

**THE BOARD OF EDUCATION OF SCHOOL DISTRICT 68
STRATEGIC DIRECTIONS COMMITTEE MEETING
AGENDA**

Wednesday, April 9, 2025, 5:00 PM

BOARD ROOM

395 Wakesiah Avenue

Nanaimo, BC V9R 3K6

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

Pages

1. CALL TO ORDER

The Chair will call the meeting to order.

The southeastern part of Vancouver Island, the Gulf Islands and the lower Fraser River are the traditional territories of the Coast Salish Peoples. For thousands of years, the Coast Salish people have lived in, travelled and fished the waterways of the Salish Sea.

The hul'q'umi'num language is the language of this land. Hul'q'umi'num traditionally, and to this day, unites the Snaw Naw As, Snuneymuxw and Stz'uminus peoples as one family and on whose territories we stand today.

We also give thanks to the ancestors, hereditary leaders, matriarchs and creatures big and small for looking after the rich resources and cultural teachings of this land.

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
	<i>That the minutes of the Strategic Directions Committee meeting held on March 5, 2025, be approved.</i>	
7.	PRESENTATIONS	
8.	SENIOR STAFF REPORTS	
8.1	Don Balcombe, Assistant Superintendent Re: Priority Population Student Success/Graduation Rates School presentation by: Qwam Qwum Stuwixwulh	9
8.2	Kerri Steel, Director of Instruction Re: Administrative Procedure 223 - Learning Resources	10
8.3	Jacquie Poulin, Assistant Superintendent Re: Updated Administrative Procedure 531 - Naming/Permanent Recognition	21
8.4	Mark Walsh, Secretary-Treasurer and Jacquie Poulin, Assistant Superintendent Re: Student and Family Affordability Fund Update	24
8.5	Mark Walsh, Secretary-Treasurer Re: Capital Plan Bylaw No. 2025/26-CPSD68-01 <i>The Strategic Directions Committee recommend that the Board of Education of School District No. 68 (Nanaimo-Ladysmith) give all three readings of the Capital Bylaw No. 2025/26-CPSD68-01 in one meeting and adopt Capital Plan Bylaw No. 2025/26-CPSD68-01.</i>	25
8.6	Mark Walsh, Secretary-Treasurer Re: LRFP Update	40
8.7	Gillian Robinson, Executive Director of Communications, Privacy and Community Engagement Re: 2025-2026 Community Budget Feedback	50

Re: 2025-26 Preliminary Annual Budget Overview

- 9. **CORRESPONDENCE REFERRED FROM THE REGULAR BOARD MEETING**
- 10. **UNFINISHED BUSINESS**
- 11. **NEW BUSINESS**
- 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 STRATEGIC DIRECTIONS COMMITTEE MEETING

March 5, 2025

Trustees	M. Robinson, Co-Chair T. Rokeby, Co-Chair (Chaired Meeting) N. Bailey T. Brzovic T. Harris G. Keller L. Lee C. Morvay L. Pellegrin
Staff	R. Gray, Superintendent/CEO M. Walsh, Secretary-Treasurer P. Sled, Executive Assistant G. Robinson, Ex. Dir. Communications
Representatives	CUPE Representative: Jeff Virtanen NDTA Representative: Joanna Cornthwaite NSAA Representative: Lisa Frey & Lindsay Watford

1. **CALL TO ORDER**

The Chair called the meeting to order at 5:00 pm.

2. **ADDITIONS TO THE AGENDA**

There were no additions.

3. **DELETIONS TO THE AGENDA**

There were no deletions.

4. **CHANGE IN ORDER**

There was no change in order.

5. APPROVAL OF THE AGENDA

SD25/03/05-01

IT WAS MOVED BY Trustee Robinson

IT WAS SECONDED BY Trustee Morvay

That the Agenda be approved.

CARRIED UNANIMOUSLY

6. APPROVAL OF THE MINUTES

SD25/03/05-02

IT WAS MOVED BY Trustee Brzovic

IT WAS SECONDED BY Trustee Harris

That the minutes of the Strategic Directions Committee meeting held on February 12, 2025, be approved.

CARRIED UNANIMOUSLY

7. PRESENTATIONS

There were none.

8. SENIOR STAFF REPORTS

8.1 Don Balcombe, Assistant Superintendent

Re: Presentation on the Board Goal: Student & Employee Wellness

Don Balcombe shared information about the District's strategy to support student and employee wellness. An information sheet is attached to the agenda.

8.2 Laura Tait, Assistant Superintendent

Re: 2025/2026 Local School Calendar

Laura Tait presented an amended 2025/26 local school calendar for the committee's consideration. Ms. Tait also presented draft local school calendars for 2026/27, 2027/28 and 2028/29, for consideration and feedback. An action sheet is attached to the agenda.

SD25/03/05-03

IT WAS MOVED BY Trustee Robinson

IT WAS SECONDED BY Trustee Morvay

The Strategic Directions Committee recommends that the Board of Education of School District No. 68 (Nanaimo-Ladysmith) approve the attached revised 2025/2026 Local School Calendar.

CARRIED UNANIMOUSLY

SD25/03/05-04

IT WAS MOVED BY Trustee Brzovic

IT WAS SECONDED BY Trustee Harris

The Strategic Directions Committee recommends that the Board of Education of School District No. 68 (Nanaimo-Ladysmith) make the attached three-year draft Local School Calendars for 2026/27, 2027/28 and 2028/29 available to the public for 30 days utilizing the consultation process as per Board Governance, Section 1, 2.17 and to report back at the May Strategic Directions Committee meeting with recommendations.

CARRIED UNANIMOUSLY

8.3 Pete Sabo, Executive Director of Planning & Operations and Tracy Mowat, Transportation Manager

Re: Annual Route Review

Pete Sabo and Tracy Mowat presented the annual route review. An information sheet is attached to the agenda.

8.4 Mark Walsh, Secretary Treasurer and Pete Sabo, Executive Director of Planning & Operations

Re: Annual Facilities Grant

Mark Walsh and Justin Taylor presented the Annual Facilities Grant. An information sheet is attached to agenda.

8.5 Mark Walsh, Secretary-Treasurer

Re: Revised Policy 218 – Role of Chair and Vice Chair

Mark Walsh presented an amended Policy 281 - Role of Chair and Vice Chair for discussion and consideration. An action sheet is attached to the agenda.

SD25/03/05-05

IT WAS MOVED BY Trustee Keller

IT WAS SECONDED BY Trustee Bailey

The Strategic Directions Committee recommends that the Board of Education of School District No. 68 (Nanaimo-Ladysmith) receive the Draft Policy 218 Role of Chair and Vice Chair and circulate as a notice of motion for 30 days, utilizing the consultation process as per Board Governance, Section 1, 2.7 – Policy Development.

CARRIED UNANIMOUSLY

8.6 Mark Walsh, Secretary-Treasurer & Policy Committee

Re: Policy Recommendations

Mark Walsh presented two draft policies and one draft Bylaw and the rationale for changes. Two of the Policies are new policies in alignment with the Board's approved new Policy Framework. The Bylaw is an edit of an existing Bylaw. An action sheet is attached to the agenda.

SD25/03/05-06

IT WAS MOVED BY Trustee Keller

IT WAS SECONDED BY Trustee Pellegrin

The Strategic Directions Committee recommends that the Board of Education of School District No. 68 (Nanaimo-Ladysmith) receive the Draft Policy 403 – Board Recognition and circulate as a notice of motion for 30 days, utilizing the consultation process as per Board Governance, Section 1, 2.7 – Policy Development.

CARRIED UNANIMOUSLY

SD25/03/05-07

IT WAS MOVED BY Trustee Lee

IT WAS SECONDED BY Trustee Harris

The Strategic Directions Committee recommends that the Board of Education of School District No. 68 (Nanaimo-Ladysmith) receive the Draft Policy 505 - School Catchment and Student Enrolment and circulate as a notice of motion for 30 days, utilizing the consultation process as per Board Governance, Section 1, 2.7 – Policy Development.

CARRIED UNANIMOUSLY

SD25/03/05-08

IT WAS MOVED BY Trustee Robinson

IT WAS SECONDED BY Trustee Harris

The Strategic Directions Committee recommends that the Board of Education of School District No. 68 (Nanaimo-Ladysmith) read the Draft Bylaw 502 Parent-Student Appeals for a first and second time and then circulate a notice of third reading for 30 days, utilizing the consultation process as per Board Governance, Section 1, 2.7 – Policy Development.

CARRIED UNANIMOUSLY

9. CORRESPONDENCE REFERRED FROM THE REGULAR BOARD MEETING

There was none.

10. UNFINISHED BUSINESS

10.1 Mark Walsh, Secretary-Treasurer

Re: Revised Policy 205 - Trustee Code of Conduct and Conflict Resolution

SD25/03/05-09

IT WAS MOVED BY Trustee Brzovic

IT WAS SECONDED BY Trustee Lee

The Strategic Directions Committee recommends that the Board of Education of School District No. 68 (Nanaimo-Ladysmith) adopt Revised Policy 205 – Trustee Code of Conduct and Conflict Resolution.

CARRIED UNANIMOUSLY

11. NEW BUSINESS

There was no New Business.

12. FOR INFORMATION

There was none.

13. QUESTION PERIOD

There were no questions this evening.

14. ADJOURNMENT

The meeting adjourned at 7:09 pm.

SD25/03/05-10

IT WAS MOVED BY Trustee Robinson

IT WAS SECONDED BY Trustee Lee

That the meeting be adjourned.

CARRIED UNANIMOUSLY

**NANAIMO LADYSMITH PUBLIC SCHOOLS
STRATEGIC DIRECTIONS COMMITTEE
PUBLIC MEETING
INFORMATION SHEET**

DATE: April 9, 2025
TO: Strategic Directions Committee
FROM: Don Balcombe, Assistant Superintendent
SUBJECT: Priority Population Student Success/Graduation Rates

Background

The Ministry of Education and Child Care (MECC) has identified three priority populations for improved outcomes. These populations include Indigenous learners, students with diverse abilities and disabilities, and Children and Youth in Care.

The goals in our Strategic Plan include Student Success, Student and Employee Wellness, and Truth and Reconciliation. One of the Objectives for our goal on Student Success is to increase graduation rates for students who identify as Indigenous, who have disabilities and diverse abilities, and/or are Children and Youth in Care. Metrics to measure success toward that objective include graduation rates, disaggregated for our priority population students. This information is reported to the Board and the Ministry annually through the Enhancing Student Learning Report (ESL).

Discussion

The Ministry of Education and Child Care (MECC) collects graduation data for all school districts and shares graduation reports back to districts. The methodology used to ensure graduation reports are accurate is complex. The ministry reports provide district-wide graduation results and provincial rates. The ministry reports allow us to view results for our priority populations. This helps us understand district trends over time.

The ministry graduation reports do not provide individual school graduation results. As schools identify intentional strategies to support students in our priority populations, disaggregated graduation results must be accessible at the school level.

Schools determine student progress and success through various methods, from teacher observation to report card marks, provincial assessment results, and Student Learning Survey results. Graduation completion rates provide schools with a snapshot of how well the various strategies have worked for individual students and cohorts each year.

Our Information Technology Department, in collaboration with Learning Services, is working to develop a data system that will allow school leaders to review student success through report card marks and school-specific graduation rates.

During a short presentation to the Committee, staff will introduce the work-in-progress Data Dashboard that will allow school leaders to examine specific report card marks and graduation results for our priority populations.

**NANAIMO LADYSMITH PUBLIC SCHOOLS
STRATEGIC DIRECTIONS COMMITTEE
PUBLIC MEETING
INFORMATION SHEET**

DATE: April 9, 2025
TO: Strategic Directions Committee
FROM: Kerri Steel, Director of Instruction
SUBJECT: Administrative Procedure 223 – Learning Resources

Background

As part of our ongoing review and updating of Administrative Procedures, staff have reviewed procedures associated with learning resources/materials.

Discussion

Administrative Procedure 223 – Learning Resources (the AP) has been updated and amalgamated with the following Administrative Procedures:

- AP 223 – Selection of Learning Resources
- AP 244 – Reconsideration of Learning Materials
- AP 515 – Withdrawal and Disposal of Learning Resources

The revised document is in alignment with the Ministry of Education and Child Care Learning Resources Policy and reflects current curriculum and pedagogy. It now includes resources for Library Learning Commons, which were not part of previous APs. It was revised in collaboration with the elementary and secondary Teacher Librarians.

Definition of Learning Resources

Learning Resources are any person(s) or any material (whether acquired or locally produced) with instructional content or function that is used for formal or informal teaching/learning purposes. Learning resources may include, but are not limited to, print and non-print materials; audio, visual, electronic, and digital hardware/software resources; and guests (e.g. visiting authors).

Purpose

This AP provides specific guidance related to classroom learning resources, Library Learning Commons resources and the use of commercial digital resources. It includes procedures for:

- Selecting learning resources that align with the curriculum and meet the selection criteria for use in schools.
- Withdrawing learning materials that do not align with the curriculum.
- Selecting resources for the Library Learning Commons
- Challenging the use of a learning resource used in the district educational system.

AP 223 – Learning Resources

Purpose

This Administration Procedure 223 - Learning Resources, is to:

- Select learning resources that align with the curriculum and meet the selection criteria below for use in schools.
- Identify the process for withdrawing learning materials that do not align with the curriculum.
- Identify the process for the selection of resources for the Library Learning Commons
- Identify the process for challenging the use of learning resource used in the district educational system.

Definition

Learning Resources are any person(s) or any material (whether acquired or locally produced) with instructional content or function that is used for formal or informal teaching/learning purposes. Learning resources may include, but are not limited to, print and non-print materials; audio, visual, electronic, and digital hardware/software resources; and guests (e.g. visiting authors).

Part A. Selection of Learning Resources

Guiding Principles

- The Board recognizes three principles of learning:
 - learning requires the active participation of the learner;
 - people learn in a variety of ways and at different rates;
 - learning is both an individual and a social process.
- The Board recognizes the importance of providing a broad range of learning resources to support the wide variety of needs of individual learners in its programs. Consequently, the Board expects that selected learning resources will provide for a range of teaching and learning styles as well as for the presentation of different points of view to meet the needs of students and teachers.
- Learning resources used in district programs are used in accordance with Ministerial Order M333/99(3) (Educational Program Guide Order).
- All students should be reflected in learning resources by ensuring that selected resources are representative of gender, appearance, sexual orientation, ability/disability, belief system, family structure, race and ethnicity, and socio-economic status

AP 223 – Selection of Learning Resources

Responsibility for Selection of Learning Resources

- The Board delegates the responsibility for the selection of learning resources to the professional staff employed by the School District.
- The selection of learning resources may involve many people (administrators, teachers, students, and District staff).
- The responsibility for coordinating the selection of learning resources and making the recommendation for purchases rests with the district, principal and professional staff.

General Guidelines for the Selection of Learning Resources

- According to the BC School Act, educators must use either Ministry of Education recommended resources or ones that have been evaluated through a local, board approved process. NLPS provides “Locally Approved” status to all Focussed Education Resources (FocusED, formerly ERAC) evaluated and selected learning resources. (ERAC, 2017)
- For FocusED approved resources, educators must read the full evaluation summary written by teacher evaluators to determine if the resource is appropriate for that particular classroom (ERAC, 2017)
- Resources that have not been evaluated by FocusED, must be evaluated by a recognized source such as a learning leader, teacher librarian, district Indigenous or Inclusion Support teacher, subject area specialist, or recognized professional association using the selection criteria in Appendix A: Selection of Learning Resources.
- Donated materials will be judged by the criteria outlined in Appendix A and will be accepted or rejected in accordance with those criteria.
- The use of technology must meet the regulations in accordance with NLPS’s Administrative Procedure 210 – Appropriate Use of School District Information Technology.

Part B: Use of Streaming Services Commercial Feature Film Videos and Audio Files:

The selection and use of digital material must be in accordance with established criteria.

- Feature film videos, streaming services and audio files must be previewed prior to use and be used in accordance with copyright legislation.
- Movie videos and music selection must be limited to the following categories as outlined in Appendix B: Video and Film Classifications
- All digital resources, including online tools, software, and cloud-based platforms, must align with curriculum objectives, respect privacy and security standards, and comply with applicable laws, including the Freedom of Information and Protection of Privacy Act (FIPPA).

Part C: Withdrawal and Disposal of Learning Resources

Learning materials that are no longer relevant to the needs of a school or the school’s Library Learning Commons will be withdrawn from use. Environmentally sound procedures will be given priority for the disposal of learning materials.

AP 223 – Selection of Learning Resources

Procedure

Materials in good condition but no longer useful in a school may be:

- traded with other schools
- given to other schools
- given to teachers in the school for professional use

Materials which do not meet the criteria above may be:

- given to local service clubs to support literacy programs
- donated to students or members of the community
- appropriately recycled

Part D: Library Learning Commons (LLC)

The Library Learning Commons (LLC) provides a diverse, inclusive, and information-rich collection that supports the educational and intellectual development of students and promotes voluntary reading and lifelong learning. The selection of library resources is a professional responsibility and is guided by the selection criteria in [Appendix A: Selection Criteria](#).

Teen Collections

Elementary schools will include resources that have mature content as part of their LLC collections. The teacher-librarian will follow the established district process to determine the appropriateness of a resource. Resources will be stored in a clearly labelled location in the library and identified as “Teen” materials on the spine. A Content Warning will be placed within the inside cover of the book to indicate that some readers may be triggered by the content of the resource. These materials will be available for students who demonstrate a developmental understanding of their content.

In the context of signing out library books, students who demonstrate they are able to comprehend and appropriately interact with the content of a text will be given permission to borrow the materials. This will most typically be students in grade 7. Where a student younger than grade 7 wishes to sign out “Teen” content, the teacher librarian will confer with the school principal or vice principal, as well as other relevant staff (e.g. classroom teacher or school counsellor) in making this determination prior to the student signing out the resource.

Mature Resources in Secondary Schools

Secondary schools will include resources that have mature content as part of their LLC collections. The teacher-librarian will follow the established district process to determine the appropriateness of a resource. A Content Warning will be placed within the inside cover of the book to indicate that some readers may be triggered by the content of the resource.

Part E: Reconsideration of Learning and Library Learning Commons Resources

While it is recognized that any parent/guardian or employee of the school district may raise objection to learning resources used in a school's education program, the following principles must be respected:

AP 223 – Selection of Learning Resources

- No parent has the right to determine reading, viewing, or listening matter for students other than his or her own children.
- Although it is the learning resource that is challenged, the principles of the freedom to read/listen/view must be defended as well.
- Access to challenged materials shall not be restricted during the reconsideration process.
- The major criterion for the final decision is the appropriateness of the material for its intended educational use.
- A decision to sustain a challenge shall not necessarily be interpreted as a judgement of irresponsibility on the part of the professionals involved in the original selection and/or use of the material.
- Material should be judged in its entirety and not on a passage or passages taken out of context

A parent and/or guardian of a student in the school district may formally challenge learning resource material used in the district educational system. Individuals shall be invited to complete a form requesting reconsideration of the use of material, and shall, if the matter is not resolved through regular administrative channels, have a personal interview with the Curriculum Advisory Body.

If the matter is not resolved by the Curriculum Advisory Body, the matter together with the report of the Curriculum Advisory Body will be referred to the Board whose decision will be final and binding.

Procedure

The following procedure will be followed with respect to challenges of Learning and Library Learning Commons resources:

- 1) The school receiving a complaint regarding a learning resource shall try to resolve the issue informally.
- 2) Each school, under the direction of the principal, will develop a procedure for attempting to resolve such inquiries within the school.
- 3) At the school level, every attempt will be made to explain the school selection procedure and will share information regarding the use of resource material.
- 4) If the questioner wishes to file a formal challenge, the questioner will complete Appendix C: Request for Reconsideration of a Learning Resource. The completed form will be returned to the school and distributed to both the principal and teacher(s) of the school concerned.
- 5) Upon receipt of a formal request for reconsideration of learning resource material, the principal will again attempt to resolve the complaint at the school level.
- 6) If it is still unresolved, the matter shall be referred to the Superintendent. Trustees will be notified of the request for reconsideration.
- 7) If necessary, the Curriculum Advisory Committee will hold a meeting with the complainant to hear their concerns. The complainant will be notified of the final decision via email after the Committee has an opportunity to review.

Cross Reference: (MPSD Learning Resources Evaluation form, Generic Film Consent Form, other policies, procedures, legislation etc.)

Amended: June 23, 1993; January 31, 1996; April 23, 2020, April 2025

Appendix A: Selection Criteria

Selection Criteria	Considerations
Curriculum Fit	<ul style="list-style-type: none"> Does the resource support the curricular competencies of the intended curriculum? Are the concepts in the learning resource discussed at the appropriate depth of the curriculum for the grade level being taught? Does the resource support the Core Competencies such as critical thinking, personal and social responsibility, and communication? Does the resource support flexible instructional strategies that align with the intentions of our competency-based curriculum?
Content	<ul style="list-style-type: none"> Is the content appropriate for the emotional maturity and cognitive level of students? Is the content engaging, accurate, and current for the intended curriculum and grade? Does the resource assist students in making connections between what they learn in school and real life applications? Is this resource more current than what is being used currently? Could this resource replace another that is outdated? (Source: ERAC, 2017) <p>Note:</p> <ol style="list-style-type: none"> Not every resource will address each content consideration, but educators should be mindful to be as inclusive and representative as possible in the range of resources that are used (ERAC, 2017) Where teacher-librarians are considering the inclusion of resources that have mature content, the teacher-librarian will follow the established internal procedure to determine the appropriateness of a resource.
Consideration of Indigenous Peoples	<ul style="list-style-type: none"> Is there authentic representation of Indigenous Peoples? Authentic representation for Indigenous resources means that the resource is authored or co-authored by Indigenous authors/illustrators. The Indigenous community and culture of these authors/illustrators is acknowledged. When unsure, check the author/illustrator's biography. Whenever possible, we should choose resources that have been created by Indigenous authors.

Additional Social Considerations	<ul style="list-style-type: none"> • Belief System: are religion, philosophy and/or political ideologies presented with a clear purpose and one belief system is not advocated over another? Is the representation respectful and free from generalization and prejudice? Does the content of the resource allow for multiple perspectives? Over the course of the year, do the sum of the resources present more than one belief system? • Violence: Does the violence, tension or graphic imagery have a clear purpose and provide opportunities for modeling effective problem-solving and conflict resolution strategies? • Ethical and Legal: Are issues subject to legal or ethical debate presented with a clear purpose and opportunity for critical thinking? • Humour: Is humour used in a positive, effective manner to engage student interest? • Language: Is the resource free from disrespectful or defamatory language that detracts from audience engagement? • Sustainability: Does the story reflect an awareness of issues and promote a culture of conservation? <p>Note: Not every resource will address each social consideration, but over the course of the year, educators should be mindful to be as inclusive and representative as possible in the range of resources that are used. (ERAC, 2017)</p>
Privacy and Copyright Legislation	<ul style="list-style-type: none"> • Digital Resources: In British Columbia, educators are subject to the <i>Freedom of Information and Protection of Privacy Act</i> (“Act”). In accordance with this Act, the teacher, school and district must at all times protect the privacy of students under our care. Personal and identifiable information of a student, including student work, requires yearly written consent of the student’s parent/guardian and is strictly regulated by the Act. If the information is stored outside of Canada, it may be subjected to the laws of foreign jurisdictions including, but not limited to, the United States and the USA Patriot Act. Consent is required for the current school year in order to use these programs or applications (Source: SD68 Consent Form) • Educators are required to respect copyright legislation and should refer to <i>the Council of Ministers of Education, Canada (CMEC)</i> for current copyright guidelines for K-12 institutions.

Appendix B: Video and Film Classifications

BC Rating (Source: Consumer Protection BC)	SD68 Requirements
General May contain occasional violence, swearing and coarse language, and the most innocent of sexually suggestive scenes and nudity. Suitable for viewers of all ages.	No Restrictions
Parental Guidance May contain less subtle sexually suggestive scenes and nudity and a more realistic portrayal of violence than in the General category; coarse language may occur more often than in the General category. Theme or content may not be suitable for all children though there is no age restriction. Parental discretion is advised.	Teachers should screen and edit-age sensitive material. This will normally apply to elementary, middle and secondary situations. An information letter and parental consent form, particularly for younger children, is necessary.
14A May contain violence, coarse language or sexually suggestive scenes, or any combination of them. Suitable for views 14 years of age or older. Viewers under 14 years of age must be accompanied by an adult.	Teachers must screen and edit/delete inappropriate or age sensitive material and receive approval from the Principal and individual parents. Parental consent forms should include the rationale (connection to learning standards) for the use of a movie, the nature of the movie, and a commentary on edited/deleted material (if any).
18A Will contain horror, explicit violence, frequent coarse language or scenes that are more sexually suggestive than in the 14A category, or any combination of them. Suitable for viewers 18 years of age or older. Views under 18 years of age must be accompanied by an adult. Restricted There are “adult motion pictures” and may contain explicit sex scenes, violence or scenes referred to in section 5(3) of the <u>Motion Picture</u> Act, or any combination of them. The director assigns this category to motion pictures if the director considers that the theme, subject matter or plot of the adult motion picture is	<u>EXPRESSLY FORBIDDEN WITHOUT CONSENT</u> In exceptional circumstances where a movie classified as 18A or Restricted, is deemed to be the most suitable material for a course the following requirements must be followed if it is to be used: <ol style="list-style-type: none"> 1. The movie may only be used for senior courses. Pre-film classroom conversation and preparation is required prior to viewing. 2. Only senior students with parental/guardian consent forms may attend the showing of such movie.

AP 223 – Selection of Learning Resources

artistic, historical, political, educational or scientific. Restricted viewers of 18 years of age and over. Personals under 18 years of age are not permitted to attend under any circumstances.	
Foreign Movies – no BC classification	K-7 – General Audiences only – appropriate content to age group.

Appendix C: Request for Reconsideration of a Learning Resource

Nanaimo-Ladysmith Public Schools strives to select Learning Resources that:

- provide learners with access to materials that allow them to engage with and explore the big ideas and curricular competencies of a particular course;
- recognize and reflect the diverse lives and experiences of our learners and the broader society;
- include various perspectives on controversial issues, encouraging opportunities to practice critical thinking. In some cases, biased resources may be intentionally chosen to meet specific learning objectives.

Keeping the above criteria in mind, if you have a concern with a learning resource used in our school district, please first discuss the resource with the appropriate teacher (where relevant). If your concerns about the resource remain unresolved after this discussion, please complete this form, and submit it to the school principal who will set a meeting to discuss solutions. If a satisfactory resolution is not attainable, the principal will forward this application and a summary of the school-based meeting to the Superintendent for further consideration by the Curriculum Advisory Body.

Section I – Applicant Contact Information

Name: _____ Date: _____
Address: _____ City: _____
Postal Code: _____ Contact Phone #: _____
Email: _____

Section II – Resource Details

Resource Name: _____
Resource Type: _____ (i.e., website, novel, textbook)
Author or Producer: _____ Date of Publication; _____

Section II – Resource Details

What brought this resource to your attention?

Have you discussed this resource with any teachers or school administrators? If so, please specify who and when.

Have you examined the entire resource? If not, which sections did you review?

Please list your specific concerns about the resource along with location information (i.e. page number, link, chapter).

AP 223 – Selection of Learning Resources

Do you see any value in the resource? If so, please describe.

Have you read any reviews of this resource? If yes, please provide location information (i.e. journal title and date or website address)

What positive and negative effects do you believe this resource would have on your child (if relevant)?

For what age group would you recommend this resource?

Finally, what action are you specifically requesting regarding this resource?

**NANAIMO LADYSMITH PUBLIC SCHOOLS
STRATEGIC DIRECTIONS COMMITTEE
PUBLIC MEETING
INFORMATION SHEET**

DATE: April 9, 2025
TO: Strategic Directions Committee
FROM: Jacquie Poulin, Assistant Superintendent
SUBJECT: Administrative Procedure 531 – Naming/Permanent Recognition

Background

As part of our ongoing review of our Administrative Procedures to ensure currency, we have reviewed and updated AP 531 - Naming/Permanent Recognition (the AP).

Discussion

The purpose of the update to the AP is to provide clear guidance for schools and departments regarding permanent memorials within district facilities. The revised language now encompasses the interior of all district facilities, in addition to the exterior of buildings and school grounds. The AP stipulates that the district will not permit the installation of permanent memorial items, either internally or externally, in any of its facilities. Additionally, it outlines guidelines for temporary memorials in the event of a loss within a school or worksite.

It has now been revised and is attached for your information.

Appendix A: AP 531 – Naming/Permanent Recognition

AP 531 – Naming/Permanent Recognition

Purpose

In alignment with [Policy 306 – Naming of School Facilities](#), this Administrative Procedure (the “AP”) is intended to provide guidance with respect to issues of naming and/or the recognition of individuals or organizations through the placement of cairns, plaques etc. not specifically addressed by the Policy.

Definitions

Naming of Facilities – Naming of Facilities refers to a request under Policy 306 to name or rename a facility under that Policy.

Recognition of Individuals – Recognition of Individuals includes any permanent installation on the interior, exterior or grounds of a District facility that recognizes an individual or organization and may include but is not limited to a cairn, plaque or stamp containing the name of the person/s or organization.

Procedure

All requests for naming and or permanent recognition shall be sent to the office of the Secretary-Treasurer at: SecretaryTreasurer@sd68.bc.ca

In the case of a request for the Naming of Facilities covered by Policy 306, upon receipt of the request, the Secretary-Treasurer shall forward the request to the Chair of the Board. A request for the Recognition of Individuals shall be addressed directly by the Secretary-Treasurer following the requirements of this AP.

Recognition of Individuals

The district acknowledges the impacts that serious issues like the death of a student or staff member have on our community and seeks to provide short and long term supports for impacted students and staff. However, in the balance of doing so, long term memorials may have re-traumatizing or triggering impacts. This AP seeks to balance allowing the positives of short-term memorials against potential impacts of long-term memorials.

The district shall not allow the Recognition of Individuals within the District in a memorial capacity which means the district will not permit installation of internal or external benches, plaques or trees, etc. in honour or memoriam of individuals.

The district may permit school/work sites to create temporary memorials. If/when temporary memorials are created, the school/worksites will arrange to respectfully remove them within thirty days from when they were originally assembled.

The district may remove previously installed recognition, without notice, for reasons including: maintenance issues, safety reasons, cost, or educational needs.

Where a school or parent advisory council fundraises for infrastructure, with the approval of the Superintendent and Secretary Treasurer a small sign or plaque may be installed on the infrastructure to recognize contributions to the project. Such a sign may be removed at the discretion of the district.

The district may allow the installation of plaques or signs associated with individuals or organizations in cases of historical significance or at the request of District rights holders. Such installations shall be reported to the Board.

Recognition in the form of school issued awards placed on the interior of a school is not subject to this AP.

Immersion Schools

At an Immersion school, the school may substitute the word for school in its name with the word for school in the corresponding language without the requirement for approval under Policy 306.

However, changing the root name of the school into the Immersion language is not permitted without the approval of the Board under Policy 306.

**NANAIMO LADYSMITH PUBLIC SCHOOLS
STRATEGIC DIRECTIONS COMMITTEE
PUBLIC MEETING
INFORMATION SHEET**

DATE: April 9, 2025
TO: Strategic Directions Committee
FROM: Mark Walsh, Secretary-Treasurer and Jacquie Poulin, Assistant Superintendent
SUBJECT: Student and Family Affordability Fund Update

Background

The Ministry of Education and Child Care provided funding through the Student and Family Affordability Fund (SFAF) last spring for use in the 2025-26 school year. With additional funding now available through Feeding Futures to support student nutrition during the school day, the intent and criteria for SFAF funds have been updated. This information sheet will provide an update on the district's allocation of the funds.

Discussion

This fund is designed to assist families in need with school-related costs in the following areas:

- School and course fees
- School supplies and course materials
- Field trips
- School-related extracurricular opportunities
- Clothing and footwear required for sports and school activities

To ensure broad and equitable support for students, funds were allocated in the following ways:

- A portion was provided directly to Indigenous partners to support Indigenous students and families.
- A portion was allocated to the Nanaimo Ladysmith Schools Foundation to assist families through direct requests.
- The largest portion was distributed to all schools, allowing school teams to allocate funds throughout the year based on family needs.

At this time, there is still a substantial balance remaining in the fund. It is common for schools to draw more heavily on these funds in the final three months of the school year, as field trip expenses tend to increase. These funds help ensure all students have access to these opportunities, regardless of financial barriers.

Our school PVP teams have been reminded to utilize these funds in the next two months. We will continue to monitor fund usage at each school and reallocate resources as needed to best support families.

**NANAIMO LADYSMITH PUBLIC SCHOOLS
STRATEGIC DIRECTIONS COMMITTEE
ACTION SHEET**

DATE: April 9, 2025
TO: Strategic Directions Committee
FROM: Mark Walsh, Secretary-Treasurer
SUBJECT: Capital Plan Bylaw No. 2025/26-CPSD68-01

Recommended Motion

The Strategic Directions Committee recommend that the Board of Education of School District No. 68 (Nanaimo-Ladysmith) give all three readings of the Capital Bylaw No. 2025/26-CPSD68-01 in one meeting and adopt Capital Plan Bylaw No. 2025/26-CPSD68-01.

Background:

As the Board is aware, a capital bylaw is required under the School Act (S. 143). It is non-financial in nature and, only one bylaw is required for all capital projects approved by the Ministry. The bylaw once adopted by the Board, authorizes the Secretary-Treasurer to execute project and funding agreements related to the expenditures contemplated by the underlying capital plan.

The Capital Planning cycle consists of:

1. The Capital Plan preparation process starts in the spring with major capital program submissions due June 30th and minor capital program submissions due September 30. During this period of time significant communication occurs between our Facilities department and Capital Branch staff at the Ministry of Education. The Ministry of Education and Child Care provided districts with a five-year Capital Plan intake spreadsheet and Capital Plan instructions in early spring.
2. The Capital Plan intake/submission process considers the following:

Minor Capital:

- a. School Enhancement (SEP)
- b. Carbon Neutral Capital (CNCP)
- c. Food Infrastructure Program (FIP)
- d. Playground Equipment (PEP)
- e. Building Envelope (BEP)

Major Capital:

- a. Expansion Program (EXP)
- b. Seismic Mitigation Program (SMP)
- c. Replacement Program (REP)
- d. Site Acquisition Program (SAP)
- e. Rural District Program (RDP)

3. Before submitting the 5-year Capital Plan for approval, a Board must approve the proposed Capital Plan for its school district by resolution. This resolution must be provided to the Ministry as part of the submission process. At this stage, a bylaw is not required. The Board approved the 2025/2026 plan in June 2024, and the Secretary-Treasurer signed the resolution.

4. Ministry staff spend the summer and fall reviewing all 60 school district submissions and they provide approval for school district plans in the spring, at around the same time as the new year in take process commences.

To date, the Board has:

1. Approved the 2025/2026 5-year Capital Plan submitted to the Ministry of Education and Child Care by resolution in June 2024.
2. Received the Response letter dated March 25, 2025, approving funded projects by the Ministry.

The adoption of the bylaw allows the Secretary-Treasurer to sign the funding agreement which will release funding from the Ministry to the school district for the approved capital items/projects. In essence, the adoption of the bylaw approves the 5-year capital plan as approved by the Ministry of Education and Child Care and permits the Secretary-Treasurer to operationalize the projects approved.

Unfortunately, NDSS has not been supported. Moreover, many of the projects in the capital plan response are previously supported projects. There are a number of supported projects to note:

1. An internal renovation of Wellington. This is intended to provide additional speciality space upon completion of the general classroom expansion in the modular units;
2. Mountain View HVAC upgrades to replace three existing air handling units that have reached end of useful life. One unit has failed beyond repair;
3. An expansion of the electric infrastructure for the District's bus fleet; and
4. Two additional buses. Note that the buses are internal combustion due to the immediate need of additional bussing and insufficient electrical infrastructure at the Facilities site to accommodate the additional charging stations that would be required.

Appendices:

Appendix A: 2025/2026 Capital Plan Response Letter dated March 25, 2025

Appendix B: 2025/2026 Annual Programs Funding Agreement

Appendix C: Capital Bylaw No. 2025/26-CPSD68-01



March 25, 2025

Ref: 23223

To: Secretary-Treasurer and Superintendent
School District No. 68 (Nanaimo-Ladysmith)

Capital Plan Bylaw No. 2025/26-CPSD68-01

Re: Ministry Response to the Annual Five-Year Capital Plan Submission for 2025/26

This letter is in response to your School District's 2025/26 Annual Five-Year Capital Plan submissions for Major Capital Programs and Minor Capital Programs. This letter also contains important information regarding your upcoming 2026/27 Annual Five-Year Capital Planning submission. The following tables identify major capital projects that are supported to proceed to the next stage of development and minor capital projects that are approved for funding and can proceed to procurement.

On March 13, 2025, the Province introduced legislation that identifies country of origin requirements for all procurements. What this means is U.S. bidders must be excluded, except in certain circumstances, for all future procurements. The Ministry will have further conversations with school districts as the tariff situation evolves and commit to working closely with you to navigate this challenging situation.

MAJOR CAPITAL PROJECTS

Major capital consists of the following program areas:

- Seismic Mitigation Program (SMP)
- Expansion Program (EXP)
- Replacement Program (REP)
- Site Acquisition Program (SAP)
- Rural District Program (RDP)

A variety of emergent issues including a significant number of school fires and a challenging fiscal environment have resulted in a limited ability to advance major capital projects. As a result, there are no new major capital projects in your School District that were supported to move forward at this time.

Status of Projects in Development from Previous Years

Project #	Project Name	Project Type	Comments
150397	Ladysmith Intermediate	Seismic Mitigation	Final business case is with the Ministry for funding approval decision.

150074	Ladysmith Primary	Addition	Please submit business case to Ministry as soon as possible.
154916	École North Oyster Elementary	Seismic Mitigation	Please submit business case to Ministry as soon as possible.

As a reminder, Capital Project Funding Agreements (CPFA) are not issued for Major Capital Projects until after the Business Case and all other required supporting documentation is received, reviewed, and approved for funding by the Ministry.

The Ministry continues to require school districts to use simplified designs for new schools and/or expansion to existing schools. As projects proceed to Business Case, stakeholder engagement and design phases, please ensure the *Simplified Design Guidelines* are used. The guidelines are attached for reference.

Please contact your [Regional Director or Planning Officer](#) with any questions regarding Major Capital projects.

MINOR CAPITAL PROJECTS

The table below reflects approved minor capital projects for your School District in the following program areas:

- School Enhancement Program (SEP)
- Food Infrastructure Program (FIP)
- Carbon Neutral Capital Program (CNCP)
- Building Envelope Program (BEP)
- Playground Equipment Program (PEP)

New projects for SEP, FIP, CNCP, BEP, PEP

Facility Name	Program Project Description	Amount Funded by Ministry
Mountain View Elementary	SEP - HVAC Upgrades	\$662,500
Wellington Secondary	SEP - Interior Construction Upgrades	\$737,500
Nanaimo District Secondary	CNCP - Electrical Upgrades	\$791,700
John Barsby Community School , Ladysmith Secondary, Nanaimo District Secondary, Wellington Secondary, Woodlands Secondary	FIP - Kitchen Equipment	\$100,000

All projects are now to proceed to design, tender and construction, and to be completed by March 31, 2026.

New projects for BUS

The table below identifies Bus Acquisition Program (BUS) approved projects, with BUS funding amounts to be confirmed after school districts place their order(s) with bus vendors during the upcoming bus standing offer timeframe which runs from April 2, 2025 to June 2, 2025. Only internal combustion engine buses are currently identified, with approval and funding for electric buses (if applicable) to be identified later through an amended Capital Plan Response Letter. Please refer to the attached *School Bus Letter* for additional school bus purchasing details.

New/Existing Bus Fleet #	New/Replacement Bus Type	Amount Funded by Ministry
New	INTERNAL COMBUSTION ENGINE - Type A2 Over 6350Kg (24-33) with 2 wheelchair space(s)	TBD
New	INTERNAL COMBUSTION ENGINE - Type C 76 with 0 wheelchair space(s)	TBD

An Annual Programs Funding Agreement (APFA) accompanies this Capital Plan Response Letter which outlines specific Ministry and Board-related obligations associated with the approved Minor Capital projects for the 2025/26 fiscal year. Please email a signed/dated copy of the Annual Programs Funding Agreement to the Ministry at CMB@gov.bc.ca

In accordance with Section 143 of the *School Act*, Boards of Education are required to adopt a single Capital Bylaw (template can be found on the Ministry [website](#)) using the Capital Bylaw Number provided at the beginning of this document, for the supported and/or approved 2025/26 Five-Year Capital Plan projects as identified in this letter. The Capital Bylaw must be adopted by your Board and uploaded onto your School District's online MyCAPS portal in order for the Ministry to issue Certificates of Approval. A step-by-step guide of this process is attached for your reference.

Please contact Branch Director [Michael Nyikes](#) with any questions regarding Minor Capital projects.

SCHOOL SITE ACQUISITION CHARGE

As part of the Board's 2025/26 approved capital plan, the eligible school site requirement set out in the final resolution of the Board of Education in accordance with s. 574(5) of the *Local Government Act*, is accepted by the Ministry.

The Board should adopt a bylaw setting the School Site Acquisition Charges for the School District as s. 575(3) of the *Local Government Act* prescribes. The School Site Acquisition Charge may only come into effect 60 days (including weekends and holidays) after that bylaw is adopted by a Board of Education. At that point, the local government may commence the collection of an applicable per dwelling unit charge from residential developers on behalf of a Board.

Please contact Regional Director [Travis Tormala](#) with any questions regarding School Site Acquisition Charges.

2026/27 ANNUAL FIVE-YEAR CAPITAL PLAN SUBMISSIONS

Capital Plan Instructions for the 2026/27 Annual Five-Year Capital Plan submission process will be available on the Ministry's capital planning [website](#) in early April.

School districts' capital plan submission deadlines for the 2026/27 fiscal year are:

- **June 30, 2025**
 - Major Capital Programs (SMP, EXP, REP, RDP, SAP)
- **September 30, 2025**
 - Minor Capital Programs (SEP, CNCP, PEP, BEP, BUS)
- **October 1, 2025**
 - Minor Capital Programs (FIP)

Additionally, the Annual Facility Grant (AFG) project requests for the 2025/26 fiscal year are to be submitted using the MyCAPS portal, on or before **May 16, 2025**. The 2025/26 AFG Allocation Table will be available on the Ministry's capital planning [website](#) in early April.

The Ministry recommends school districts discuss draft versions of their intended capital projects and Annual Facility Grant project requests with minor capital staff in advance of submission deadlines.

The staggered deadlines are intended to provide the Ministry with input required to initiate planning for the next budget cycle, while enabling school districts additional time and flexibility to plan over the summer.

Sincerely,



Damien Crowell, Executive Director
Education and Child Care Capital Branch
Ministry of Infrastructure

pc: Geoff Croshaw, Director, Major Capital Projects, Education and Child Care Capital Branch
Michael Nyikes, Director, Minor Capital Projects, Education and Child Care Capital Branch

ANNUAL PROGRAMS FUNDING AGREEMENT

This Annual Programs Funding Agreement dated for reference the 15th day of March 2025, is in effect for the 2025/26 fiscal year period of April 1, 2025 to March 31, 2026.

BETWEEN: His Majesty the King in Right of the Province of British Columbia,
represented by the Minister of Infrastructure (the "Ministry")

OF THE FIRST PART

AND: the Board of Education of School District No. 68 (Nanaimo-Ladysmith) (the "Board")

OF THE SECOND PART.

The parties agree as follows:

1. DEFINITIONS

1.01 In this Agreement, unless the context otherwise requires:

"Agreement" means the Annual Programs Funding Agreement;

"Board" or "Board of Education" means a board of school trustees constituted under the *School Act* [RSBC 1996] c. 412 and any person designated by the Board to act with respect to a provision of this Agreement;

"Business Day" means a day, other than a Saturday or Sunday or Statutory Holiday, on which Provincial government offices are open for normal business in British Columbia;

"Capital Funding Grant" means a funding grant authorized by the Minister of Finance in accordance with section 56.1 of the *Financial Administration Act* [RSBC1996] c. 138;

"Certificate of Approval" means the Certificate of Approval described in paragraph 3.04;

"Eligible Expenditure(s)" means those expenditure(s) areas more particularly described in paragraph 3.01;

"Event of Force Majeure" means invasion, rebellion, hostilities, sabotage, government regulations or controls, acts of God, strikes, lockouts or labour disputes that are a major disabling event or circumstance in relation to the normal operations of the party concerned as a whole that is beyond the reasonable control of the party directly affected and results in a material delay, interruption or failure by such party in carrying out its duties, covenants or obligations under this Agreement;

"Minister" means the Minister of Infrastructure, and includes the respective Ministry Deputy Minister and/or any person designated by either of them to act with respect to a provision of this Agreement;

"Ministry" means the Ministry of Infrastructure of the Province of British Columbia;

"Project" means the project(s) described in paragraph 3.01;

"Schools Protection Program" means the risk management program administered and delivered by the Risk Management Branch of the Ministry of Finance in conjunction with the Ministry, and includes the "Schools Protection Program Reference Manual" and all amendments and updates to the program and manual;

"Treasury Board" means the Treasury Board established under the *Financial Administration Act* [RSBC 1996] c. 138.

2. SCHEDULES

2.01 The following Schedule(s) form an integral part of this Annual Programs Funding Agreement:

- A. Communications Protocol Agreement on Minor Capital Projects between the Ministry and School Districts

3. PROVINCIAL FUNDING CONTRIBUTIONS AND OBLIGATIONS

3.01 The Ministry will provide capital funding to the Board which is to be used for the purposes of the following Project:

Facility Name	Program Project Description	Amount Funded by Ministry
Mountain View Elementary	SEP - HVAC Upgrades	\$662,500
Wellington Secondary	SEP - Interior Construction Upgrades	\$737,500
Nanaimo District Secondary	CNCP - Electrical Upgrades	\$791,700
John Barsby Community School, Ladysmith Secondary, Nanaimo District Secondary, Wellington Secondary, Woodlands Secondary	FIP - Kitchen Equipment	\$100,000

The table below identifies Bus Acquisition Program (BUS) approved projects, with BUS funding amounts to be confirmed after school districts place their order(s) with bus vendors during the upcoming bus standing offer timeframe which runs from April 2, 2025 to June 2, 2025. Only internal combustion engine buses are currently identified, with approval and funding for electric buses (if applicable) to be identified later through an amended Capital Plan Response Letter. Please refer to the attached *School Bus Letter* for additional school bus purchasing details.

New/Existing Bus Fleet #	New/Replacement Bus Type	Amount Funded by Ministry
New	INTERNAL COMBUSTION ENGINE - Type A2 Over 6350Kg (24-33) with 2 wheelchair space(s)	TBD
New	INTERNAL COMBUSTION ENGINE - Type C 76 with 0 wheelchair space(s)	TBD

Please contact Branch Director [Michael Nyikes](#) with any questions regarding Minor Capital Projects.

3.02 The Ministry may consider, under special circumstances, providing more than the amount listed above.

3.03 The Ministry will provide the capital funding in paragraph 3.01 in the form of a Capital Funding Grant.

3.04 Payment of a Capital Funding Grant is subject to the Ministry issuing a Certificate of Approval for the Project(s) in paragraph 3.01 in accordance with Treasury Board policies and directives and to the following conditions:

- a) in no case may the Board make a draw against funds available under a Certificate of Approval, unless the draw is reimbursement for Eligible Expenditure(s) properly incurred by the Board in connection with the Project;
- b) the Ministry may modify or withhold a Capital Funding Grant and applicable Certificate of Approval, or any portion thereof, in the event the Board fails to observe, perform and comply with any provision of this Agreement or if, in the opinion of the Ministry, there has been a material change in the Project;
- c) the Board will comply with all applicable policies and directives of the Treasury Board respecting Capital Funding Grants.

3.05 Notwithstanding any other provision of this Agreement, the payment of funds by the Ministry to the Board, pursuant to this Agreement, is subject to the provisions of the *Financial Administration Act* ("the Act"), which makes that payment obligation subject to:

- a) there being sufficient monies available in an appropriation, as defined in the Act, to enable the Ministry, in any fiscal year or part thereof when any payment of money by the Ministry to the Board falls due pursuant to this Agreement, to make that payment;

- b) Treasury Board, as defined in the Act, not having controlled or limited, pursuant to the Act, expenditure(s) under any appropriation referred to in this subparagraph a).

4. BOARD OBLIGATIONS

4.01 The Board will:

- a) carry out the Project in a manner that ensures:
 - i) drawing against funds available under a Certificate of Approval on a regular basis throughout the fiscal year (monthly if possible) as reimbursement for Eligible Expenditure(s) as incurred by the Board;
 - ii) delivery within budget;
 - iii) completion by March 31, 2026;
 - iv) scope details are fully met upon completion;
 - v) accrued cost-savings realized from completed capital projects as approved in this Agreement are reported to the Ministry and transferred into the school district's Minister-Restricted Capital account, unless otherwise agreed to in writing by the Ministry.
- b) comply with all policies and best practices related to Capital Project Procurement, as documented in the Capital Asset Management Framework and Capital Procurement Checklist published by the Ministry of Finance;
- c) procure the Project in accordance with the Capital Asset Management Framework;
- d) include in any contracts all standard insurance and indemnification clauses required by the Schools Protection Program;
- e) ensure all communication related to the Capital Project conforms to the "Communications Protocol Agreement on Minor Capital Projects between the Ministry and School Districts" (provided as Schedule A). This protocol may be amended from time to time by the Ministry, with the most current version of the protocol being used.

4.02 Provide written notice to the Ministry immediately upon completion of each Project. (Note: the Ministry will be following up with school districts regarding delayed and/or incomplete projects in early January, at which time the Ministry may choose to reallocate associated funds depending on the status of the Project).

4.03 At the request of the Ministry, prepare additional reports relating to the Project.

4.04 Notify the Ministry immediately, in writing, should any Event of Force Majeure arise that could materially affect the scope, costs or schedule of the Project.

4.05 Indemnify and save harmless the Province of British Columbia and its employees and agents from and against any losses, claims, damages, actions, causes of action, costs and expenses that the Province of British Columbia or any of its employees or agents may

sustain, incur, suffer or be put to at any time, either before or after this agreement ends, which are based upon, arise out of or occur, directly or indirectly, by reason of, any act or omission by the Board or by any of its agents, employees, officers, directors, or contractors with respect to the Project.

- 4.06 Purchase school buses through the bus standing offer as defined and made available through the Ministry (if applicable).
- 4.07 Enter into a tripartite agreement with the Ministry and BC Housing for all Building Envelope Program (BEP) projects and agree to carry out the projects in collaboration with BC Housing as defined in the tripartite agreement (if applicable).

5. EVENT OF FORCE MAJEURE

5.01 In the Event of Force Majeure:

- a) the Board will immediately notify the Ministry, in writing, describing the Event of Force Majeure.
- b) within five (5) Business Days of being notified of the Event of Force Majeure, the Ministry will communicate with the Board to explore what steps are to be taken to mitigate the Event of Force Majeure, determine an appropriate course of action, and establish an estimated cost related to the Event of Force Majeure.
- c) the course of action must be agreed to by the Ministry and the Board.
- d) either party may request the assistance of an independent cost consultant appointed by mutual agreement of the parties.
- e) the Ministry will not approve any expenditure(s) incurred prior to the agreed course of action unless the costs were demonstrably incurred for the preservation of life and/or safety.

6. PUBLIC ANNOUNCEMENTS

- 6.01 Any public announcement relating to the Project will be in accordance with the "Communications Protocol Agreement on Minor Capital Projects between the Ministry and School Districts" (provided as Schedule A).

7. NOTICE

- 7.01 Any notice or communication required or permitted to be given under this Agreement will be in writing and will be considered to have been sufficiently given if delivered by hand or electronic transmission to the physical address or electronic mail address of each party set out below:
 - a) if to the Board:

School District No. 68 (Nanaimo-Ladysmith)
395 Wakesiah Ave, Nanaimo, BC, V9P 2G5
Attention: Mark Walsh, Secretary-Treasurer
Email: secretarytreasurer@sd68.bc.ca

- b) if to the Ministry:

Ministry of Infrastructure
PO Box 9151 Stn Prov Govt, Victoria, BC, V8W 9H1
Attention: Education & Child Care Capital Branch (Minor Capital Projects)
Email: CMB@gov.bc.ca

7.02 Any such notice or communication will be considered to have been received:

- a) if delivered by hand during business hours (and in any event, at or before 4:00pm local time in the place of receipt) on a Business Day, upon receipt by a responsible representative of the receiver, and if not delivered during business hours, upon the commencement of business hours on the next Business Day;
- b) if sent by electronic transmission during business hours (and in any event, at or before 4:00pm local time in the place of receipt) on a Business Day, upon receipt by a responsible representative of the receiver, and if not delivered during business hours, upon the commencement of business hours on the next Business Day, provided that:
 - i) the receiving party has, by electronic transmission or by hand delivery, acknowledged to the notifying party that it has received such notice; or
 - ii) within twenty-four (24) hours after sending the notice, the notifying party has also sent a copy of such notice to the receiving party by hand delivery.

7.03 Delivery by mail will not be considered timely notice under this Agreement.

7.04 In the event a contact name changes for either the Ministry or for the Board, then parties must be notified within five (5) Business Days.

IN WITNESS WHEREOF the parties have executed this Agreement, in duplicate, as of the day and year first above written.

SIGNED on behalf of His Majesty the King)
in Right of the Province of British Columbia)
by a duly authorized designate of the)
Minister of Infrastructure)

Authorized Signatory (For the Minister of Infrastructure)

Name (Print)

Title

Date Signed (Month/Day/Year)

SIGNED on behalf of **the Board**)
of Education of School District)
No. 68 (Nanaimo-Ladysmith) by its duly)
authorized signatories)

Signatory (Secretary Treasurer)

Name (Print)

Date Signed (Month/Day/Year)

SCHEDULE A

COMMUNICATIONS PROTOCOL AGREEMENT ON MINOR CAPITAL PROJECTS BETWEEN THE MINISTRY OF INFRASTRUCTURE (INF) AND SCHOOL DISTRICTS

News Release

Upon issuance of Capital Plan approvals and funding agreements to school districts, INF will issue public news releases regarding minor capital projects. School district(s) may be requested to provide a quote from a designated representative for such news releases.

Signage

Significant, high-profile minor capital construction projects and/or initiatives approved in the INF Capital Plan **may** be requested to be identified by signage prominently displayed at the site. INF will notify a school district(s) if this is the case.

If requested, signs must conform to Government of B.C.'s Infrastructure Sign Specifications and be produced by Government Communications and Public Engagement (GCPE) graphics department. In addition to the BC logo, school districts and other funding partners will be identified with their logos on signage. Signs are to be installed as soon as possible after announcement of the project, and amended to include the amount of investment and date of completion after award of the contract and preferably before the start of work. The signs are to remain on the site until the work is completed and after any completion ceremonies where applicable. A digital picture of the sign is to be sent to GCPE after it has been installed. Cost of the sign is to be funded from the approved project budget. School districts are responsible for installing the signs.

The steps from signage design to installation are as follows:

1. Project is announced;
1. GCPE will have their graphics department create a construction sign;
2. GCPE graphics department will create and send the approved file to Kings Printer for print production;
3. Kings Printer will notify GCPE when the sign is ready;
4. GCPE will notify the school district(s) when the sign is ready to be ordered and provide them with the online requisition form: <http://brokerage.qp.gov.bc.ca/submit-print/print-form.aspx>;
5. The school district(s) orders, pays and arranges for the sign to be installed. Signs are to be post mounted in a visible location;
6. School district(s) will notify GCPE when the sign is installed and send photo as confirmation.

Official Ceremonies

INF will notify a school district(s) if an official ceremony **may** be held to commemorate the launch and/or ground-breaking for a project. The parties shall co-operate in the organization ceremonies, and messages and public statements for such events should be mutually agreed upon.

Plaques

INF **may** request the district provide and install (upon completion of significant, high-profile construction projects and/or initiatives), a plaque bearing an appropriate inscription. The design, wording and specifications of such plaques must be approved by INF. Cost of the plaque is to be funded from the approved project budget.

CAPITAL BYLAW NO. 2025/26-CPSD68-01
CAPITAL PLAN 2025/26

WHEREAS in accordance with section 142 of the *School Act*, the Board of Education of School District No. 68 (*Nanaimo-Ladysmith*) (hereinafter called the “Board”) has submitted a capital plan to the Minister of Education (hereinafter called the "Minister") and the Minister has approved the capital plan or has approved a capital plan with modifications,

NOW THEREFORE in accordance with section 143 of the *School Act*, the Board has prepared this Capital Bylaw and agrees to do the following:

- (a) Authorize the Secretary-Treasurer to execute a capital project funding agreement(s) related to the capital project(s) contemplated by the capital plan or the capital plan with modifications;
- (b) Upon ministerial approval to proceed, commence the capital project(s) and proceed diligently and use its best efforts to complete each capital project substantially as directed by the Minister;
- (c) Observe and comply with any order, regulation, or policy of the Minister as may be applicable to the Board or the capital project(s); and,
- (d) Maintain proper books of account, and other information and documents with respect to the affairs of the capital project(s), as may be prescribed by the Minister.

NOW THEREFORE the Board enacts as follows:

- 1. The Capital Bylaw of the Board for the 2025/26 Capital Plan as approved by the Minister, to include the supported capital project(s) specified in the letter addressed to the Secretary-Treasurer and Superintendent, dated *March 25, 2025*, is hereby adopted.
- 2. This Capital Bylaw may be cited as *School District No.68 (Nanaimo-Ladysmith) Capital Bylaw No. 2025/26-CPSD68-01*.

READ A FIRST TIME THE 23rd DAY OF APRIL, 2025

READ A SECOND TIME THE 23rd DAY OF APRIL, 2025

READ A THIRD TIME AND ADOPTED THE 23rd DAY OF APRIL, 2025

Board Chair

Secretary-Treasurer

I HEREBY CERTIFY this to be a true and original *School District No.68 (Nanaimo-Ladysmith) Capital Bylaw No. 2025/26-CPSD68-01* adopted by the Board the 23rd day of April, 2025.

Secretary-Treasurer

**NANAIMO LADYSMITH PUBLIC SCHOOLS
STRATEGIC DIRECTIONS COMMITTEE
PUBLIC MEETING
INFORMATION SHEET**

DATE: April 9, 2025
TO: Strategic Directions Committee
FROM: Mark Walsh, Secretary-Treasurer
SUBJECT: Long Range Facilities Plan Update

Background

This Information Sheet contains a report outlining the progress on the Board's [Long Range Facilities Plan](#) ("LRFP").

Discussion

As part of the commitment to tracking progress and ensuring the LRFP is meeting the current needs of the District, a summative report "Monitoring our Progress" contains the various recommendations in the LRFP and the current status.

Overall, the LRFP has consistently progressed in all focus areas and the LRFP can be viewed as a successful guidance document. The document will note highlights for the current year including the opening of Rutherford Elementary in September 2025, the imminent completion of the QQS childcare facility and the active construction of modular expansions at Wellington Secondary and Chase River Elementary.

Challenges include the goal of full electrification of District bussing.

Appendix A: Monitoring our Progress

LONG RANGE FACILITIES PLAN 2021–2031



NANAIMO LADYSMITH
PUBLIC SCHOOLS

**Monitoring
our Progress**
(APRIL 2025 UPDATE)

NANAIMO LADYSMITH PUBLIC SCHOOLS
395 WAKESIAH AVENUE
NANAIMO, BC V9R 3K6
WWW.SD68.BC.CA



MONITORING OUR PROGRESS

In the Spring of 2021 the Board of Education adopted the Long Range Facilities Plan entitled “Addressing Growth and Safety 2021-2031” (the “LRFP”). The LRFP is ambitious in scope and incorporates issues associated with capacity and growth, seismic safety, the environment and reconciliation. In order to monitor the LRFP’s progress a Long Range Facilities Plan Advisory Committee has been created.

This report is intended to provide a brief overview of how we are doing. The report has five metrics clearly indicated by the graphics next to each recommendation along with a brief description of progress to date. The metrics are as follows:



Red Light – The red light signifies that the District has made no demonstrable progress on a recommendation. This indicates the need for a focus in the following school year to begin progress.



Yield – The yield sign indicates that the District has purposefully delayed progress on a recommendation.



Yellow Light – The yellow light indicates that the District has begun work on a recommendation but has not made significant progress.



Green Light – The green light means the District is actively implementing a recommendation.



Check Mark - This has been completed

Recommendation 1

Alleviate medium and long-term capacity issues by working through the LRFP Advisory Committee to consider expanding existing school(s), opening new school(s) and/or re-opening school(s).



GREEN LIGHT

The Board of Education is reopening Rutherford Elementary for September 2025. This will alleviate space constraints in the north end and allow for future growth. In addition, expansions at Wellington Secondary and Chase River Elementary are in progress.

Recommendation 2

Institute a School Site Acquisition Charge (SSAC).



GREEN LIGHT

Since the institution of the SSAC the District has collected \$478,469.08 from the north (plus \$17,343.70 of interest allocated) and \$30,001.97 in the south (plus \$1,222.78 of interest allocated) for a total of \$527,037.53.

Recommendation 3

Apply to the Crown for a grant(s) of land if located in future growth areas.



YIELD

The district has shared areas that it is monitoring for growth with the Ministry of Education and Child Care. These include Sandstone, Hammond Bay and Lantzville. No formal requests are contemplated for the 2025-26 school year.

Recommendation 4

Design and Cost Permanent Annexes Built with Portables.



YIELD

The district has received Ministry funding to expand Wellington Secondary and Chase River Elementary with modular units that will integrate within the overall site plan of the respective schools.

Recommendation 5

The LRFP Advisory Committee will identify schools with immediate and medium-term capacity issues for expansion.



GREEN LIGHT

The district's expansion of Wellington Secondary and Chase River Elementary along with the opening of Rutherford Elementary and supported expansion of Ladysmith Primary will mitigate overcrowding in a number of areas in the district.

Recommendation 6

Proactively acquire additional lands using local capital, school site acquisition dollars and/or Ministry Capital to support the expansion of schools.



GREEN LIGHT

The district continues to prioritize land acquisition near Lantzville subject to funding. In addition, brownfield sites adjacent to active schools continue to be monitored for acquisition.

Recommendation 7

Review catchments and families of schools to determine whether there is any possibility of moving enrolment from schools at/over capacity to schools under or slated to be under capacity.



GREEN LIGHT

The opening of Rutherford Elementary has created adjustments to catchment areas. Fall of 2025 will likely see consultation on additional catchment adjustments associated with Wellington's expansion.

Recommendation 8

Reviewing programming including French Immersion, International Education and Academies to determine implications for capacity issues.



YELLOW LIGHT

International Education's enrolment is limited in our secondary schools due to capacity. The district has not yet pursued a review of overall French Immersion programming with the exception of the late French Immersion program at École Quarterway.

Recommendation 9

Prioritize the upgrade of NDSS.



GREEN LIGHT

The board continues to advocate strongly for the replacement of NDSS. Competing priorities of government and the fiscal situation provincially have impacted a successful outcome to date.

Recommendation 10

Align seismic upgrades with other priorities in the facilities plan including environmental upgrades and expansions.



GREEN LIGHT

The district is building on its success with the planning of future elementary programming in Ladysmith. Our capital plan aligns with the recommendation.

Recommendation 11

Explore partnerships with external parties, including BC Housing, while planning seismic upgrades to allow for additional locally sourced amenities.



YELLOW LIGHT

While there has been limited progress on this recommendation, the district is actively promoting this opportunity with our partners including the concept of Neighbourhood Learning Centres associated with new builds or seismic rebuilds.

Recommendation 12

Use "Swing Space" when doing seismic upgrades to limit the disruption of an educational program of a school.



GREEN LIGHT

The district continues to ensure that the Woodlands Secondary site is available for swing space as it readies for the reopening of Rutherford Elementary. Further, the district has slowed planning for the upgrade of École North Oyster to determine if swing space will be available.

Recommendation 13

Ensure upgrades are distributed across jurisdictional boundaries of NLPS.



GREEN LIGHT

The district continues to ensure jurisdictional equality. Upgrades are planned in every jurisdiction including the anticipated Ladysmith/CVRD projects, Seaview childcare, Chase River expansion etc.

Recommendation 14

Complete HVAC Upgrade Program to ensure modern health and safety in all facilities. *No change since last update.*



COMPLETE

Recommendation 15

Ensure that rental rates for facilities, including childcare, operate on a cost recovery basis at minimum.



GREEN LIGHT

This is complete with respect to the newly built facilities. Discussions were held in 2024 regarding rate adjustments and staff will bring proposed rates to a future Strategic Directions Committee of the Board of Education for further review.

Recommendation 16

Advocate for additional Annual Facilities Grant (AFG) funding.



GREEN LIGHT

[The Board, through the British Columbia School Trustees Association has advocated on this matter.](#) *No change since last update.*

Recommendation 17

Lower GHG emissions through the acquisition of electric buses and other vehicles for the NLPS fleet.



GREEN LIGHT

As of March 2025, the district has reduced yellow fleet emissions by 31 percent. The district operates 9 EV busses (with an additional 1 on order) and eight EV service vehicles (with an additional 1 on order). A funding request is pending with the Ministry for an infrastructure upgrade project to expand the service capacity of the facilities yard for future EV fleet purchases.

Recommendation 18

Review alternate funding sources for immediate environmental upgrades outside of the Child Care behind Ministry of Education and Child Care processes.



GREEN LIGHT

Since 2021, the district has received \$1,200,000 incentive funding from BC Hydro, Fortis, Clean BC, Zero Emission Transportation Fund, and the Association of School Transportation Services of BC to help fund various school mechanical upgrades and electrifying yellow and white fleet.

Recommendation 19

That the Board of Education encourage government to make electricity as cost effective for school districts as natural gas.



GREEN LIGHT

The energy management teams continue to work BC Hydro and Fortis Gas to participate in programs to help reduce consumption and utility costs. As of March 2025, 66 percent of the schools will have completed continuous optimization of the building automation systems, which in turn will save the district \$95,000 in operational costs and reduce our carbon footprint by 14 tonnes of CO₂e.

Recommendation 20

Incorporate the expansion of outdoor learning spaces and schools gardens into NLPS's Annual Facilities Grant and/or local capital planning.



GREEN LIGHT

This year the district continued progressing towards completing the recommendation to increase outdoor learning spaces (8) and school gardens (8) with the completion of five new outdoor learning spaces and one garden space. This completes the garden portion of the 2021 investment and leaves three remaining outdoor learning spaces which are planned and ready for construction in the 25-26 fiscal year. Once complete, this will fulfill the board's investment and provided sixteen unique learning spaces to help connect our students to the environment.

Recommendation 21

Create an active transportation plan for staff and students and ensure that walkable neighborhoods are considered when reviewing catchments.



GREEN LIGHT

Policy 3.8 'Transportation to and from School' was adopted by the board on February 28, 2024. This policy includes sections on 'active transportation' and 'school pick-up and drop-off', both areas will be further defined by staff in future administrative procedure work.

Travel plans continue at Chase River Elementary and Cinnabar Elementary and a new AST (phase 1) plan was approved to support the opening of Rutherford Elementary. The City of Nanaimo continues to support the district and its schools with both staff time and infrastructure improvements to support traffic management.

Recommendation 22

Partner to bring municipal and regional infrastructure onto sites (e.g. turf fields, childcare, community centres).



GREEN LIGHT

The board partnered with the City of Nanaimo to expand all weather facilities at John Barsby Secondary. Further, the board has a variety of partnerships with the Regional District of Nanaimo for facilities and site use, including the former South Wellington site, which will include a community centre and facilities at Cedar Secondary.

Recommendation 23

Continue our work with Snuneymuxw First Nation (SFN) at Te'tuxwtun and Qwam Qwum Stuwixwulh childcare. Expand to other opportunities with SFN and our other land and community based First Nations partners.



GREEN LIGHT

The childcare facility at Qwam Qwum Stuwixwulh school is nearing completion. Further, the former Woodbank Elementary site is home to a variety of Snuneymuxw First Nation initiatives and the district supports the facility through proactive maintenance. At John Barsby Secondary, Tillicum Lelum operates a childcare facility.

Recommendation 24

Partner with Community Agencies and other Groups to enhance opportunities for our students and the broader community.



GREEN LIGHT

The district provides a variety of opportunities for external groups to temporarily utilize district spaces including the Great Nanaimo Toy Drive, Kw'umut Lelum, and the Nanaimo Ladysmith Schools Foundation.

Recommendation 25

Create a District Childcare Strategy.



GREEN LIGHT

The district has built childcare (both 0-5 and before and after school care) at a variety of sites including Chase River Elementary, Georgia Ave Elementary, Rock City Elementary, Qwam Qwum Stuwixwulh school, Forest Park Elementary, Ladysmith Primary and are starting work at Seaview Elementary.

In addition, the board has supported the expansion of district-offered before and after school care by over 200 spots for September 2025. Page 47 of 83

Recommendation 26

Maintain fee simple ownership of all closed sites and consider leasing closed school sites not needed for the foreseeable future to support local capital or the upgrade of the site.



GREEN LIGHT

No changes occurred in 2024-25.

Recommendation 27

Removed in 2022-23

Recommendation 28

Removed in 2022-23

Recommendation 29

When applicable, review contemplated legislated changes with respect to accessibility and pursue an accessibility audit that reflects current legislation.



GREEN LIGHT

This year the District Learning Services/Facilities working group retained a consultant to develop a tool to help prioritize accessibility work required for the built environment. This tool will provide transparency on how items are prioritized and assist in guiding the district to identify the highest needs for our community members.

Recommendation 30

Develop funding streams for short and medium-term accessibility requirements as identified in internal and/or external audits through allocating operating, AFG, local capital and Ministry funding dollars as required.



GREEN LIGHT

The district continues to allocate funding from existing sources for projects specifically focused on removing accessibility barriers at our schools including significant upgrades planned for Wellington. Another example of these efforts is the replacement of two stair lifts at Departure Bay Elementary which removed beyond end-of-life equipment with funding from the Annual Facilities Grant.

Recommendation 31

Continue investments in the Access to Technology Plan (Wi-Fi infrastructure upgrade).



GREEN LIGHT

The district has continued to financially support Wi-Fi upgrades. Our secondary schools are complete and overall 55 percent of our district has been completed. Dependent on funding and resources available, the upgrade should be completed during the 2025-26 and 2026-27 school years (two more school years).

Recommendation 32

That when upgrading our facilities, NLPS commit to upgrades that align with modern ways of teaching and learning, including considering flexible spaces and a cross-curricular focus.



YELLOW LIGHT

While recent expansions at Dover Bay Secondary and École Hammond Bay have met this goal, the limitations of modular expansion will limit significant improvements in learning spaces. However, additional capacity will allow for more amenity space in existing buildings.

Recommendation 33

Create policy and procedure to ensure that staff is more active in influencing local and regional planning.



COMPLETE

Recommendation 34

Create a Long Range Facilities Plan Advisory Committee.



COMPLETE



RECOMMENDATIONS UPDATE

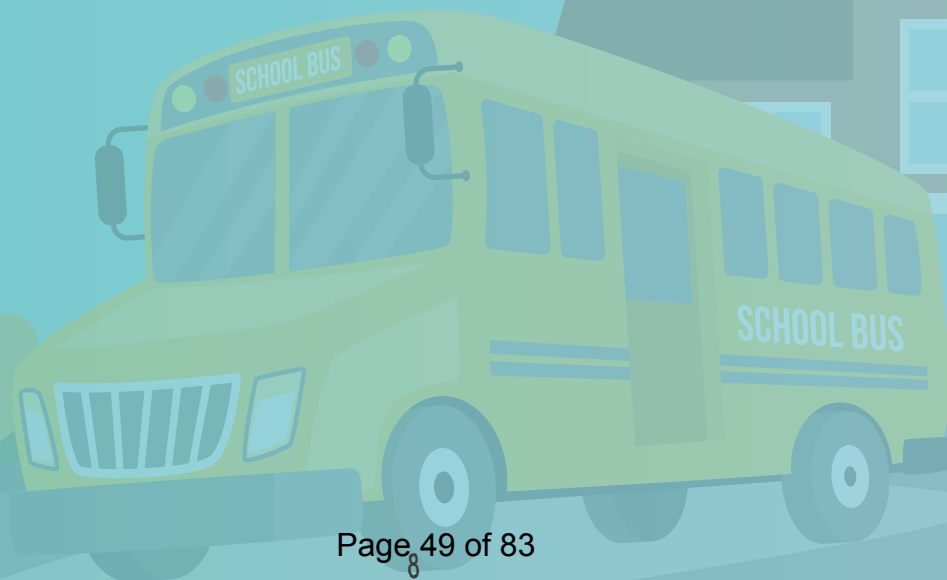


LONG RANGE FACILITIES PLAN 2021-2031



NANAIMO LADYSMITH
PUBLIC SCHOOLS

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395 WAKESIAH AVENUE
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**NANAIMO LADYSMITH PUBLIC SCHOOLS
STRATEGIC DIRECTIONS COMMITTEE
PUBLIC MEETING
INFORMATION SHEET**

DATE: April 9, 2025
TO: Strategic Directions Committee
FROM: Gillian Robinson, Executive Director of Communications, Privacy and Community Engagement
SUBJECT: 2025-2026 Community Budget Feedback

Background:

The Nanaimo Ladysmith Public Schools Board of Education is required by the School Act to pass a balanced budget for the upcoming school year by June 30. As part of this process, the district solicits feedback from our community on spending

Nanaimo Ladysmith Public Schools' annual budget spending and priorities are guided by the district's [Strategic Plan](#). The Strategic Plan lays out three specific goals for the school district:

- **Student success:**
 - Increase literacy success rates for all students
 - Increase numeracy success rates for all students
 - Increase graduation rates for students: who identify as Indigenous, who have disabilities and diverse abilities, and/or are Children and Youth in Care
- **Student and employee wellness:**
 - Increase the number of students who feel welcome, safe and have a sense of belonging in their school
 - Increase the number of employees who feel valued and/or engaged
- **Truth and reconciliation:**
 - Increase awareness of and access to resources available to support hul'q'umi'num language learning
 - Create and share district-wide, Syeyutsus Principles of Teaching & Learning

The Board of Education's role is to ensure that the necessary resources and funding are in place to achieve the goals in a manner that is sustainable over time.

In February, budget discussions began with the presentation to the board of enrolment projections, the 2025-26 draft budget calendar and the presentation of the 2024-25 annual amended budget. The process continues until the board adopts the budget in May 2025.

From February 20 to April 3, 2025, the NLPS Communications department shared a survey soliciting feedback on the district's budget priorities.

Discussion:

District communications staff created an information page on the district website and a survey to provide an opportunity for our learning community to provide their feedback on spending priorities and other feedback related to the district budget. This website was shared via social media, the district and employee newsletters and via direct email to all NLPS caregivers.

164 people completed the survey. This included 121 caregivers/parents, 40 staff and 3 community members.

The majority (56%) said they were somewhat familiar with the district's current budget and spending priorities. 39 per cent said they were not familiar and five per cent said they were very familiar.

Most respondents (68%) said that it is very important that the Board of Education seek public input on budget spending. 28 per cent said that it is somewhat important, and three percent said it is not important.

Respondents ranked the top four spending priorities as:

- Increased literacy and numeracy supports
- Classroom materials and technology
- Mental health, wellbeing and counseling supports for students.
- Facility improvements (e.g., repairs, new buildings)

Respondents said that if additional funding became available, the top priorities they would like to see more spending on include:

- supports for students including EAs,
- counselling, mental health and wellbeing,
- upgrades to buildings and classrooms,
- technology
- and employee wellbeing.

Respondents were asked what areas they felt were under-funded in the district. The responses aligned with the areas people would like to see more spending on if more funding became available.

There were four opportunities for respondents to provide open-ended responses. A full report on all survey responses including those responses is attached to this Information Sheet as Appendix A.

Information Sheet
2025-2026 Community Budget Feedback
April 4, 2025
APPENDIX A

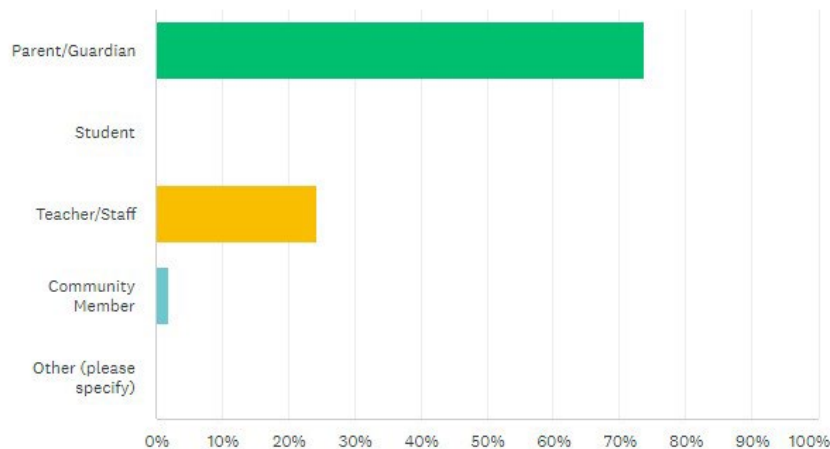
2025-2026 NLPS Budget Survey

Full survey results

Q1.

What is your primary relationship to the school district?

Answered: 164 Skipped: 0



ANSWER CHOICES	RESPONSES	
▼ Parent/Guardian	73.78%	121
▼ Student	0.00%	0
▼ Teacher/Staff	24.39%	40
▼ Community Member	1.83%	3
▼ Other (please specify)	0.00%	0
TOTAL		164

Information Sheet
2025-2026 Community Budget Feedback
April 4, 2025
APPENDIX A

Q2.

Which school(s) in the district are you most connected to?

Answered: 159 Skipped: 5

RESPONSES (159)

WORD CLOUD

TAGS (0)

Cloud View

List View

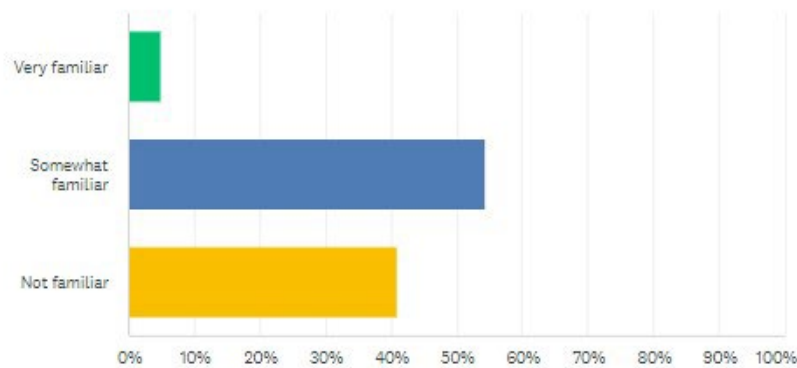
▼ NDSS	<div><div></div></div>	15.72%	25
▼ Wellington	<div><div></div></div>	7.55%	12
▼ Elementary	<div><div></div></div>	7.55%	12
▼ Cedar	<div><div></div></div>	7.55%	12
▼ Ladysmith	<div><div></div></div>	5.66%	9
▼ Dover Bay	<div><div></div></div>	5.03%	8
▼ Hammond Bay	<div><div></div></div>	5.03%	8
▼ Secondary	<div><div></div></div>	4.40%	7
▼ Dover	<div><div></div></div>	3.77%	6

Information Sheet
2025-2026 Community Budget Feedback
April 4, 2025
APPENDIX A

Q3.

How familiar are you with the school district's current budget and spending priorities?

Answered: 164 Skipped: 0



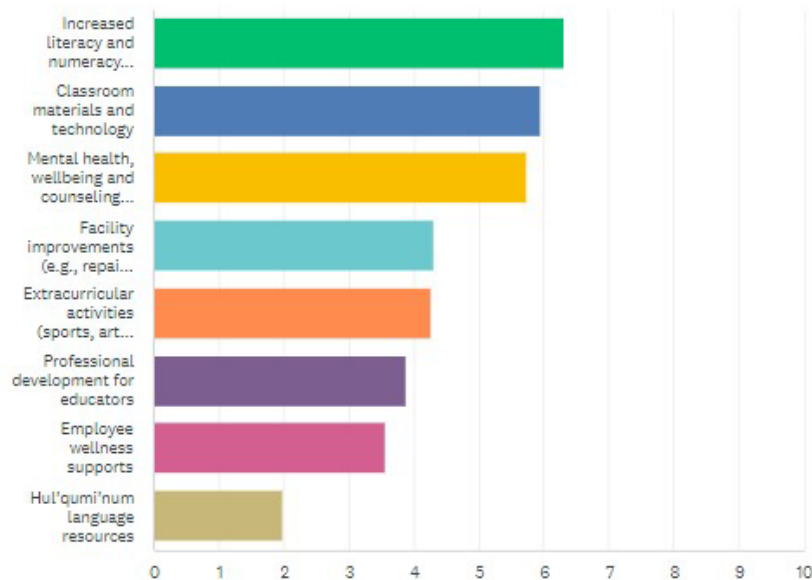
ANSWER CHOICES	RESPONSES	
▼ Very familiar	4.88%	8
▼ Somewhat familiar	54.27%	89
▼ Not familiar	40.85%	67
TOTAL		164

Information Sheet
2025-2026 Community Budget Feedback
April 4, 2025
APPENDIX A

Q4.

Nanaimo Ladysmith's budget priorities are guided by the district's Strategic Plan. The Strategic Plan lays out three goals (see above) to guide the board in how the district resources these priorities. Considering these goals, which of the following should be the top funding priorities for the school district? (Please rank from your highest priority to lowest priority.)

Answered: 162 Skipped: 2



Q5 If additional funding became available, which area do you feel should receive more investment?

Answered: 148 Skipped: 16

#	RESPONSES	DATE
1	Basic education	4/4/2025 6:50 AM
2	More EAs in classrooms	4/3/2025 11:23 AM
3	school funded for fieldtrips	4/2/2025 3:58 PM
4	Further EA, counselling, mental health supports for students	4/2/2025 2:51 PM
5	Improving supports for students to meet their literacy/numeracy goals	4/2/2025 12:58 PM
6	Classrooms, not portables	4/2/2025 12:41 AM
7	Park and outdoor play areas.	4/1/2025 10:20 PM
8	Arts programs!	4/1/2025 5:47 PM
9	Up to date classrooms, some of them still have blackboards!, and technology including charging carts and a set of tech for each classroom.	4/1/2025 4:54 PM
10	Facility improvements and increased education supports	4/1/2025 1:14 PM
11	Extracurricular activities, technology & classroom support staff	4/1/2025 12:49 PM
12	Upgrade building	4/1/2025 11:22 AM
13	Student support services - extended day EA work	4/1/2025 10:25 AM
14	Supports within the classroom and schools	4/1/2025 9:58 AM
15	supporting students with resources they need	4/1/2025 9:12 AM
16	Infrastructure upgrades	4/1/2025 8:18 AM
17	sports, clubs and extracurricular activities being advanced	4/1/2025 8:18 AM
18	Educational assistants, on site mental health support for students and teachers, stronger connections to public health support services	4/1/2025 7:50 AM
19	extra curriculars	4/1/2025 7:44 AM
20	Facility improvements	4/1/2025 7:24 AM
21	Technology in high schools. We need to be able to provide skills for the future.	4/1/2025 6:38 AM
22	Classroom support for students	4/1/2025 6:09 AM
23	Facility improvement	4/1/2025 3:52 AM
24	Increased support for children with learning challenges.	3/31/2025 11:15 PM
25	Online teaching platforms. Also, repairs, new buildings, technology.	3/31/2025 11:08 PM
26	Facility improvements	3/31/2025 10:27 PM
27	Materials and equipment for elective courses	3/31/2025 10:15 PM
28	Classroom supplies	3/31/2025 10:10 PM
29	supporting students... especially those on the cusp of needing support who just don't get it because of higher needs	3/31/2025 9:55 PM
30	Extra programs and materials that foster engagement in school.	3/31/2025 9:42 PM

NLPS 2025-2026 Budget Engagement

31	School busses or city bus passes for secondary students. More schools and programs like Woodlands. Saved my child!!! Mental health and student supports for kids struggling to adapt in a regular classroom setting.	3/31/2025 9:41 PM
32	Building improvements to NDSS	3/31/2025 8:46 PM
33	Upgrading (Or building new) NDSS. Upgrading bathrooms	3/31/2025 8:46 PM
34	Buildings	3/31/2025 8:42 PM
35	Better teachers	3/31/2025 8:39 PM
36	French immersion	3/31/2025 8:38 PM
37	Schools with poverty families	3/31/2025 8:26 PM
38	counselling supports for students, EA training and increased hiring of EA's	3/31/2025 8:13 PM
39	Teaching students to be good, polite citizens who care about their communities and the world around them; School lunches being provided; Fine arts	3/31/2025 7:54 PM
40	Mental health/autism support	3/31/2025 7:25 PM
41	Classroom technology	3/31/2025 7:15 PM
42	Additional EA's to reduce the burden on teachers	3/31/2025 7:14 PM
43	STEM Programs	3/31/2025 7:12 PM
44	student support in the school and classrooms	3/31/2025 7:10 PM
45	Supports for special needs especially those with physical and developmental delays	3/31/2025 7:02 PM
46	Increased staffing to increase quality of education, more EA. Consider class assistants for younger grades.	3/31/2025 6:37 PM
47	Investment in getting more staff and EAs	3/31/2025 6:20 PM
48	Employee and student wellness and mental support. Then facilities improvements.	3/31/2025 6:16 PM
49	EA support for those with designations & counselling	3/31/2025 6:06 PM
50	Classroom technology	3/31/2025 6:02 PM
51	Classroom materials	3/31/2025 6:01 PM
52	More EA'S and Bullying needs to be taken more seriously delt with	3/31/2025 5:57 PM
53	Maintenance, specifically the playground is in desperate need of repair	3/31/2025 5:54 PM
54	ADHD supports. It's out control destroying kids lives with no school supports. How girls need to attempt suicide before adhd gets recognized?	3/31/2025 5:44 PM
55	Increased literacy and numeracy support	3/31/2025 5:35 PM
56	Mental Health	3/31/2025 5:32 PM
57	More supports in schools	3/31/2025 5:29 PM
58	Extracurricular activities and facilities improvements. Some schools in the district have a very rundown feeling, which I believe establishes an environment of low performance	3/31/2025 5:26 PM
59	facility improvements.	3/31/2025 5:18 PM
60	Special education	3/31/2025 5:18 PM
61	Music; students with disabilities	3/31/2025 5:12 PM
62	Reading writing and arithmetic	3/31/2025 5:10 PM
63	Mental health and wellbeing for students	3/31/2025 5:09 PM
64	Student supports centers and upgrading infrastructure	3/31/2025 5:08 PM
65	Support into classrooms in the form of personnel. We have a teacher designated to working	3/31/2025 5:05 PM

NLPS 2025-2026 Budget Engagement

with all divisions and I cannot express enough how much that support plus EA support makes in the lives of students and teachers.

66	Facility improvements	3/31/2025 4:59 PM
67	literacy and numeracy support	3/31/2025 4:59 PM
68	Assessments of students regarding learning - adhd assessing, learning disability assessing	3/31/2025 4:51 PM
69	Education and resources for student addiction and prevention. Drugs, vaping, smoking	3/31/2025 4:47 PM
70	Support needs of students	3/31/2025 4:44 PM
71	Educational Support hours in the form of extra classroom adults	3/31/2025 4:44 PM
72	Indigenous Learning oppourtunities	3/31/2025 4:43 PM
73	student academic support and Mental health support	3/31/2025 4:43 PM
74	Increased support for students and teachers	3/31/2025 4:40 PM
75	Classroom support... More EAs to help where needed.	3/31/2025 4:40 PM
76	All areas	3/13/2025 5:43 PM
77	Athletics/Sports	3/11/2025 12:06 PM
78	More support staff in each classroom	3/11/2025 11:25 AM
79	New Woodbank bus shop and facilities	3/11/2025 8:45 AM
80	invest in a new bus shop and facilities at Woodbank school property.this would be a 100 year fix.	3/11/2025 8:37 AM
81	direct support staff that can help students find and improve their gaps in learning to be successful	3/10/2025 12:07 PM
82	Student education	3/8/2025 10:05 AM
83	Our school exteriors look dated and sad. The paint is peeling, the school signs are faded; they need a facelift and some TLC. New student desks, chairs and items for the staff room are also needed. Upgraded technology, including new teacher laptops and projectors are appreciated too.	3/7/2025 10:16 PM
84	student support, ea's(not RA), counsellors, IST	3/7/2025 11:16 AM
85	facilities	3/7/2025 8:41 AM
86	EA's	3/7/2025 8:37 AM
87	Literacy and numeracy competencies are falling, these are critical markers of health and life success. Yet many teachers are not using evidence based approaches to teaching both, but literacy primarily. Professional development and teacher competency in this area is important and needs attention.	3/7/2025 8:17 AM
88	Having more days the kids attend school. Less spring break and pro d days	3/7/2025 8:04 AM
89	Resources and supports and release time for teacher and EA in the classroom.	3/7/2025 4:41 AM
90	Literacy and numeracy support	3/6/2025 9:26 PM
91	Extracurricular activities and local indigenous language and culture	3/6/2025 8:55 PM
92	More educational assistants, especially for those with designations that provide funding to the district.	3/6/2025 8:52 PM
93	Increased literacy and numeracy supports- Increased Teacher-Librarian time (not prep time)	3/6/2025 8:05 PM
94	Mental health and more support are children with all disabilities support for families children and staff	3/6/2025 7:48 PM
95	Supporting kids with disabilities	3/6/2025 3:22 PM
96	New NDSS	3/6/2025 3:12 PM

NLPS 2025-2026 Budget Engagement

97	Support for student learning	3/6/2025 3:03 PM
98	Additional supports for special needs children and training for staff. More in house child care options to provide more opportunities for EAs to get full time hours.	3/6/2025 2:57 PM
99	Students with désignations should receive the support they are entitled to. Right now EA's are running between 3 classrooms.d	3/5/2025 5:08 PM
100	access to healthful, seasonally available foods, eating and learning about food procurement and preparation is an act of reconciliation, ensuring equitable access to nourishing foods can support learners in their readiness for learning, eating together increases a sense of belonging and community, food is culture, also this survey fails to address the importance of environmental stewardship as an integral part of our districts strategic plan and vision	3/3/2025 9:31 AM
101	Counselling/EAs	3/2/2025 5:41 PM
102	Staffing for interventions for literacy and numeracy; EA support	2/28/2025 2:31 PM
103	Facility improvements	2/28/2025 12:22 PM
104	More hours for support staff	2/28/2025 12:21 PM
105	More hours for EAs and more programs outside of the school year using existing staff.	2/28/2025 11:32 AM
106	classroom support with more EA's	2/28/2025 9:54 AM
107	More investment in training ISTs and classroom teachers on up-to-date literacy and numeracy practices. Also, more Chromebooks that schools could use to offer students with written output/fine motor difficulties.	2/28/2025 8:49 AM
108	Counselling/ frontline student support (with knowledgeable, trained staff)	2/28/2025 8:03 AM
109	Need another HVAC tech as this is for the air quality in the buildings and we do not get time to do maintenance on these units.	2/28/2025 7:15 AM
110	staffing - more engaged employees	2/27/2025 8:48 PM
111	More support staff	2/27/2025 8:41 PM
112	Mental health, wellbeing and counselling for students	2/27/2025 7:48 PM
113	indigenous department and more resources for students such as mental health and language	2/27/2025 5:47 PM
114	Books, Teaching materials - elementary schools no longer provide textbooks, but we also don't have enough money for photocopying, and we don't want students constantly on Chromebooks. It isn't possible to increase literacy and numeracy skills without any materials.	2/27/2025 5:33 PM
115	Making it a priority that teachers treat students with respect. Some are using instruction and assessment methodologies from the past and are not compassionate to student needs.	2/27/2025 11:10 AM
116	Staffing - ensuring appropriate staffing levels at all school sites but especially ensuring that specialized jobs are protected from staffing shortages as well as additional counseling time	2/23/2025 7:57 AM
117	Academics (increased literacy and numeracy but also teaching them about history and geography)	2/21/2025 1:20 PM
118	NDSS desperately needs a new school. It is not safe here.	2/21/2025 12:09 PM
119	Literacy and numeracy supports, more support positions for the district (ie. EAs, SLPs, Psychologists that can do assessments)	2/21/2025 11:25 AM
120	Ensuring all employees have a basic biology lesson, and are aware that sex is defined by gametes (large and small, there is no third gamete).	2/21/2025 10:13 AM
121	additional EA's, IST's, counsellors etc.	2/21/2025 9:23 AM
122	Supports for students and families with learning needs	2/21/2025 9:03 AM
123	Teaching Staff and Support Staff increases (more teachers and EAs)	2/21/2025 8:46 AM
124	Technology and access to technology. There is no excuse for this district to be stuck in 1999 in terms of teaching practices and resources, especially in light of the provincial ban on phones in the classroom..	2/21/2025 8:40 AM

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125	Mental health supports for students	2/21/2025 8:29 AM
126	Re-open Woodlands, less portables, less crowded schools	2/21/2025 8:28 AM
127	Extra curricular	2/21/2025 7:19 AM
128	Reflex Math and Frax that can be used in elementary and high school classes	2/20/2025 10:36 PM
129	Improving teaching for better student academic outcomes	2/20/2025 10:21 PM
130	Classroom materials and technology	2/20/2025 8:26 PM
131	numeracy and literacy support for kindergarten and grade one - target early intervention	2/20/2025 8:17 PM
132	Mental health and wellbeing	2/20/2025 7:57 PM
133	Early Years (ECEs, Kindergarten, Grades 1-3)	2/20/2025 7:53 PM
134	Student learning resources.	2/20/2025 7:25 PM
135	Counseling and the arts	2/20/2025 7:05 PM
136	supports for students, EAs	2/20/2025 6:37 PM
137	More cyfsws and EAs	2/20/2025 5:42 PM
138	Extra staff in school	2/20/2025 5:32 PM
139	Literacy sports for kids with designated learning disabilities. High schools should have enrolling LA classes for kids with learning disability designations so they can receive targeted learning interventions.	2/20/2025 5:26 PM
140	New schools/earthquake proofing old schools	2/20/2025 5:25 PM
141	Schools repair , paint and update	2/20/2025 4:47 PM
142	Funds to foster social emotional learning.	2/20/2025 4:42 PM
143	More school counsellors in schools to support students' mental health and emotional wellbeing. Lower ratios of students to counsellors so there is more time available for preventative work.	2/20/2025 4:26 PM
144	More EAs and supports for teachers	2/20/2025 3:53 PM
145	Providing EA's	2/20/2025 3:29 PM
146	Increased literacy and numeracy. Meal programs.	2/20/2025 3:19 PM
147	overall infrastructure	2/20/2025 2:56 PM
148	Increased literacy and numeracy supports	2/20/2025 2:53 PM

Q6 Are there any budget areas where you believe spending should be reduced? (Open-ended response option)

Answered: 93 Skipped: 71

#	RESPONSES	DATE
1	Anything politically motivated / We are a 50/50 country to stop division go back to the basics	4/4/2025 6:50 AM
2	No	4/2/2025 2:51 PM
3	Performance bonus/ pay increases for district office staff	4/2/2025 12:58 PM
4	Hulquminum. My kids have said the teacher doesn't even show up to the school and it is usually cancelled	4/1/2025 4:54 PM
5	Employee wellness supports - while staff should be supported, additional Blue Cross or access for adults for their own wellness is not the sole responsibility of the employer, taking a walk around a school field does not need to cost anything. Students do not have access to employment benefits that district employees have access to as working adults.	4/1/2025 1:14 PM
6	Maybe bullying would decrease if students actually fit in their school and didn't view the building as poor and falling apart you can bring in all the resources you want but the schools are still over crowded and falling apart	4/1/2025 11:22 AM
7	Administration positions- both upper administration and school administration	4/1/2025 9:58 AM
8	no more technology and focus on chrome book learning, the costs associated with "keeping up with the Jones" technology mentality is a waste of resources	4/1/2025 8:18 AM
9	There is no budget provided to provide feedback	4/1/2025 3:52 AM
10	Professional development for educators unless it is absolutely necessary and Hulquminum language resources unless there is a high demand for it and this goes for any language (depends on demographics). Of course we would like to encourage Hul'gumi'num learning due to reconciliation, but demand of it should be considered as well.	3/31/2025 11:08 PM
11	Upper management at the board	3/31/2025 10:15 PM
12	?	3/31/2025 10:10 PM
13	suits and upper management/roles that don't put bodies in buildings where the kids are	3/31/2025 9:55 PM
14	Professional Development	3/31/2025 8:46 PM
15	Native history education	3/31/2025 8:39 PM
16	I think EDI/JEDI is important but it might be more cost effective and sustainable to promote careers in Education to Indigenous students so that there could be more Indigenous teachers working in the schools; I'm not sure that spending money on consultants, graphic designs, and repeated JEDI workshops create the cultural change that is lasting and effective. It could be so much more powerful if kids could see Indigenous people in teaching and leading roles every day, no?	3/31/2025 8:38 PM
17	french immersion	3/31/2025 8:13 PM
18	Development for educators	3/31/2025 7:15 PM
19	No	3/31/2025 7:14 PM
20	Diversity, Equity, Inclusion Programs	3/31/2025 7:12 PM
21	Waste reduction program	3/31/2025 7:10 PM
22	PR and communications staff and materials like Branded shirt, mug, lanyards etc	3/31/2025 7:02 PM
23	?	3/31/2025 6:20 PM

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24	No	3/31/2025 6:16 PM
25	Employee wellness & pro d days	3/31/2025 6:06 PM
26	Reconciliation	3/31/2025 6:01 PM
27	Inclusivity training. It's causing more division and harm. Teaching that YouTube or TikTok influencers etc don't know what they are talking about. Teach critical thinking. Bring back failing kids if they don't pass. My kids literally admit they didn't bother to try in grades 8 and 9 because they know the school or teachers can't fail them.	3/31/2025 5:44 PM
28	First Nations - there is way more service and money than needed	3/31/2025 5:35 PM
29	New school in Ladysmith	3/31/2025 5:29 PM
30	no	3/31/2025 5:18 PM
31	Cut from the top	3/31/2025 5:18 PM
32	Remove ALL DEI and LGBT.... Nonsense	3/31/2025 5:10 PM
33	I appreciate the need for Hul'qumi'num language support, but this is an area I don't view as critically important to my children's education. I wouldn't miss this resource if the funding had to be reduced vs keeping the funding for literacy/numeracy.	3/31/2025 5:09 PM
34	ADMIN budget-	3/31/2025 5:08 PM
35	All are important but I do believe we as parents have the ability to access extracurriculars - though inner city should always be given priority on this	3/31/2025 5:05 PM
36	Less money and time to First Nations studies. There is a huge world out there with a lot of important history and stories to learn. Not just reconciliation.	3/31/2025 5:03 PM
37	No	3/31/2025 4:59 PM
38	Hul'qumi'num language resources - I have seen 0 progress since they introduce this. If it's getting a budget, its not getting the value. Either fund it and do it right or defund it and make it optional for those who are interested.	3/31/2025 4:59 PM
39	Employee, professional development. teachers are well compensated	3/31/2025 4:51 PM
40	No	3/31/2025 4:47 PM
41	Excessive wages for school board members.	3/31/2025 4:44 PM
42	Standardized testing	3/31/2025 4:44 PM
43	Not that I know of	3/31/2025 4:43 PM
44	Management at district office	3/13/2025 5:43 PM
45	management and non enrolling positions	3/11/2025 11:25 AM
46	Superintendent salaries	3/11/2025 8:45 AM
47	a review of upper admin expenses/wages/jobs needed	3/10/2025 12:07 PM
48	New vehicles for staff to drive around in	3/8/2025 10:05 AM
49	This a multi-faceted question. Most teachers are frugal and stretch their money and resources. A proper school inventory of supplies should be kept. All areas of the budget are important.	3/7/2025 10:16 PM
50	Indigenous language	3/7/2025 8:37 AM
51	Employee wellness. Research indicates that initiatives to improve teacher and employee wellness does not tranlate into better health or teaching outcomes. This is not where tax money should be spent.	3/7/2025 8:17 AM
52	Yes. Not enough for all areas! How can we get the government to invest more money in general for public education	3/7/2025 4:41 AM
53	Payroll for executives. I believe I say the district principal position posted for over \$200,000 per year. That's the first to decrease. My child with a chronic health condition brings in an	3/6/2025 9:26 PM

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additional \$10-\$15,000 per year. She receives VERY minimal support

54	Unsure	3/6/2025 8:55 PM
55	Less upper management	3/6/2025 8:52 PM
56	I can't think of any areas where seem to be excess funding.	3/6/2025 8:05 PM
57	Literacy and pro d days	3/6/2025 7:48 PM
58	Odd priorities with facilities (adding strange fencing where not needed). Would rather see more EA time	3/6/2025 3:03 PM
59	Administration costs. Reduce the amount of people at the top.	3/6/2025 2:57 PM
60	Do we need so much management/integrated support teacher roles?	3/5/2025 5:08 PM
61	District principal/upper management	3/2/2025 5:41 PM
62	Personnel outside classrooms - we need more people working with students	2/28/2025 2:31 PM
63	The number of people employed in senior management	2/28/2025 12:22 PM
64	Food for meetings. So much is wasted and there is no need for food at a meeting.	2/28/2025 12:21 PM
65	Management	2/28/2025 11:32 AM
66	reduce salaries of the highest paid staff	2/28/2025 9:54 AM
67	Dufferin Learning Coordinators	2/28/2025 8:03 AM
68	Upper administration	2/27/2025 5:33 PM
69	Sometimes \$ is spent on initiatives and then has poor implementation so better alignment between the \$ the process and the people involved do it is not waisted.	2/27/2025 11:10 AM
70	Reducing administration - or redeployment those budget items to front line areas	2/23/2025 7:57 AM
71	Indigenous	2/21/2025 1:20 PM
72	Admin costs	2/21/2025 12:53 PM
73	Stop fixing schools that are already in better shape that NDSS"	2/21/2025 12:09 PM
74	Discretionary spending such as administration travel costs, attending conferences etc.	2/21/2025 11:25 AM
75	Any Pro-D and/or third party providers pushing divisive/false ideologies (i.e. Critical Race Theory/Anti-Racism -- which explicitly states that present day discrimination against some students is the "remedy" for past discrimination -- a direct quote from Ibram X Kendi's book; Queer theory, which teaches the lie that it is possible to change sex with highly profitable cosmetic surgeries and irreversible drugs/hormones. No child should be told they are "born wrong".) Teach educators basic economics that serves impoverished and underrepresented communities, like the work of Thomas Sowell or Glenn Lowry, so their knowledge can result in tangible improvements, not mere hollow virtue signalling.	2/21/2025 10:13 AM
76	No	2/21/2025 9:23 AM
77	N/A	2/21/2025 9:03 AM
78	Senior Management	2/21/2025 8:46 AM
79	No - I think budget oversight in SD68 is well-managed.	2/21/2025 8:40 AM
80	Hul'qumi'num language resources	2/21/2025 8:28 AM
81	Professional development	2/21/2025 7:19 AM
82	The focus on indigenous content and language where not directly connected to improved academic outcomes	2/20/2025 10:21 PM
83	Counseling	2/20/2025 7:25 PM
84	Administration	2/20/2025 7:05 PM

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85	Less management	2/20/2025 5:42 PM
86	Trustee and superintendent pay	2/20/2025 5:32 PM
87	No more district principals of... there needs to be more people in schools helping kids. More manager positions are not helping kids!	2/20/2025 5:26 PM
88	No	2/20/2025 4:47 PM
89	Not sure.	2/20/2025 4:26 PM
90	District management and school board	2/20/2025 3:53 PM
91	No	2/20/2025 3:29 PM
92	Board office middle management.	2/20/2025 3:19 PM
93	n/a	2/20/2025 2:56 PM

Q7 What programs or services do you believe are underfunded in the district?

Answered: 137 Skipped: 27

#	RESPONSES	DATE
1	I think district head ups are overfunded and the people on the ground are underfunded.	4/4/2025 6:50 AM
2	Support	4/3/2025 11:23 AM
3	EA's and in school help for children who are currently waiting on a diagnosis	4/2/2025 3:58 PM
4	Inclusion training and supports for students and administrators	4/2/2025 2:51 PM
5	Student inclusion supports	4/2/2025 12:58 PM
6	Extracurricular activities, childcare	4/2/2025 12:41 AM
7	Parks and playgrounds. Outdoor spaces that are appropriate. Clean bathrooms.	4/1/2025 10:20 PM
8	Music programs! More extracurricular music options.	4/1/2025 5:47 PM
9	Mental health and wellness for students and teachers, supplies to get through the year (a school running out of paper before the end of the year?!), sports and arts after school	4/1/2025 4:54 PM
10	Facility improvements. Teaching Assistants.	4/1/2025 1:14 PM
11	classroom support staff	4/1/2025 12:49 PM
12	Math and literacy support, classes move WAY to fast, during and after school supports aren't enough. Music arts	4/1/2025 11:22 AM
13	Supports for behaviour students and grey area students who do not have a designation but end up using more resource	4/1/2025 9:58 AM
14	Extracurricular activities	4/1/2025 8:18 AM
15	extra curricular activities and focus on learning outside of the classroom directly, field trips, opportunities for experiential learning	4/1/2025 8:18 AM
16	Counselling, speech path, EA	4/1/2025 7:50 AM
17	From Primary / middle school point of view, if there is mandate for inclusivity then provide enough EAs to not bring down the classes for the kids that are higher functioning and trying to improve. What we seem to have now is teaching or simply accommodating to the lowest function of the class. Not saying that everyone shouldn't be part of the system, but they need those resources separate from the body of the class. I was one of the problem kids, I created distraction within the class to hide my issues. It wasn't until I had been take out of the class and that I could recognize and utilize the good tools and strategies for me to learn. What I see now is those kids like me being stuck in the regular classroom because we want everyone to hold hands and be treated equal.	4/1/2025 7:24 AM
18	Fine arts. Kids need theatre, music, and visual arts.	4/1/2025 6:38 AM
19	Classroom supports	4/1/2025 6:09 AM
20	It would be good to have a proposed budget and past budget included to determine. Currently building is underfunded to reduce portables & upgrade aging schools - particularly NDSS	4/1/2025 3:52 AM
21	A lot of Racism and Discrimination	3/31/2025 11:27 PM
22	Extracurricular, community building at the school (ie. events etc)	3/31/2025 11:15 PM
23	Science and technology. We need to educate the young people so Canada can raise citizens that are inventors and to be more competitive in the world.	3/31/2025 11:08 PM

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24	Facility improvements	3/31/2025 10:27 PM
25	Elective courses	3/31/2025 10:15 PM
26	?	3/31/2025 10:10 PM
27	ENVIRONMENTAL STEWARDSHIP I'm appalled that we don't have better systems and infrastructure in place. As a teacher, I've tried multiple times to organize eco-clubs or eco initiatives in our school and they always end up failing because there's not enough support, initiative and follow through from higher up in the district. We HAVE to do better. The custodians tell me that despite our efforts to compost and recycle, the majority ends up in the garbage due to bins/ pick up services etc. Just to think of how many black garbage bags ONE school goes through PER DAY is insane (average school of about 30 rooms.... 30 black garbage bags a day! per school.... 150 per week.... 600 per month! FOR ONE SCHOOL!)	3/31/2025 9:55 PM
28	EAs - They themselves are underpaid in my opinion and there are not enough of them in the schools. The need for classroom support is greater than the board currently supports. This leads to teachers feeling stressed and needing to take time off which is a greater cost I am sure than adding EAs to a classroom to support students.	3/31/2025 9:42 PM
29	EVERYTHING! But mainly EA's and counsellors. Need way more.	3/31/2025 9:41 PM
30	Language	3/31/2025 8:46 PM
31	I wish we could have more team sports for gr 6's and not just gr 7's. Also, general upgrades and improvements to playgrounds and outdoor areas (as in, maybe improved landscaping to encourage play)	3/31/2025 8:46 PM
32	Student support	3/31/2025 8:42 PM
33	Technology	3/31/2025 8:39 PM
34	French immersion, outdoor education/time, length of school day (should be longer for elementary kids)	3/31/2025 8:38 PM
35	Extracurricular	3/31/2025 8:26 PM
36	all programs for ministry designated students and students brought to SBT, psych-ed's, SLP, sensory supports for students with disabilities in multiple areas at the elementary level	3/31/2025 8:13 PM
37	Should offer yoga to elementary students to increase mindfulness	3/31/2025 7:54 PM
38	Student support	3/31/2025 7:25 PM
39	Extracurricular activities	3/31/2025 7:15 PM
40	I am very concerned about how little time kids are spending in school. The school day has been shortened considerably over the years, and I am concerned that this encourages skipping or skimming material, and does not give kids enough time to learn at their own pace.	3/31/2025 7:14 PM
41	Classroom needs (like a kindergarten carpet)	3/31/2025 7:12 PM
42	Developmental and physical disabilities. If we better fund supports there would be less academic, social and emotional secondary disability.	3/31/2025 7:02 PM
43	Reading support	3/31/2025 6:57 PM
44	EA	3/31/2025 6:37 PM
45	Facilities, Extracurricular, Employee wellness, Indigenous language and culture	3/31/2025 6:16 PM
46	Ea support & counselling for students	3/31/2025 6:06 PM
47	Extracurricular	3/31/2025 6:02 PM
48	Before and after school care	3/31/2025 6:01 PM
49	The support system!! The schools need more help!! EA'S	3/31/2025 5:57 PM
50	ADHD support. Extracurricular activities.	3/31/2025 5:44 PM
51	Literacy and numeracy support	3/31/2025 5:35 PM

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52	Indigenous	3/31/2025 5:32 PM
53	Support staff and life skills program	3/31/2025 5:29 PM
54	I'm not sure.	3/31/2025 5:18 PM
55	Education Assistants	3/31/2025 5:18 PM
56	Music; students with disabilities	3/31/2025 5:12 PM
57	Extracurricular activities	3/31/2025 5:10 PM
58	Mental health always feels like it's underfunded. I also believe that facility improvements (including playground upgrades) always seem to lag behind where they should be.	3/31/2025 5:09 PM
59	Ensuring that students are ready and prepared for grade 8-more literacy and numeracy for elementary senior students.	3/31/2025 5:08 PM
60	Students supports, SST, food programs, classroom materials	3/31/2025 5:08 PM
61	Direct support to students in classrooms. How can one truly understand the needs of early learners without supports on deck? I do not understand why EA support isn't a given at least for the first half of the year to really be able to monitor what these kiddos require to succeed.	3/31/2025 5:05 PM
62	Sports (such as supplying bus service for students to return to school after being bussed to an outside sports facility.) More field trips to useful, truthful environments such as museums, community events, etc.	3/31/2025 5:03 PM
63	Mental health, wellbeing, and counselling supports for students	3/31/2025 4:59 PM
64	mental health and special needs for students who struggle due to neurodiversity - whatever is offered today is not enough to protect the student, the students and the teachers.	3/31/2025 4:59 PM
65	Classroom assessments and assistance	3/31/2025 4:51 PM
66	Mental health and wellness for students and staff both. Education, awareness and prevention particularly for pot and vapes	3/31/2025 4:47 PM
67	I think the equality between various schools funding and support levels need to be addressed.	3/31/2025 4:44 PM
68	Gender diverse learning and safe spaces; truth and reconciliation learning; mental health supports	3/31/2025 4:43 PM
69	Inclusion support	3/31/2025 4:43 PM
70	Student and teacher support	3/31/2025 4:40 PM
71	Extra-curricular and music	3/31/2025 4:40 PM
72	EA positions, life skill programs	3/13/2025 5:43 PM
73	Extracurricular opportunities and sports	3/11/2025 12:06 PM
74	direct extracurricular programs that engage a variety of students to help lots of different groups engage in school	3/10/2025 12:07 PM
75	Educational resources for students above the curve. They don't receive much of an education because teachers are too focused on the kids that can't instead of the kids that can. Students should be divided by educational level not age. When did education become a business?	3/8/2025 10:05 AM
76	technology (teachers and students)	3/7/2025 10:16 PM
77	Learning services. More counsellors and IST to provide planning and programs for unique student learning and behaviours. All too often falling on EA's	3/7/2025 11:16 AM
78	all	3/7/2025 8:41 AM
79	Student / classroom support	3/7/2025 8:37 AM
80	Education assistants do critical work for a fraction of the pay. Supports to them would go along way I believe.	3/7/2025 8:17 AM
81	Counselling and targeting students who are having mental health breakdowns	3/7/2025 8:04 AM

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82	Inclusion. Clearer description of roles of support team. Release time for the school team to meet collectively in a timely manner. Tired of hearing "it's all over the district"	3/7/2025 4:41 AM
83	Literacy and numeracy	3/6/2025 9:26 PM
84	Music programs should be all elementary schools	3/6/2025 8:55 PM
85	Educational assistants	3/6/2025 8:52 PM
86	Literacy Resources and Librarians	3/6/2025 8:05 PM
87	Mental health, support for student with any sort of barrier weather disability, financial situation, ethnicity.	3/6/2025 7:48 PM
88	Disabilities	3/6/2025 3:22 PM
89	EAs. Enrichment. Extracurriculars	3/6/2025 3:03 PM
90	Special education	3/6/2025 2:57 PM
91	Special Ed./janitorial support/grounds	3/5/2025 5:08 PM
92	healthy school food/lunch	3/3/2025 9:31 AM
93	Harewood schools (building), counsellors, EA support	3/2/2025 5:41 PM
94	Academic programs for interventions with exceptional students - both those struggling to learn and needing interventions and support, and those needing academic enrichment	2/28/2025 2:31 PM
95	classroom technology, supports for students with learning difficulties	2/28/2025 12:22 PM
96	Not enough EA hours	2/28/2025 11:32 AM
97	support for special education, music programs, library staff	2/28/2025 9:54 AM
98	school staffing (at least outside of focus schools).	2/28/2025 8:03 AM
99	HVAC. We have 1 true ticketed HVAC technician for 50 something buildings	2/28/2025 7:15 AM
100	online learning	2/27/2025 8:48 PM
101	Education Assistants and Inclusion support teachers	2/27/2025 7:48 PM
102	Indigenous services and employee services	2/27/2025 5:47 PM
103	inclusion support for students who cannot learn in a traditional classroom (support includes both staffing and space, additional counselling), as this would in turn support typical students whose learning is being greatly compromised; Building maintenance and cleaning (PVP/teachers doing essential custodial work as a result)	2/27/2025 5:33 PM
104	It costs a lot to send kids to school these days, having to pay for workbooks, sports trips, etc...	2/27/2025 11:10 AM
105	Island ConnectEd. Without staffing ratios, teachers take on more students than classroom teachers. Even with the funding difference, there shouldn't been such a disparity. EAs - they need a livable wage, either more hours or a higher wage.	2/23/2025 7:57 AM
106	Academics	2/21/2025 1:20 PM
107	Physical education and wellness opportunities	2/21/2025 12:53 PM
108	We need more counsellors at NDSS	2/21/2025 12:09 PM
109	French immersion - it was shocking as a parent who thought French immersion received more funding but that is not the message conveyed in our school. There are many limitations due to lack of funding	2/21/2025 11:25 AM
110	I think all public sectors need to be more frugal.	2/21/2025 10:13 AM
111	Classroom technology in general, and specifically for students with diverse needs	2/21/2025 9:23 AM
112	school based supports for students with disabilities	2/21/2025 9:03 AM
113	Sports and recreation	2/21/2025 8:58 AM

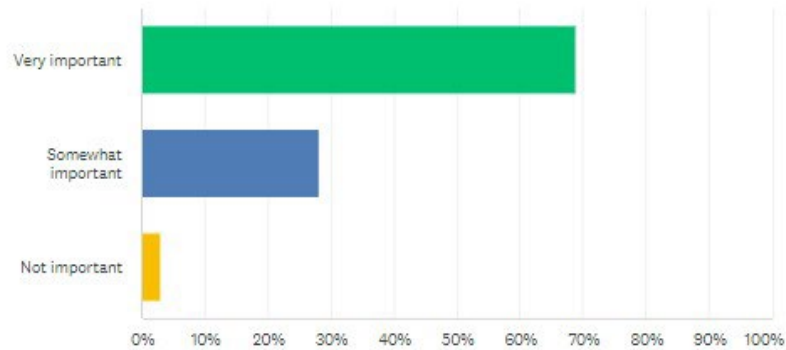
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114	Counselling, online teachers	2/21/2025 8:46 AM
115	Fine Arts; hul'q'umi'num'	2/21/2025 8:40 AM
116	Library services (hours for Teacher-Librarians and Library Clerks)	2/21/2025 8:29 AM
117	Re-open Woodlands, less portables, less crowded schools. Schoolbus from Forest Park to NDSS	2/21/2025 8:28 AM
118	Building improvements	2/21/2025 7:19 AM
119	Improving teaching practices that lead to improved academic outcomes	2/20/2025 10:21 PM
120	Programs that would provide students with certificates that can lead to immediate employment that are needed in the community.	2/20/2025 8:26 PM
121	support for kindergarten and gr. 1, counseling and SST supports	2/20/2025 8:17 PM
122	Technology	2/20/2025 7:57 PM
123	BC Early Learning Framework and the Learning the in Primary Years. Inclusive Education- more supports (specialists and resources, materials, equipment, planning time) for children.	2/20/2025 7:53 PM
124	Sports	2/20/2025 7:25 PM
125	The arts, which foster identity and belonging and counseling services	2/20/2025 7:05 PM
126	Supports for students and teachers. Need more EAs	2/20/2025 6:37 PM
127	Inclusion and teacher training	2/20/2025 5:32 PM
128	Learning assistance programs and small group interventions especially in the high school level. Every elementary school classroom should have an EA! Learning needs are so diverse and kids do not get designated unless their parents pay privately! Psych Ed's only happen for a small number of kids that need them and they usually go to behaviour kids.	2/20/2025 5:26 PM
129	Earthquake/emergency preparedness supplies, EAs, support staff, first aid, elementary music programs	2/20/2025 5:25 PM
130	Sports , theatre , music	2/20/2025 4:47 PM
131	Supports for the schools -need more EAs, more support teachers, people to run SEL groups	2/20/2025 4:42 PM
132	Mental health and wellness for students and staff.	2/20/2025 4:26 PM
133	technology and learning resources	2/20/2025 4:16 PM
134	Teacher supports	2/20/2025 3:53 PM
135	EA's I know students who don't get any time that are greatly struggling	2/20/2025 3:29 PM
136	Literacy and numeracy. Meal programs.	2/20/2025 3:19 PM
137	the outdoor spaces for students	2/20/2025 2:56 PM

Q8.

How important is it to you that the district seeks community input before making budget decisions?

Answered: 164 Skipped: 0



ANSWER CHOICES	RESPONSES	
Very important	68.90%	113
Somewhat important	28.05%	46
Not important	3.05%	5
TOTAL		164

Q9 Do you have any additional comments or suggestions about the school district budget?

Answered: 72 Skipped: 92

#	RESPONSES	DATE
1	I could not rank the most important steps as it wouldn't allow me to rank. The lack of education in the public school system is at an all time low. I have made it clear it's a stepping stone to my kids. That your real education starts once you leave there. Thats a disappointing statement. I have aunts who are teachers among many others. Family and friends have lost faith in the school system. That's not to say with everything as there is still a lot of good teachers. The way the school board / education system is allowing it to be run is not benefitting our kids.	4/4/2025 6:50 AM
2	n/a	4/2/2025 2:51 PM
3	I appreciate the overall goals but would like more details on the plans for the increased support to gain the literacy/numeracy goals	4/2/2025 12:58 PM
4	Greater support, resources, and time needs to be allotted to helping kids understand the post-secondary application process and options, well before grade 12.	4/1/2025 5:47 PM
5	One of my kids classroom door has been partially broken all year. The teacher has to kick it open in the morning and it can get stuck open at the end of the day. She said she's asked for it to be fixed multiple times. Why can things like that not be kept up?	4/1/2025 4:54 PM
6	How many services and extra resources can you pump into an overcrowded school before the whole metaphorical infrastructure collapses on itself. Fix the structure fix the tone then add the resources. Just like the city of Nanaimo, you can try and make it look pretty to tourists but the problems are still there.	4/1/2025 11:22 AM
7	No	4/1/2025 8:18 AM
8	That the feedback legitimately be considered for the district and its not just an optics game of seeming interested in what families care about and prioritize and then making the decisions without any consideration. The school district is very diverse and those with the loudest voices seem to be the only ones heard.	4/1/2025 8:18 AM
9	Wellness for teachers and students should be the highest priority for long term health outcomes and highest quality of learning capacity	4/1/2025 7:50 AM
10	Please include budget, balance sheet & income statement in future to assist with offering feedback.	4/1/2025 3:52 AM
11	The amount of PD days for teachers I find quite excessive. With the amount of STAT and PD Days, it seems are children hardly attend school.	3/31/2025 11:15 PM
12	Thank you for doing this survey. PAC and schools should promote inclusivity as well as celebrating all members of the school community holidays etc and not discriminate based on religions or "early settlers" religion. As Canadians, we all are striving to make our country beter. Thank you for all what you do for our city, province and country :)	3/31/2025 11:08 PM
13	Build more schools, expand current schools, improve earthquake & ventilation safety, & make schools future ready for population increases	3/31/2025 10:27 PM
14	Reduce upper and middle managers / administrators. Increase funding for facilities, equipment, and elective courses.	3/31/2025 10:15 PM
15	From my perspective, there seems to be a lot of inefficiency.... I think a goal should be efficiency. I.e. fix something properly the first time, if something is in really shitty condition, replace it with something functional instead of sending maintenance 5 times over until it's so broken they finally replace it... I also feel like teachers deserve better furniture/ infrastructure in their class. We also need MORE STUDENT SUPPORT TIME	3/31/2025 9:55 PM

NLPS 2025-2026 Budget Engagement

16	PLEASE provide school busses to all students that live too far to walk or at least free bus passes. Cars are clogging up schools, it is better for the environment, and it's responsible. I am a single mom barely getting by and I can't afford 2 city bus passes a month so I have to leave work on my break to get them if they can't find a ride, which is most days.	3/31/2025 9:41 PM
17	Rebuilding NDSS	3/31/2025 8:46 PM
18	Reduce administrative staff	3/31/2025 8:39 PM
19	the video for your strategic plan just showed kids doing stuff, nothing about the strategic plan	3/31/2025 8:38 PM
20	I would really like to see an expansion of after-school care, as the lack of after-school care options in Nanaimo is a huge problem for parents. I have been on waitlist for two years and still have not found after-school care for my son.	3/31/2025 7:14 PM
21	No	3/31/2025 6:20 PM
22	Teachers and administrators need more support overall. Some of the curriculum choices seem remedial and lower than I would expect for a high school.	3/31/2025 6:16 PM
23	Out of school care needs to be expanded dramatically, school schedules seem to assume parents are unemployed.	3/31/2025 6:01 PM
24	BULLYING needs to be taken more seriously!! Bullying is OUTRAGEOUS in the school system and nothing is being done!!	3/31/2025 5:57 PM
25	Teachers should be taking cell phones away in all classes. The distraction is destroying kids education.	3/31/2025 5:44 PM
26	Need more money to better supports kids. Open another life skills program so Ladysmith kids aren't always left out.	3/31/2025 5:29 PM
27	no	3/31/2025 5:18 PM
28	All students who need extra supports should be able to receive it. Especially if they have a diagnosis. IEP's are not being followed as it is too hard for the teacher to do alone.	3/31/2025 5:18 PM
29	No. Won't listen to me anyways	3/31/2025 5:10 PM
30	The board is best placed to make the overall decisions for what really needs funding. It's nice to know what's going on of course. As long as the priority is on the education quality for core materials, I don't really have a lot of input.	3/31/2025 5:09 PM
31	NDSS needs to be rebuilt	3/31/2025 5:08 PM
32	Put more funds in the classrooms - be it materials or support workers so all our students can thrive. Fast track Psycheducational assessments and supports.	3/31/2025 5:08 PM
33	None at this time	3/31/2025 5:05 PM
34	No	3/31/2025 4:59 PM
35	Please try to be as equitable as you can so all kids have access to the same opportunities regardless of catchment	3/31/2025 4:47 PM
36	Monies brought into the district by students with designations should be applied to students school. These students often need more supports but they aren't available.	3/31/2025 4:44 PM
37	Get rid of all the extra, upper management that makes this district top heavy and put the money into students and learning and the staff with their boots on the ground doing the hard work	3/13/2025 5:43 PM
38	current bus shop is said to be the most unsafe building in district during earthquake.building new bus shop at woodbank site would eliminate this issue.	3/11/2025 8:37 AM
39	I'd like to see advanced educational opportunities for those that need it. It's been about 10 years since I've seen this. I'm sick or hearing the works too easy for my kid but there's no opportunities to challenge him anymore	3/8/2025 10:05 AM
40	Purchasing electric buses has really put a strain on the ability of booking buses for student use during the day. The amount of time needed to charge the buses is impacting the transportation department.	3/7/2025 10:16 PM

NLPS 2025-2026 Budget Engagement

41	Each class K-3 should have an extra adult in the room daily	3/7/2025 8:37 AM
42	As more families lose confidence in the public school system to teach the most critical and basic concepts that schools were designed to, it is increasingly important that the school board is fiscally conservative and shows clear evidence of improvements and outcomes where they spend money. Consultation is an important part of this. I only found this survey because I was looking on the school board website for something else. These types of surveys need to be better distributed so a wider base of people can access them.	3/7/2025 8:17 AM
43	We are falling behind in literacy as a province. A tutoring program especially in smaller towns working with the school to give support	3/7/2025 8:04 AM
44	More CYCFSW/counsellors in each school and not chopped up time between multiple schools for our most vulnerable students this is detrimental for relationship building. More supports for student with behaviour/social/emotional students	3/7/2025 4:41 AM
45	Pay the staff what they deserve.	3/6/2025 9:26 PM
46	Inner city schools need more supports	3/6/2025 8:55 PM
47	Many teachers are spending their personal funds on literacy resources (games, activities, and books). I don't know of very many professions that don't provide professionals with the tools they needs to do their job. More school funds need to be allocated to purchasing tools to increase literacy and numeracy.	3/6/2025 8:05 PM
48	Give the teachers the support they need to support our future. Our children our the future	3/6/2025 7:48 PM
49	Where has the money gone in supporting Special Ed students?	3/5/2025 5:08 PM
50	huy ch q'a for this work, these comments are meant as considerations	3/3/2025 9:31 AM
51	I am beginning to see positive changes in the last 4 months	3/2/2025 5:41 PM
52	Hopefully funding learning and support opportunities and taking care of the people working with the children can enhance success rates for all.	2/28/2025 2:31 PM
53	Please continue to spend as much of the budget as you can in the classroom, and less on the fluff. Thanks for the hard but great work the trustees are doing.	2/28/2025 11:32 AM
54	make decisions from a trauma-informed lens. Our kids are struggling. Equip staffs to wrap around	2/28/2025 8:03 AM
55	The tradesman in the district are very underpaid. To retain and attract proper tradespeople you need to raise there rates by \$5 minimum	2/28/2025 7:15 AM
56	online learning is a big deal at our school - many students have taken tothis kind of learning - enjoythe class room setting though - so as not be learning on their own while learning online - please make it fully available to everyone	2/27/2025 8:48 PM
57	Raising levels of student learning - with funding for skilled staff, space (so schools can be calm), and resources - really needs to be a priority right now. This will also make schools safer.	2/27/2025 5:33 PM
58	There needs to be a return to the basics of an education where students spend time doing math, reading and writing, and learning about the world, such as our country, history, natural science and geography. Get back to the basics and educate our children to succeed in life and to help them attain a curiosity about the world.	2/21/2025 1:20 PM
59	Stop hiring more senior administration and coordinators and put the money into our schools!	2/21/2025 12:09 PM
60	Stop indoctrinating children, or expect to see record numbers of children leaving public education.	2/21/2025 10:13 AM
61	Educators need access to up to date technology for use in the classroom, tools like headphones, mics etc. for supporting students needs, and IST time or other supports for helping those students become proficient in those tools	2/21/2025 9:23 AM
62	Make it easier to see how the district is funded so the community can assist in putting pressure at the appropriate points to help get the district and schools what they need	2/21/2025 9:03 AM
63	Re-open Woodlands, less portables, less crowded schools	2/21/2025 8:28 AM

NLPS 2025-2026 Budget Engagement

64	I think that streamlining processes so that the work hours are not spent on re-doing the same processes at each school. Sharing resources between school offices, sharing resources between teachers, etc	2/20/2025 10:36 PM
65	Focus more on teaching and learning for better student outcomes and achievement in and beyond K-12	2/20/2025 10:21 PM
66	Listen to the teachers and principals as they are on the "ground floor" and know what is needed	2/20/2025 8:17 PM
67	Programs that help students with self regulation would increase the number of students and staff who feel welcome and safe in their school	2/20/2025 7:05 PM
68	Schools need more support people that work directly with students!	2/20/2025 5:26 PM
69	Schools lack rules , structure and are becoming places where kids don't want to be ...the whole system including hours of operation	2/20/2025 4:47 PM
70	More supports would allow students to excel in all areas but there is a lack of bodies and burn out from staffs	2/20/2025 4:42 PM
71	Just a statement: Environment plays a key role in students feeling belonging and pride in a learning space.	2/20/2025 4:26 PM
72	There needs to be more funding for special needs students. I think parents of special needs children should have some say in where their funding goes.	2/20/2025 3:29 PM

**NANAIMO LADYSMITH PUBLIC SCHOOLS
STRATEGIC DIRECTIONS COMMITTEE
PUBLIC MEETING
INFORMATION SHEET**

DATE: April 9, 2025
TO: Strategic Directions Committee
FROM: Mark Walsh, Secretary-Treasurer and Taunia Sutton, Associate Secretary-Treasurer
SUBJECT: 2025-26 Preliminary Annual Budget Overview

Background

The Ministry of Education and Child Care requires districts to prepare an Annual Budget in advance of the school year, which is based on estimated enrolments, revenues, and expenses. An Amended Annual Budget is then prepared each February based on actual enrolments captured September 29th on the 1701 Student Data Collection, and revised revenue and expense estimates based on more current operations and funding levels.

This information sheet provides an overview as to how the 2025-26 Preliminary Annual Budget has been prepared, and how it compares to the 2024-25 Amended Annual Budget. The overview provides enrolments, funding, staffing and expense adjustments and assumptions as well as identifies any gaps in information that may remain that could have an impact on the actual preliminary budget.

An important highlight of the 2025-26 Annual Budget is in regard to the significant investments made in mid 2024-25 using accumulated operating surplus which for the most part have been maintained by embedding them in our ongoing Operating Fund. The additional costs do require utilizing all available resources but is extremely favorable for the district to be able to continue these investments in support of enhancing student outcomes.

Discussion

The 2025-26 Preliminary Annual Budget has been prepared by taking the 2024-25 Amended Annual Budget that was presented and approved by the Board in February, then adjusting it to account for all known or anticipated changes required for the coming fiscal year

The most notable changes include:

- All items within the 2024-25 Amended Annual budget that were funded by Restricted or Unrestricted Surplus have been removed.
- The Ministry of Education and Child Care Operating Grant has been updated per projected student enrolment.
- Any one-time Grants have been removed, along with their associated expenditures.
- Rental, Lease, and Investment income levels have been adjusted per 2025-26 estimates.
- Before and After School Child Care revenues and expenses have been adjusted for 2025-26

- International Student Tuition has been adjusted per anticipated enrolment for 2025-26.
- Adjustments to account for estimated benefit and replacement cost have been incorporated.
- All staffing has been adjusted to remove one-time supports where applicable, and to add the staffing necessary to support the anticipated number of students in 2025-26.
- General Wage Increases (GWI's) have not been incorporated as bargaining is underway and any applicable wages increases are still TBD. Pending ratification, any wage increases will be funded under Special Grant by the Ministry and will be incorporated into the Amended Budget.
- Average Teacher Salaries have been increased only to account for estimated incremental costs in 2025-26.
- Contractual obligations, inflationary cost pressures, and other miscellaneous expenses and revenues have all have been audited and adjusted where necessary.
- Multiple cost saving expense adjustments were made in order to incorporate the budget priorities added to the 2024-25 Amended Budget into the ongoing Operating Budget.

Operating Fund - District Enrolment and the Operating Grant:

The district is required to estimate enrolment in advance of the coming school year in order to allow the Ministry of Education and Child Care to use those estimates to calculate our preliminary Operating Grant. The total estimated change in student enrolment, as compared to the enrolment recorded in September 2024 which our current 2024-25 Amended Annual Budgeted is resourced on, is 237 funded student FTE (rounded up).

Our 2025-26 Preliminary Operating Grant reflects the additional student FTE and revenue based on revised per pupil and supplemental funding rates, which calculates to a total increase of \$3.64 million.


However, important to note that in 2024-25 the district received a Labour Settlement Grant to account for Cost-of-Living wage increases which was \$1.68 million. The Ministry of Education and Child Care have advised that the per student funding rate applicable to 2025-26 incorporates this funding component thus the Special Grant no longer applies and has been removed; the net effect is an overall increase to the Operating Fund of \$2 million.

Further, per past rounds of bargaining the district was receiving a total of \$172,920 for the additional cost of standardized benefit plans applicable to CUPE and NDTA. Ministry has advised that this funding has also been incorporated into the Operating Grant's per pupil rate thus the separate revenue line has also been removed; final net total of the 2025-26 Operating dollars flowing from the Ministry for direct district operations is \$1.78 million.

The majority of this funding has gone directly to offset the cost of increased staffing levels in support of additional student enrolment. Due to further resources being very limited, all other budget adjustments have been done via internal shifts and changes.

The following chart represents the districts 2025-26 Annual Budget Operating Grant, inclusive of the new per pupil funding rates, as well as the 2024-25 Amended Budget Operating Grant and per student rates.

Note that the Operating Grant makes up the majority of the resources consolidated under the Operating Fund.

NLPS - Financial Impact of 2025-26 Enrolment Projection vs. the 2024-25 Amended Annual Budget								
	Funded FTE			RATES 25/26	RATES 24/25	Funding		
	Estimated 25/26 Annual Budget	2024/25 Amended Budget	Change			Estimated 25/26 Annual Budget	2024/25 Amended Budget	Change
September Enrolment								
Standard (Regular) Schools	14,925.867	14,706.813	219.05	9,015	8,915	134,556,691	131,111,233	3,445,458
Alternate Schools	269.000	272.000	(3.00)	9,015	8,915	2,425,035	2,424,880	155
Distributed Learning	294.525	296.625	(2.10)	7,280	7,200	2,144,142	2,135,700	8,442
Continuing Education	0.625	1.125	(0.50)	9,015	8,915	5,634	10,029	(4,395)
Adult Education (Non-Graduates)	4.000	4.125	(0.13)	5,755	5,690	23,020	23,471	(451)
Total September Enrolment	15,494.017	15,280.688	213.330			139,154,522	135,705,314	3,449,208
Unique Student Supplements								
Home Schooling	83.00	83.00	-	250	250	20,750	20,750	-
Course Challenges	28.00	28.00	-	282	279	7,896	7,812	84
Level 1 Diverse Needs	22.000	23.000	(1.00)	51,300	50,730	1,128,600	1,166,790	(38,190)
Level 2 Diverse Needs	748.000	756.000	(8.00)	24,340	24,070	18,206,320	18,196,920	9,400
Level 3 Diverse Needs	191.000	204.000	(13.00)	12,300	12,160	2,349,300	2,480,640	(131,340)
English Language Learning	910.000	907.000	3.00	1,815	1,795	1,651,650	1,628,065	23,585
Indigenous Education	2,500.000	2,568.000	(68.00)	1,790	1,770	4,475,000	4,545,360	(70,360)
Total Unique Student Supplements	-	-	-			27,839,516	28,046,337	(206,821)
Other Funding Categories								
Equity of Opportunity Supplement						879,899	900,508	(20,609)
Salary Differential Supplement						3,494,710	3,446,593	48,117
Unique Geographic Factor Supplement						3,893,332	3,709,157	184,175
Education Plan Supplement						137,489	135,233	2,256
Indigenous Education Council						98,712	88,173	10,539
February Data Count (New DED/DL/ELL)	86.250	66.500	19.75			759,994	611,310	148,684
May Data Count (New DL Only)	64.225	60.500	3.72			465,690	435,600	30,090
Total Other Funding Supplements	150.475	127.000	23.475			9,729,826	9,326,574	403,252
Total September Enrolment	15,494.017	15,280.688	213.330			139,154,522	135,705,314	3,449,208
Total Unique Student Supplements						27,839,516	28,046,337	(206,821)
Total Other Funding Categories	150.475	127.000	23.475			9,729,826	9,326,574	403,252
Grand Total - FTE and Revenue	15,644.492	15,407.688	236.805			176,723,864	173,078,225	3,645,639

An itemized summary of the total changes applicable to the Operating Fund is provided below:

2025-26 Operating Fund - Summary of Revenue Changes	
Budgeted Operating Revenue: 2024-25 Amended Annual Budget (Feb 2025)	189,120,207
Less, Removal of Restricted/Unrestricted Surplus	(7,119,679)
Add, removal of the Local Capital Transfer	3,290,000
Opening Budgeted Operating Revenue: 2025-26 Annual Budget	185,290,528
Changes in Operating Revenue	
Operating Grant updated in budget per Enrolment estimates and Ministry funding announcement	3,645,639
Removal of Labour Settlement Operating Grant not applicable to 25-26	(1,684,514)
Removal of historical Benefit funding Ministry has now rolled into the Operating Grant	(172,920)
ISE Tuition adjusted for 25-26 estimated student enrolment	262,000
Investment Income (Operating Fund portion) adjusted for 25-26 estimated returns	100,000
ICY Team funding estimate and adjustment for 25-26	791,960
Rentals revenue adj. for 25-26	160,000
BASC adj. for 25-26	15,000
Total change in Revenue	3,117,165
Total Budgeted Revenue - 2025-26 Preliminary Annual Budget (May 2025)	188,407,693

Operating Fund - International Student Education (ISE) Program:

For the most part the 2025-26 ISE revenue and expenses are status quo, with a small increase anticipated based on estimated student registrations and rates; total increase is \$262,000

The additional revenue generated by the program supports a small increase in it's own direct expenses as well as provides some supplement to the Operating Fund which helps offset rising costs such as replacements, utilities, and benefits.

Operating Fund – Rentals, Leases and Community Use:

Anticipated revenue for 2025-26 is \$160,000 over 2024-25 which includes:

- Removal of the 2024-25 Election Revenue not applicable to 2025-26 (\$25k)
- Adjusting the Community Use budget down by (\$30K) to align with more recent trends
- Adding the estimated revenue generated by Child Care sites operated by third party providers which is \$215K for 2025-26

Important to note that the Child Care Revenue of \$215k has a direct budgeted expense offset of \$24,800 to account for district staff maintaining the buildings as necessary over the course of the fiscal year, and to pay the insurance premium cost. The differential will show as a direct transfer to Local Capital (\$190,200) as these funds are meant to support future capital costs at these sites.

Operating Fund – Investment Income:

Although interest rates have decreased and there are further reductions pending in the coming fiscal year, based on estimated cash balances and returns on our investment portfolios we anticipate a small increase of \$100k in recorded revenue within the 2025-26 fiscal year, under our Operating Fund. We have however adjusted our Local Capital and Capital investment income down by \$100K as those cash balances are estimated to be slightly less than in 2024-25.

Operating Fund – Before and After School Care (BASC):

Estimated revenues for our BASC programs has been increased by \$15k for the 2025-26 school year, due to the amount of revenue generated by the current four sites providing services over the entire school year. As a reminder, in 2024-25 we expanded two of our sites mid-year so this adjustment annualizes the prior year estimates.

Important to note that the 2025-26 Annual Budget does not account for the additional expansion scheduled for the coming school year as planning is still in progress, nor does it account for summer programming which is also still in the planning stages.

Site expansion and summer programming will be reflected within Budget once planning has been completed and associated revenues and expenses have been estimated; presentation of this information will likely be in the Q1 Financial Report, or within the Amended Annual Budget.

Operating Fund – Summary of Revenues and Expenses:

The financial information below provides a summary of the revenue changes previously highlighted, and compares them to the 2024-25 Amended Budget. Also presented are the total changes in expense; discussion to follow.

Notably, the current budget shows a deficit position of (\$200,231). As previously indicated, the resources estimated for the 2025-26 school year are stretched to capacity and we are still working our way through some final cost saving adjustments in order to balance the budget. The final Preliminary Annual Budget will include the final cost saving measures.

Operating Revenues and Expenses Summary			
	2025/26 Annual Budget	Change	2024/25 Amended Budget
Revenues - Operating			
Ministry of Education Grant	176,702,442	2,595,165	174,107,277
Other Provincial	238,416	-	238,416
International Student Tuition	6,587,000	262,000	6,325,000
Other Revenue	3,349,835	-	3,349,835
Rentals & Leases	830,000	160,000	670,000
Investment Income	700,000	100,000	600,000
Total Revenues (before LC Transfer and Surplus Allocation)	188,407,693	3,117,165	185,290,528
Expenses - Operating			
Salaries			
Teachers	81,957,069	921,154	81,035,915
Administrative Officers	11,115,369	315,502	10,799,867
Education Assistants	14,710,908	76,791	14,634,117
Support Staff	14,542,608	120,252	14,422,356
Other Professionals	6,384,984	256,434	6,128,550
Substitutes	7,732,674	81,758	7,650,916
Total Salaries	136,443,612	1,771,891	134,671,721
Benefits	35,239,402	317,845	34,921,557
Total Salaries and Benefits	171,683,014	2,089,736	169,593,278
Services & Supplies	17,243,390	(2,283,539)	19,526,929
Total Expenses	188,926,404	(193,803)	189,120,207
Net Revenue (Expense)	(518,711)	3,310,968	(3,829,679)
Restricted Surplus	508,680	(3,385,999)	3,894,679
Unrestricted Surplus	-	(3,225,000)	3,225,000
Local Capital Transfer	(190,200)	3,099,800	(3,290,000)
Budgeted Surplus (Deficit)	(200,231)	(200,231)	-

You will also note that budgeted expense exceeds budgeted revenues by (\$518,711), which is then offset by a planned appropriation of Restricted Surplus and a direct Transfer to Local Capital. The Local Capital Transfer accounts for the future capital costs related to child care sites operating by a third party as previously indicated.

The appropriated surplus is to offset one-time staffing costs of \$388,680 that will not be applicable to future years, to provide \$50K in support the EA BEAM program that was planned in 2024-25 but will carry to 2025-26, and to account for the Harewood Turf Field annual contribution expense of \$70k (this is year 3 of 10). Total of \$508,680

Operating Fund – District Expenses: The following is an itemized list of all the changes made to account for the estimated salaries, benefits, replacement costs, and services and supplies budgets applicable to the 2025-26 Annual Budget, versus the 2024-25 Amended Budget.

2025-26 Operating Fund - Summary of Expense Changes	
Opening Expense - 2024-25 Amended Annual Budget (Feb 2025)	189,120,207
<u>Changes in Expense</u>	
<i>Removal of Surplus funded expenses in 24-25:</i>	
Staffing Supplement for Salary Continuance applicable to 24-25 removed	(235,000)
Trustee By-Election Costs removed	(100,000)
School prior year roll-over funds removed	(240,733)
SD68 Website Redesign removed	(23,700)
ICY Team rollover removed	(1,112,851)
Indigenous Education YE roll-over balance removed	(290,414)
NDTA Mentorship Grant roll-over removed	(255,026)
Energy Initiatives removed	(50,000)
District BASC Reserve removed	(37,600)
Trustee Pro-D/Travel roll-over removed	(29,355)
School Equipment Costs removed	(600,000)
Board Technology upgrade removed	(20,000)
Additional Costs for Rutherford Reopening removed	(250,000)
IST Release and Transportation supports for schools removed	(150,000)
Enrolment based Teacher/PVP/EA/Supervision staffing costs	1,782,954
Enrolment based school operating budget update	31,721
Transfer of Teacher Staffing costs from Operating to CEF per CEF 25-26 Estimate	(595,433)
<i>Budget priorities</i>	
Removal of VP as TTOC pilot	(454,010)
Removal of vacant HR Assistant position	(80,136)
Removal of Contracts for Service no longer applicable to 25-26	(91,585)
Cost transfer of AST/ASUP/DOI from Operating to CEF	(79,181)
Reassignment of District Vice Principal	(198,327)
Supervision increase of .686FTE (adds to the 1.7FTE adj. in 24-25 being maintained)	42,759
IST increase of 1.0135FTE (adds to the .9865FTE adj. in 24-25 being maintained)	135,168
Counselling increase of .7FTE (adds to the 1.0FTE adj. in 24-25 being maintained)	93,357
Maintain CYSFW added mid 24-25 but annualized	31,545
Reduction to EA Meetings bank to maintain Supervision enhancement	(83,231)
Funding for Distributed Leadership	84,096
VP reserve to support schools in 25-26	207,387
Director of Priority Learners added	223,847
Adjustment to the Indigenous Education Target per estimated 25-26 enrolment	(70,360)
Update to the Indigenous Education Council (IEC) expenses per confirmed funding in 25-26	10,539
Average Teacher Salary update for 25-26 to account for salary increments	503,770
Exempt Compensation increment estimate 25-26	275,000
Benefit Rate adjustment for 25-26 per cost estimates	242,129
Direct benefit supplement using historic funding from Ministry no longer applicable removed	(172,920)
Replacement Cost adjustment for 25-26 per cost estimates	358,310
Increase to First Aid premiums per new WorkSafe BC regulations	41,146
Increase to Department Head and Teacher in Charge Allowances per 25-26 estimated costs	18,000
Direct offset to the ICY Revenue adjustment as funds are targeted to the Program	791,960
Moved Custodial staffing from Operating to CEF	(77,771)
Reduction to the inflated LOU18 Hour bank to align with estimated top-ups applicable to 25-26	(33,948)
Add BCTEA bus route costs to Operating (it supplements these costs until new year funding is approved)	263,507
ISE Expense adjustments for 25-26 programming levels	90,917
Miscellaneous expense savings adjustments	(90,334)
Total change in Expense	(193,803)
Total Budgeted Expense - 2025-26 Preliminary Annual Budget (May 2025)	188,926,404

Restricted and Unrestricted Surplus removal – All revenue that is not applicable to a particular year is removed from the new year's budget as previously noted under the revenue section. This would therefore require a removal of offsetting expenses to balance, or, leaving all/some of the expenses in place if they are being carried forward and supported by ongoing operating dollars. Such is the case for the 2025-26 Annual Budget as a number of the mid-year budget priorities added using surplus dollars were so well received by the system that they are being continued. Other one-time surplus funded expenses have been removed accordingly.

Replacement and Benefit Costs – The 2025-26 Annual Budget has been adjusted to account for estimated replacement and benefit costs based on a blending of historic costs as well as the average % of each expense in relation to the districts Operating revenue. These expense adjustments are extensively analysed in order to ensure there are enough resources earmarked for the total estimated fiscal expense with as little variance as possible so other expense areas are not affected.

Average Teacher Salary – As bargaining is currently underway and future general wage increases are still to be determined, the average teacher salary for 2025-26 has only been adjusted to account for the number of teachers who are not at the top of their Grid and will increment to the next salary range in the coming year. Once bargaining has completed and Unions have ratified the new Collective Agreements, any applicable wage increases will be added to budget and funding for this will flow from the Ministry of Education and Child Care under a separate Grant which will be reported and reflected in the applicable quarterly financial report.

Budget Priorities – Initiatives implemented within the 2024-25 school year that were funded by surplus and have enhanced student experiences have been retained in 2025-26 using ongoing operating dollars. In addition, changes have been made that shift resources from initiatives that are no longer effective or directly in support of student outcomes to new initiatives. Costs and savings are identified with the summary of expense and have been previously communicated in more detail to the Board.

Apart from staffing, all other expense adjustments have been made either as a direct offset to a targeted revenue or pursuant to analysis of the prior year in order to adjust to 2025-26 cost estimates (+/-)

Staffing – Changes in district staffing include adjustments to account for one-time staffing in a prior year being removed, new staffing based on student enrolment being provided, and staffing to account for the opening of Rutherford Elementary. As summary is below, with further detail on the following page:

FTE Changes - 2025-26 Preliminary Annual Budget versus the 2024-25 Amended Budget

Staffing Category	25/26 Annual Budget			24/25 Amended Budget			Change		
	Op	SPF	Total	Op	SPF	Total	OP	SP	TOTAL
Teachers	813.570	121.501	935.071	809.252	121.701	930.953	4.318	(0.200)	4.117
Admin Officers	71.800	2.200	74.000	70.600	2.400	73.000	1.200	(0.200)	1.000
Education Assistants	309.738	53.241	362.979	308.392	54.099	362.491	1.346	(0.858)	0.488
Support Staff	238.434	29.790	268.224	237.468	30.927	268.396	0.966	(1.137)	(0.172)
Other Professionals	52.650	3.850	56.500	52.000	5.500	57.500	0.650	(1.650)	(1.000)
Total FTE	1,486.192	210.582	1,696.774	1,477.713	214.627	1,692.340	8.479	(4.045)	4.434

2025-26 Annual Budget Summary of Staffing Changes - All Funds				
Staffing Category	Op. Fund	Indigenous Target	SP Funds	Total FTE
Administrative Officers				
VP added to Learning Alternatives	1.000			1.000
Transfer of .20FTE Admin Time from CEF to Operating	0.200		(0.200)	-
Totals	1.200	-	(0.200)	1.000
Teachers				
Teacher staffing increased per enrolment	4.317			4.317
CommunityLINK prior year dollars added to 24/25 as SLP time now removed			(0.200)	(0.200)
Totals	4.317	-	(0.200)	4.117
Education Assistants				
EA Staffing increased per enrolment	2.344			2.344
Surplus funded Supervision enhancement rolled into Operating and annualized	0.686			0.686
Surplus funded EA Meeting Hours rolled into Operating but reduced	(1.335)			(1.335)
Surplus funded CYSFW rolled into Operating and annualized	0.472			0.472
CommunityLINK prior year dollars added as staffing contingency removed			(0.858)	(0.858)
Indigenous Ed prior year dollars added to 24/25 as ICSSW time now removed		(0.469)		(0.469)
LOU18 Hour bank adjusted to estimated top-ups in 25/26	(0.543)			(0.543)
Supervision for Rutherford added per school opening	0.191			0.191
Totals	1.815	(0.469)	(0.858)	0.488
Support Staff				
Bus Driver FTE shifted back from BCTEA to Operating until Fall 2025	3.521		(3.121)	0.400
Vacated HR Assistant position not replaced	(1.000)			(1.000)
Custodial added and also shifted to CEF	(0.984)		1.984	1.000
Temp clerical added in 24/25 removed	(0.571)			(0.571)
Totals	0.966	-	(1.137)	(0.171)
Other Professionals				
Removal of ongoing vacant position originally for recruitment			(1.000)	(1.000)
Staffing attrition - residual 25/26 cost funded by surplus			(1.000)	(1.000)
Transfer of FTE from Operating to CEF (AST/ASUP/DOI)	(0.350)		0.350	-
Director of Priority Learners added	1.000			1.000
Totals	0.650	-	(1.650)	(1.000)
Total All Categories	8.948	(0.469)	(4.045)	4.434

Pending

The Indigenous Education Target is still being confirmed for the coming school year and not all staffing that was within the 2024-25 Target using prior year surplus has been removed, further reductions are likely but still TBD.

As a reminder, Preliminary Annual Budget is currently in a deficit position and there are further adjustments pending that will be reflected within the final 2025-26 Preliminary Annual Budget.

Of further note, as all estimated revenues have been accounted for and there are no further resources available, the final adjustments to balance the budget will be internal shifts between identified expenses which may include transferring costs to Special Purpose Fund if there is opportunity to do so within the parameters of the Fund, and there is room within the Fund to do so.

Risks

Student registrations will be monitored closely to ensure they align with our projections in order to mitigate risk in advance of the school year if we don't hit targets.

The Local Capital transfer using Operating funds in support of the Technology Plan has once again not been included in the Annual Budget in order to direct resources to student and operational supports. We will rely on our Accumulated Operating Surplus and/or Local Capital balances to cover this expense in 2025-26. The amount of the transfer will be established following confirmation of our 2024-25 year-end financial position.

Many inflationary costs have been captured within the 2025-26 Preliminary Annual Budget, however, cost escalations due to current world events are highly unknown at this time but we are mindful of this risk and will be monitoring expense closely as the year commences.

Summary

The 2025-26 Preliminary Annual Budget is focused directly on the success of student learning, enhanced student experiences and outcomes, and student wellbeing with additional IST, Counselling, Supervision and EA FTE/hours, as well as increased focus on our Priority Learners.

It also addresses employee wellness through the newly implemented and continued support of the LifeSpeak and WellBeats programs which aims at providing employees with valuable mental health and wellbeing tools, Pro-D, and other resources.

Although the 2025-26 Preliminary Annual Budget is extremely tight, we are in the very fortunate position to be able to carry prior year surplus funded initiatives into our ongoing Operating Fund, and support general operations and educational needs throughout the district using current year dollars.