Enrolment Decline	142.6250	\$3,943	\$0	
4%+ Enrolment Decline		\$5,914	\$0	
Significant Cumulative Decline (7%+)	483.1250	\$3,943	\$0	
<b>Supplement for Enrolment Decline</b>				<b>\$0</b>
	Enrolment	Funding Level	Funding	Total Supplement
Level 1 Special Needs	20	\$44,850	\$897,000	
Level 2 Special Needs	585	\$21,280	\$12,448,800	
Level 3 Special Needs	188	\$10,750	\$2,021,000	
English Language Learning	927	\$1,585	\$1,469,295	
Indigenous Education	2,511	\$1,565	\$3,929,715	
Adult Education	4.8750	\$5,030	\$24,521	
Equity of Opportunity Supplement			\$834,424	
<b>Supplement for Unique Student Needs</b>				<b>\$21,624,755</b>
Variance from Provincial Average	\$803			
Estimated Number of Educators	828.632		\$665,391	
	Enrolment	Funding Level	Funding	Total Supplement
FTE Distribution	14,915.3750	\$180.33	\$2,689,690	
<b>Supplement for Salary Differential</b>				<b>\$3,355,081</b>
<b>Supplement for Unique Geographic Factors</b>				<b>\$3,493,625</b>
<b>Funding Protection</b>				<b>\$0</b>
<b>Curriculum and Learning Support Fund</b>				<b>\$132,911</b>
<b>September 2022 Enrolment Count, Total</b>				<b>\$145,769,427</b>

\***Note:** Highlighted sections are estimated and will be updated following the February and May enrolment counts

July 2022 Enrolment Count				
	Enrolment	Funding Level	Funding	Total Supplement
Summer Learning Grade 1-7	0	\$224	\$0	
Summer Learning Grade 8-9	0	\$224	\$0	
Summer Learning Grade 10-12	0	\$448	\$0	
Supplemental Summer Learning Funding			\$0	
Cross-Enrolment, Grade 8 and 9	0	\$448	\$0	
<b>Summer Learning, Total</b>				<b>\$0</b>
February 2023 Enrolment Count				
	Enrolment	Funding Level	Funding	Total Supplement
School-Age FTE - Continuing Education	0.0000	\$7,885	\$0	
Adult FTE - Continuing Education	4.0000	\$5,030	\$20,120	
K-Grade 9 School-Age FTE - Online Learning	30.0000	\$3,180	\$95,400	
Grade 10-12 School-Age FTE - Online Learning	116.0000	\$6,360	\$737,760	
Adult FTE - Online Learning	4.0000	\$5,030	\$20,120	
Level 1 Special Needs Enrolment Growth	0	\$22,425	\$0	
Level 2 Special Needs Enrolment Growth	10	\$10,640	\$106,400	
Level 3 Special Needs Enrolment Growth	5	\$5,375	\$26,875	
Newcomer Refugees	0.0000	\$3,943	\$0	
ELL Supplement - Newcomer Refugees	0	\$793	\$0	
<b>February 2023 Enrolment Count, Total*</b>				<b>\$1,006,675</b>
May 2023 Enrolment Count				
	Enrolment	Funding Level	Funding	Total Supplement
School-Age FTE - Continuing Education	0.0000	\$7,885	\$0	
Adult FTE - Continuing Education	2.0000	\$5,030	\$10,060	
K-Grade 9 School-Age FTE - Online Learning	15.0000	\$2,120	\$31,800	
Grade 10-12 School-Age FTE - Online Learning	74.0000	\$6,360	\$470,640	
Adult FTE - Online Learning	2.0000	\$5,030	\$10,060	
<b>May 2023 Enrolment Count, Total*</b>				<b>\$522,560</b>
2022/23 Full-Year Estimated Operating Grant Total				
				<b>\$147,298,662</b>
Estimated 2022/23 Operating Grant from Indigenous Services Canada				\$1,498,724
Estimated 2022/23 Operating Grant from Ministry of Education				\$145,799,938

**TABLE A**  
**SUMMARY OF GRANTS TO DATE, 2022/23**  
Updated December 2022

School District	2022/23 Interim Operating Grant Block	Estimated Classroom Enhancement Fund Allocation	Learning Improvement Fund - Support Staff	Community- LINK	Annual Facility Grant (Total Oper. Portion)*	Pay Equity	Student Transportation Fund	Student & Family Affordability Fund
5 Southeast Kootenay	70,454,820	3,419,517	236,576	379,598	287,051	457,171	361,459	693,747
6 Rocky Mountain	42,739,200	3,532,204	141,776	399,482	195,843	207,823	369,399	417,507
8 Kootenay Lake	56,549,165	8,277,675	188,506	650,695	279,640	300,996	419,602	553,554
10 Arrow Lakes	9,849,713	134,008	32,474	105,817	62,466	40,560	42,675	250,000
19 Revelstoke	13,049,394	568,538	43,314	100,783	65,380	101,498	49,847	250,000
20 Kootenay-Columbia	44,968,508	5,417,903	150,180	701,860	193,904	248,239	242,977	443,114
22 Vernon	93,452,045	7,199,668	315,740	646,292	356,577	85,865	361,094	925,658
23 Central Okanagan	242,493,753	24,043,285	817,636	1,258,789	785,498	1,238,323	600,000	2,396,709
27 Cariboo-Chilcotin	55,699,652	4,019,974	186,094	683,828	311,807	665,837	739,024	547,562
28 Quesnel	36,641,972	2,116,918	121,559	498,881	179,130	379,632	274,209	357,657
33 Chilliwack	152,298,541	11,206,486	518,027	728,611	456,617	864,624	329,456	1,526,471
34 Abbotsford	195,332,714	14,777,991	658,128	1,251,167	692,103	118,014	313,969	1,924,762
35 Langley	225,666,579	40,414,860	738,921	2,110,919	680,306	551,875	260,000	2,163,240
36 Surrey	755,987,818	53,267,559	2,528,082	4,067,572	2,362,474	6,861,224	72,999	7,385,112
37 Delta	155,859,898	11,272,802	516,620	596,455	615,060	2,171,545	41,933	1,509,498
38 Richmond	204,948,739	41,492,003	672,030	785,631	829,289	2,215,706	21,608	1,960,126
39 Vancouver	491,450,154	35,423,462	1,614,618	9,581,867	2,238,404	7,294,124	53,423	4,712,638
40 New Westminster	70,664,421	7,004,815	239,010	1,580,583	235,916	521,853	6,073	697,152
41 Burnaby	250,229,768	15,329,142	816,752	2,450,104	931,106	1,441,995	24,841	2,377,676
42 Maple Ridge-Pitt Meadows	161,462,729	19,431,395	542,481	577,430	517,597	1,874,965	185,990	1,588,729
43 Coquitlam	311,216,802	44,002,952	1,033,399	1,550,630	1,139,837	706,353	81,641	3,001,720
44 North Vancouver	150,867,019	18,785,119	502,028	1,160,768	626,391	2,966,047	40,566	1,472,288
45 West Vancouver	67,807,152	2,694,966	223,871	274,634	267,433	678,422	84,722	656,881
46 Sunshine Coast	43,528,058	3,639,783	143,514	516,271	196,625	510,381	380,465	422,210
47 Powell River	35,675,455	2,277,262	118,012	209,303	122,953	243,304	91,754	343,568
48 Sea to Sky	56,184,135	6,519,091	188,375	306,901	191,174	371,793	265,534	550,909
49 Central Coast	6,796,040	491,150	23,132	252,460	60,303	42,403	80,277	250,000
50 Haida Gwaii	10,681,478	850,686	35,643	113,083	110,411	139,874	149,851	250,000
51 Boundary	18,600,660	1,000,591	62,570	150,143	113,371	105,245	153,588	250,000
52 Prince Rupert	24,598,028	2,787,344	83,726	529,342	135,659	706,027	117,597	250,000
53 Okanagan Similkameen	31,246,162	2,422,898	103,178	236,028	125,870	233,703	209,099	298,786
54 Bulkley Valley	23,762,479	1,285,988	79,798	234,198	141,686	225,459	163,737	250,000
57 Prince George	146,188,794	9,676,848	488,553	2,197,842	667,343	2,271,692	687,663	1,439,982
58 Nicola-Similkameen	24,530,519	4,023,514	84,517	300,011	125,854	120,216	170,292	250,000
59 Peace River South	46,111,425	3,716,642	156,745	380,505	285,789	944,395	441,458	459,079
60 Peace River North	70,759,203	5,193,682	236,646	583,311	299,020	241,350	425,785	687,149
61 Greater Victoria	197,597,845	20,212,877	662,315	3,998,998	810,431	2,896,617	20,027	1,953,010
62 Sooke	129,597,913	20,340,122	428,877	768,299	336,877	931,052	358,365	1,251,529
63 Saanich	76,774,842	10,684,163	256,925	423,776	305,872	377,315	280,000	737,162
64 Gulf Islands	21,080,957	2,245,590	71,754	162,064	103,649	102,398	328,264	250,000
67 Okanagan Skaha	61,965,774	4,875,755	205,915	389,730	268,518	441,194	167,035	604,177
68 Nanaimo-Ladysmith	147,298,662	11,724,721	498,816	2,361,778	555,746	160,000	244,630	1,458,182
69 Qualicum	46,708,130	4,183,420	155,134	391,995	199,383	936,176	426,341	448,698
70 Pacific Rim	42,081,234	3,935,835	146,180	948,283	211,812	595,220	71,717	427,481
71 Comox Valley	101,681,310	12,156,886	344,907	611,364	350,494	451,831	421,375	980,354
72 Campbell River	61,786,658	3,639,580	206,429	551,048	263,177	75,322	316,860	607,563
73 Kamloops-Thompson	169,632,769	12,821,440	566,254	1,619,927	701,984	575,959	666,817	1,656,248
74 Gold Trail	19,825,597	592,625	67,481	393,181	139,683	376,093	366,932	250,000
75 Mission	68,627,245	7,476,872	235,547	412,254	249,559	725,901	188,900	689,814
78 Fraser-Cascade	23,454,217	2,912,382	78,900	362,397	107,288	229,516	184,576	250,000
79 Cowichan Valley	90,007,165	10,627,429	300,101	681,913	384,142	363,682	283,524	880,984
81 Fort Nelson	9,944,734	710,302	33,849	139,061	64,624	79,311	32,744	250,000
82 Coast Mountains	50,882,019	5,885,884	172,924	623,672	308,323	1,160,795	557,786	510,045
83 North Okanagan-Shuswap	78,476,995	7,547,528	262,710	334,417	342,495	641,286	561,925	771,098
84 Vancouver Island West	9,657,222	989,409	32,871	134,907	79,225	55,087	57,593	250,000
85 Vancouver Island North	19,136,195	1,423,687	65,135	329,761	148,405	115,216	118,179	250,000
87 Stikine	5,773,485	401,485	19,652	571,181	60,762	124,935	51,181	250,000
91 Nechako Lakes	54,025,152	3,105,380	179,888	524,892	289,483	1,096,373	503,247	515,019
92 Nisga'a	8,586,712	858,311	28,023	141,027	54,315	116,874	130,091	250,000
93 Conseil scolaire francophone	97,750,086	7,487,177	337,179	133,009	277,866	100,251	750,415	995,152
Provincial Total	5,990,705,910	574,557,581	20,000,000	55,160,728	23,500,000	50,876,937	15,403,131	60,000,000

\*Includes total operating portion only; see Table D for capital portion



**TABLE B**  
**CLASSROOM ENHANCEMENT FUND ALLOCATION, 2022/23 ESTIMATED**  
Updated December 2022

School District	FTE	Staffing Cost	Overhead Cost	Annual Remedies	Total 2022/23 Estimated Classroom Enhancement Fund Allocation
5 Southeast Kootenay	27.9	3,135,488	148,845	135,184	3,419,517
6 Rocky Mountain	29.5	3,338,734	193,470	0	3,532,204
8 Kootenay Lake	72.2	7,855,418	207,086	215,171	8,277,675
10 Arrow Lakes	0.7	72,111	55,201	6,696	134,008
19 Revelstoke	4.6	497,843	66,735	3,960	568,538
20 Kootenay-Columbia	44.2	5,079,054	332,137	6,712	5,417,903
22 Vernon	58.4	6,327,831	696,607	175,230	7,199,668
23 Central Okanagan	230.0	23,461,039	549,237	33,009	24,043,285
27 Cariboo-Chilcotin	30.2	3,412,651	568,263	39,060	4,019,974
28 Quesnel	17.1	1,902,473	214,445	0	2,116,918
33 Chilliwack	101.5	10,685,276	390,638	130,572	11,206,486
34 Abbotsford	121.3	13,304,690	434,835	1,038,466	14,777,991
35 Langley	357.5	36,023,454	906,082	3,485,324	40,414,860
36 Surrey	566.4	49,216,652	1,328,788	2,722,119	53,267,559
37 Delta	89.7	9,627,503	767,671	877,628	11,272,802
38 Richmond	338.1	36,389,193	4,841,324	261,486	41,492,003
39 Vancouver	265.0	30,081,772	4,037,077	1,304,613	35,423,462
40 New Westminster	55.5	6,276,254	373,060	355,501	7,004,815
41 Burnaby	123.9	12,641,070	2,428,607	259,465	15,329,142
42 Maple Ridge-Pitt Meadows	155.6	16,605,414	726,809	2,099,172	19,431,395
43 Coquitlam	322.9	38,525,874	2,194,412	3,282,666	44,002,952
44 North Vancouver	104.7	11,670,346	6,101,085	1,013,688	18,785,119
45 West Vancouver	23.1	2,511,436	183,530	0	2,694,966
46 Sunshine Coast	31.1	3,293,583	193,196	153,004	3,639,783
47 Powell River	18.4	1,793,821	120,435	363,006	2,277,262
48 Sea to Sky	58.0	6,185,281	332,352	1,458	6,519,091
49 Central Coast	4.3	437,471	53,679	0	491,150
50 Haida Gwaii	6.5	779,393	71,293	0	850,686
51 Boundary	8.4	939,224	25,098	36,269	1,000,591
52 Prince Rupert	21.4	2,320,260	193,366	273,718	2,787,344
53 Okanagan Similkameen	21.2	2,226,376	66,112	130,410	2,422,898
54 Bulkley Valley	10.5	1,111,138	81,660	93,190	1,285,988
57 Prince George	88.0	9,281,437	395,411	0	9,676,848
58 Nicola-Similkameen	31.3	3,710,545	301,887	11,082	4,023,514
59 Peace River South	29.1	3,221,289	293,013	202,340	3,716,642
60 Peace River North	33.8	4,112,196	365,296	716,190	5,193,682
61 Greater Victoria	195.0	18,111,482	702,459	1,398,936	20,212,877
62 Sooke	173.9	18,910,249	1,429,873	0	20,340,122
63 Saanich	79.7	8,471,911	848,635	1,363,617	10,684,163
64 Gulf Islands	17.8	1,697,010	324,480	224,100	2,245,590
67 Okanagan Skaha	32.3	3,683,016	212,891	979,848	4,875,755
68 Nanaimo-Ladysmith	91.9	9,939,372	1,402,180	383,169	11,724,721
69 Qualicum	34.0	3,674,569	400,019	108,832	4,183,420
70 Pacific Rim	28.3	3,296,758	119,835	519,242	3,935,835
71 Comox Valley	94.2	10,499,497	1,471,710	185,679	12,156,886
72 Campbell River	33.1	3,285,242	291,660	62,678	3,639,580
73 Kamloops-Thompson	114.9	12,298,348	463,687	59,405	12,821,440
74 Gold Trail	5.3	583,690	8,935	0	592,625
75 Mission	60.0	6,362,879	259,203	854,790	7,476,872
78 Fraser-Cascade	25.7	2,652,668	103,010	156,704	2,912,382
79 Cowichan Valley	79.6	8,757,417	877,071	992,941	10,627,429
81 Fort Nelson	4.9	529,546	176,508	4,248	710,302
82 Coast Mountains	53.0	5,477,141	307,493	101,250	5,885,884
83 North Okanagan-Shuswap	54.8	5,799,600	318,656	1,429,272	7,547,528
84 Vancouver Island West	8.0	738,095	212,074	39,240	989,409
85 Vancouver Island North	11.9	1,217,611	122,970	83,106	1,423,687
87 Stikine	3.7	395,200	6,285	0	401,485
91 Nechako Lakes	25.5	2,839,163	255,844	10,373	3,105,380
92 Nisga'a	6.0	747,659	110,652	0	858,311
93 Conseil scolaire francophone	68.9	7,104,714	335,128	47,335	7,487,177
Provincial Total	4,804.3	505,126,427	41,000,000	28,431,154	574,557,581

**TABLE C**  
**LEARNING IMPROVEMENT FUND - SUPPORT STAFF, 2022/23**  
Updated March 2022

School District	2022/23 Estimated Operating Grant Block	% of Total Operating Grants	2022/23 Learning Improvement Fund - Support Staff
5 Southeast Kootenay	69,504,540	1.2%	236,576
6 Rocky Mountain	41,653,009	0.7%	141,776
8 Kootenay Lake	55,381,880	0.9%	188,506
10 Arrow Lakes	9,540,549	0.2%	32,474
19 Revelstoke	12,725,426	0.2%	43,314
20 Kootenay-Columbia	44,122,054	0.8%	150,180
22 Vernon	92,762,376	1.6%	315,740
23 Central Okanagan	240,216,078	4.1%	817,636
27 Cariboo-Chilcotin	54,673,278	0.9%	186,094
28 Quesnel	35,713,305	0.6%	121,559
33 Chilliwack	152,192,848	2.6%	518,027
34 Abbotsford	193,353,791	3.3%	658,128
35 Langley	217,090,262	3.7%	738,921
36 Surrey	742,733,930	12.6%	2,528,082
37 Delta	151,779,706	2.6%	516,620
38 Richmond	197,438,134	3.4%	672,030
39 Vancouver	474,364,156	8.1%	1,614,618
40 New Westminster	70,219,618	1.2%	239,010
41 Burnaby	239,956,488	4.1%	816,752
42 Maple Ridge-Pitt Meadows	159,377,294	2.7%	542,481
43 Coquitlam	303,605,979	5.2%	1,033,399
44 North Vancouver	147,492,430	2.5%	502,028
45 West Vancouver	65,771,790	1.1%	223,871
46 Sunshine Coast	42,163,357	0.7%	143,514
47 Powell River	34,671,021	0.6%	118,012
48 Sea to Sky	55,343,319	0.9%	188,375
49 Central Coast	6,796,040	0.1%	23,132
50 Haida Gwaii	10,471,629	0.2%	35,643
51 Boundary	18,382,750	0.3%	62,570
52 Prince Rupert	24,598,028	0.4%	83,726
53 Okanagan Similkameen	30,313,000	0.5%	103,178
54 Bulkley Valley	23,444,127	0.4%	79,798
57 Prince George	143,533,836	2.4%	488,553
58 Nicola-Similkameen	24,830,439	0.4%	84,517
59 Peace River South	46,050,799	0.8%	156,745
60 Peace River North	69,524,990	1.2%	236,646
61 Greater Victoria	194,583,765	3.3%	662,315
62 Sooke	126,001,327	2.1%	428,877
63 Saanich	75,482,943	1.3%	256,925
64 Gulf Islands	21,080,957	0.4%	71,754
67 Okanagan Skaha	60,496,486	1.0%	205,915
68 Nanaimo-Ladysmith	146,548,774	2.5%	498,816
69 Qualicum	45,577,501	0.8%	155,134
70 Pacific Rim	42,946,787	0.7%	146,180
71 Comox Valley	101,331,334	1.7%	344,907
72 Campbell River	60,647,353	1.0%	206,429
73 Kamloops-Thompson	166,361,877	2.8%	566,254
74 Gold Trail	19,825,597	0.3%	67,481
75 Mission	69,202,320	1.2%	235,547
78 Fraser-Cascade	23,180,300	0.4%	78,900
79 Cowichan Valley	88,167,807	1.5%	300,101
81 Fort Nelson	9,944,734	0.2%	33,849
82 Coast Mountains	50,804,029	0.9%	172,924
83 North Okanagan-Shuswap	77,182,629	1.3%	262,710
84 Vancouver Island West	9,657,222	0.2%	32,871
85 Vancouver Island North	19,136,195	0.3%	65,135
87 Stikine	5,773,485	0.1%	19,652
91 Nechako Lakes	52,850,064	0.9%	179,888
92 Nisga'a	8,233,111	0.1%	28,023
93 Conseil scolaire francophone	99,061,124	1.7%	337,179
Provincial Total	5,875,869,977	100.0%	20,000,000

**TABLE D**  
**ANNUAL FACILITY GRANT, 2022/23**

Updated March 2022

School District	Total Operating Portion	Capital Portion	Total 2022/23 Annual Facility Grant	Operating Portion			Total Allocation to Districts
				Gross	Withheld	Net	
					Capital Asset Mgmt System		
5 Southeast Kootenay	287,051	1,184,849	1,471,900	287,051	24,430	262,621	1,447,471
6 Rocky Mountain	195,843	808,373	1,004,216	195,843	16,667	179,176	987,549
8 Kootenay Lake	279,640	1,154,260	1,433,900	279,640	23,799	255,841	1,410,101
10 Arrow Lakes	62,466	257,838	320,304	62,466	5,316	57,150	314,987
19 Revelstoke	65,380	269,868	335,248	65,380	5,564	59,816	329,684
20 Kootenay-Columbia	193,904	800,370	994,274	193,904	16,502	177,402	977,772
22 Vernon	356,577	1,471,830	1,828,407	356,577	30,347	326,230	1,798,060
23 Central Okanagan	785,498	3,242,270	4,027,768	785,498	66,851	718,648	3,960,918
27 Cariboo-Chilcotin	311,807	1,287,033	1,598,840	311,807	26,537	285,270	1,572,304
28 Quesnel	179,130	739,387	918,517	179,130	15,245	163,885	903,272
33 Chilliwack	456,617	1,884,760	2,341,377	456,617	38,861	417,756	2,302,516
34 Abbotsford	692,103	2,856,767	3,548,870	692,103	58,902	633,201	3,489,968
35 Langley	680,306	2,808,071	3,488,377	680,306	57,898	622,407	3,430,478
36 Surrey	2,362,474	9,751,490	12,113,964	2,362,474	201,064	2,161,413	11,912,896
37 Delta	615,060	2,538,758	3,153,818	615,060	52,346	562,714	3,101,472
38 Richmond	829,289	3,423,021	4,252,310	829,289	70,578	758,711	4,181,732
39 Vancouver	2,238,404	9,239,370	11,477,774	2,238,404	190,502	2,047,901	11,287,271
40 New Westminster	235,916	973,783	1,209,699	235,916	20,078	215,838	1,189,621
41 Burnaby	931,106	3,843,290	4,774,396	931,106	79,243	851,863	4,695,153
42 Maple Ridge-Pitt Meadows	517,597	2,136,463	2,654,060	517,597	44,051	473,546	2,610,009
43 Coquitlam	1,139,837	4,704,859	5,844,696	1,139,837	97,007	1,042,830	5,747,689
44 North Vancouver	626,391	2,585,528	3,211,919	626,391	53,310	573,081	3,158,609
45 West Vancouver	267,433	1,103,873	1,371,306	267,433	22,760	244,673	1,348,546
46 Sunshine Coast	196,625	811,601	1,008,226	196,625	16,734	179,891	991,492
47 Powell River	122,953	507,508	630,461	122,953	10,464	112,489	619,997
48 Sea to Sky	191,174	789,101	980,275	191,174	16,270	174,904	964,005
49 Central Coast	60,303	248,911	309,214	60,303	5,132	55,171	304,082
50 Haida Gwaii	110,411	455,739	566,150	110,411	9,397	101,014	556,754
51 Boundary	113,371	467,956	581,327	113,371	9,649	103,722	571,678
52 Prince Rupert	135,659	559,953	695,612	135,659	11,545	124,113	684,067
53 Okanagan Similkameen	125,870	519,550	645,420	125,870	10,712	115,158	634,708
54 Bulkley Valley	141,686	584,831	726,517	141,686	12,058	129,627	714,458
57 Prince George	667,343	2,754,563	3,421,906	667,343	56,795	610,548	3,365,111
58 Nicola-Similkameen	125,854	519,480	645,334	125,854	10,711	115,143	634,623
59 Peace River South	285,789	1,179,639	1,465,428	285,789	24,322	261,466	1,441,105
60 Peace River North	299,020	1,234,253	1,533,273	299,020	25,449	273,572	1,507,825
61 Greater Victoria	810,431	3,345,183	4,155,614	810,431	68,973	741,458	4,086,641
62 Sooke	336,877	1,390,515	1,727,392	336,877	28,670	308,207	1,698,722
63 Saanich	305,872	1,262,535	1,568,407	305,872	26,032	279,840	1,542,375
64 Gulf Islands	103,649	427,827	531,476	103,649	8,821	94,828	522,654
67 Okanagan Skaha	268,518	1,108,349	1,376,867	268,518	22,853	245,665	1,354,014
68 Nanaimo-Ladysmith	555,746	2,293,931	2,849,677	555,746	47,298	508,449	2,802,380
69 Qualicum	199,383	822,986	1,022,369	199,383	16,969	182,414	1,005,401
70 Pacific Rim	211,812	874,286	1,086,098	211,812	18,027	193,785	1,068,072
71 Comox Valley	350,494	1,446,719	1,797,213	350,494	29,829	320,665	1,767,384
72 Campbell River	263,177	1,086,305	1,349,482	263,177	22,398	240,779	1,327,084
73 Kamloops-Thompson	701,984	2,897,550	3,599,534	701,984	59,743	642,241	3,539,791
74 Gold Trail	139,683	576,565	716,248	139,683	11,888	127,795	704,360
75 Mission	249,559	1,030,096	1,279,655	249,559	21,239	228,320	1,258,417
78 Fraser-Cascade	107,288	442,848	550,136	107,288	9,131	98,157	541,005
79 Cowichan Valley	384,142	1,585,607	1,969,749	384,142	32,693	351,449	1,937,057
81 Fort Nelson	64,624	266,744	331,368	64,624	5,500	59,124	325,868
82 Coast Mountains	308,323	1,272,651	1,580,974	308,323	26,240	282,082	1,554,733
83 North Okanagan-Shuswap	342,495	1,413,702	1,756,197	342,495	29,148	313,346	1,727,048
84 Vancouver Island West	79,225	327,013	406,238	79,225	6,743	72,482	399,496
85 Vancouver Island North	148,405	612,567	760,972	148,405	12,630	135,775	748,342
87 Stikine	60,762	250,805	311,567	60,762	5,171	55,591	306,395
91 Nechako Lakes	289,483	1,194,888	1,484,371	289,483	24,637	264,846	1,459,735
92 Nisga'a	54,315	224,194	278,509	54,315	4,623	49,693	273,887
93 Conseil scolaire francophone	277,866	1,146,938	1,424,804	277,866	23,648	254,218	1,401,156
Provincial Total	23,500,000	97,000,000	120,500,000	23,500,000	2,000,000	21,500,000	118,500,000