



# Preliminary Annual Budget 2025–26

May 2025





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## District overview

Nanaimo Ladysmith Public Schools (NLPS) is the second-largest school district on Vancouver Island and resides within the traditional territories of the Snuneymuxw, Snaw-Naw-As and Stz'uminus First Nations. In addition, NLPS is a proud community partner with Tillicum Lelum Aboriginal Friendship Centre and Mid Island Métis Nation. District enrolment is approximately 15,895 students, with approximately 2,568 students identifying as Indigenous and 1,681 students with special needs. The district offers a full range of programs from kindergarten to grade 12, with additional programs for pre-school and adult learners.

There are 28 elementary schools; eight secondary schools (including Learning Alternatives and Career Technical Centre); one distributed learning school – Island ConnectEd (K-12); and approximately 2,200 employees.

The district encompasses the City of Nanaimo, the towns of Ladysmith and Lantzville, Gabriola Island, North Oyster, Cedar, and many other communities which represent a total population of 132,623 (2021 Census). The district is part of one of the fastest growing communities in Canada. The district's consolidated Operating and Special Purpose Fund annual budgeted expense is \$228 million.

## Board of Education



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## Executive summary

In accordance with the Strategic Plan, the Board of Education presents the 2025–2026 Annual Budget, which prioritizes improving student experiences, outcomes, and accomplishments, while optimizing district resources to support ongoing district operational and educational initiatives.

A significant event in this year's budget will be the re-opening of Rutherford Elementary School. Rutherford Elementary will be welcoming learners and families back into its hallways, classrooms, and school grounds in September 2025, which has required significant investment. Staff members have worked hard to make sure the facility is updated and refreshed, fully stocked, staffed, and ready for opening day, making the reopening a true team effort.

District operated child care continues to be a priority for the board as it not only supports our community families, but also allows district staff the opportunity to increase their annual hours. During the 2025-26 school year the board plans to expand district operated child care sites by up to three, possibly more, depending on the availability of space. We also continue to apply to the Ministry of Education and Child Care for funding that supports new child care builds that will be made available for operation by community partners.

Staff were able to incorporate established budget priorities for the coming year within the Operating Fund. Some priorities were previously funded by the Accumulated Operating Surplus, which is not sustainable. Prudent fiscal management, which included extensive audits of current resource allocations to identify cost savings, as well as maximizing special purpose funds, is a success story, since budget priorities directly support student success in our district.

There are numerous challenges facing the education sector currently, and the district is fortunate to maintain a reasonable amount of Accumulated Operating Surplus for any unforeseen events or circumstances. However, we believe the 2025-26 Annual Budget accounts for all estimated costs, opportunities, and known risks. Further, the district aims to represent our stakeholders in an equitable manner, with staffing changes representing both of the district's union affiliations. Staff have taken extreme care to ensure Indigenous-targeted resources are utilized to the fullest so that learners receive the best possible educational experience.

The Board of Education acknowledges the hard work, collaboration, and diligence of all district staff as they guide our students through their educational journey. The 2025-26 Annual Budget aims to provide system and staffing enhancements to improve that journey, to provide learners with the support to be successful in all they do.

# Strategic Plan

Nanaimo Ladysmith Public Schools' 2024-2028 Strategic Plan defines the key areas of focus as we work together to support student learning in order to achieve our goals and objectives.

## Guiding wisdom

### Syeyutsus Reconciliation Framework

Through the Syeyutsus Framework, themes, values, and teachings of Indigenous Peoples include:

- The underpinnings of knowledge are the land, language, and culture.
- The land is our teacher.
- We are all one family.
- It is important to live with balance, honour, respect, courage, and vulnerability.
- It is vital that we establish a sense of belonging and connectedness to each other and the environment.
- We are all connected.
- We use holistic approaches that include mental, physical, emotional, and spiritual lenses.

### JEDI stance

Justice, Equity, Diversity, Inclusion (JEDI)

- **Justice** the right to be treated and the responsibility to treat others with fairness and a fair process that meaningfully addresses barriers.
- **Equity** to identify, remove and prevent systemic barriers and discriminatory practices.
- **Diversity** a representation of people's identities and experiences, collectively and as individuals.
- **Inclusion** feeling welcomed, valued, safe and a sense of belonging to participate freely with respect, dignity, and freedom from discrimination.

### Environmental stewardship

The goals of this Strategic Plan reflect our commitment to engage in environmentally sustainable practices within our schools and classrooms, as well as across the broader system. We are committed to responding to the climate crisis with actions informed by Indigenous knowledge and western science. This will maximize positive outcomes over generations, integrating our *Environmental Stewardship Action Plan (ESAP)* to ensure every aspect of our operations contributes to a greener and more sustainable future.

## Vision & mission statements

**Vision** - Guided by our commitment to Justice, Equity, Diversity, and Inclusion (JEDI) principles and the Syeyutsus Reconciliation Framework for Truth and Reconciliation, our vision in Nanaimo Ladysmith Public Schools (NLPS) is to create an inclusive and equitable learning community where every individual thrives.



**Mission** - NLPS is committed to multiple approaches and pathways to success for all students. Students will imagine, reflect, and innovate within a safe, equitable, and responsive learning environment that develops their academic, social, and emotional growth and holistic well-being.

## Board goals

### Student success

#### Objectives

- 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 diverseabilities, and/or are Children and Youth in Care

### Student and employee Wellness

#### Objectives

- 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 & Reconciliation

#### Objectives

- 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



## Community engagement

Nanaimo Ladysmith Public Schools recognizes the value of public participation and the wisdom of our community and as such, is committed to creating appropriate opportunities for students, staff, the local community, education partners, local First Nations, and the Mid Island Métis Nation through a meaningful engagement process. The district also recognizes that public participation is an important step in the decision-making process that provides the board an opportunity to make well-informed, data-driven, and community-informed decisions.

With every public participation opportunity, the district will value:

- Transparency and accountability - It will clearly communicate public participation opportunities, the process it intends to follow and will share the results and outcome of its decision-making process.
- Inclusivity - With direction from the Inclusion Policy, it will provide public participation opportunities based on the principles of respect, acceptance, safety, and equity.
- Authenticity - The community will be given the opportunity to participate in a variety of avenues. The district will discern all respectful and authentic feedback during the decision-making process.
- Relevance - All public participation, no matter in-person or electronic, will be received and considered provided it is relevant to the respective engagement process.

Engagement opportunities during the budget and financial Planning cycle include but are not limited to the following:

- Surveys/questions
- Sessions with our Leaders for Learning Group (Indigenous Partners Group)
- Budget and financial literacy sessions
- Individual stakeholder meetings
- Email feedback

Information, ideas, recommendations, and wisdom gathered throughout the engagement sessions will be incorporated into the districts multi-year financial plan where it aligns with our Strategic or Operational Plans, or in support of enhanced student outcomes as much as available resources and educational planning and delivery parameters permit.

## 2025-26 Budget community engagement survey

### **Breakdown of Participants (Total of 164)**

40	Employees
121	Parents/Caregivers
3	General Community Members

### ***Respondents ranked the top four spending priorities as:***

- Increased literacy and numeracy support
- Classroom materials and technology
- Mental health, well-being 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 Education Assistants
- Technology
- Employee well-being

## ***How we aligned the annual budget with survey feedback***

### **Increased literacy and numeracy support**

- Developing a new district data system to better capture student results and metrics
- Developing a Learning Framework, focused on Numeracy
- Addition of a Director of Priority Learners to assess needs and work to enhance programming

### **Mental health**

- Implementation of LifeSpeak and WellBeats, new mental health well-being software platforms
- Continued use of OpenParachute, a mental health software platform

### **Facility improvements**

- Wellington expansion and exterior upgrades
- Chase River expansion
- Child care sites expansion (district and third-party operated)
- Kitchen equipment upgrades for secondary school cafeteria programs
- Infrastructure for expansion of electric bus fleet
- Upgrades to Rutherford Elementary for September 2025 opening

### **Classroom materials and technology**

- Upgraded document cameras and projectors
- Continued upgrades to access to technology in schools (Wi-Fi)

## **Additional supports added in alignment with Board Goals**

### ***Student success***

- 2.0 FTE Inclusion Support Teaching (IST) time to support students.
- 1.0 FTE Bus Driver added to enhance diverse student services.
- 2.35 FTE additional EAs per enhanced allocation of hours.

### ***Student and employee wellness***

- 1.7 FTE Counselling time added to support students.
- Custodial time added to enhance cleaning services and support the opening of Rutherford Elementary.
- Supervision time added to district school sites to address safety and staffing capacities.
- FTE Administration (vice-principal) time added to support school complexity
- Additional Child Youth Family Support Worker (CYSFW)



## Notable areas of risk and opportunity

### Risk

**Enrolment** – The districts enrolment estimates for the 2025-26 school year, which the Annual Budget is resourced on, were relatively conservative due to current domestic trends and dynamics. Although our overall student enrolment continues to rise, it's trajectory has softened considerably from prior future estimates, resulting in our projections being based predominately on current students cohorting through grade levels, with a moderate level of anticipated incoming students. Although we are confident in our projections, we will be monitoring our registrations very closely and will look to mitigative strategies if we do not meet our targets. This does not necessarily mean making cuts, but instead, not staffing preliminary budgeted positions that have not yet been filled.

**Inflation and tariffs** - Inflationary cost pressures facing the district continue to rise, the most significant being the heightened cost of replacement staff, employee benefit costs, and newly implemented tariffs. Although the Ministry of Education and Child Care increased the 2025-26 Operating Grant to absorb general wage increases, they did not address inflationary costs. As well, many of the district's Special Purpose Funds do not cover all associated costs and so the Operating Fund must supplement the shortfall, limiting resources that could address inflationary cost pressures. Departments across the organization did see some cuts to balance the 2025-26 Annual Budget. Departments will also be required to shift their remaining resources as needed to support this years Operational Plans as there are no additional resources to allocate out to the system.

**Bargaining** – Pending negotiations with both CUPE and the BCTF leaves some uncertainty with regards to wage increases, benefit enhancements, and other unknowns that may have financial impact and may or may not be fully funded by the Ministry of Education and Child Care. In conjunction with the lack of inflationary funding adjustments to address rising cost pressures, additional contractual obligations are concerning if not directly funded by Ministry.

**Capital/local capital** – With competing capital pressures across the province the provincial government is tasked with addressing emergent needs in order of priority. Nanaimo Ladysmith Public Schools has many seismic and capital needs that may or may not be top of list, however, we will continue to apply for the most urgent capital upgrades annually. Currently we are awaiting Ministry decision on our Ladysmith multi-faceted project which will likely include the requirement to cost-share, with our financial contribution still to be determined. It will be important for the district to direct a reasonable portion of any available Accumulated Operating Surplus dollars to our Local Capital Fund to support this, as well as future projects such as the necessary replacement of Nanaimo District Secondary School.

**Technology** – The Ministry of Education and Child Care does not provide direct funding for technology; it is expected that the district's Operating Fund will cover such expenditures. The district therefore continues to restrict Accumulated Operating Surplus funds towards the annual technology plan which provides for digital learning devices, software applications, hardware, Wi-Fi, and network maintenance. We note the ongoing resource allocation best supports student learning, and proactively enhances district technology, however, if funded by the Ministry, resources could be redirected to additional programing aimed at enhancing student outcomes.



## Opportunity

**School opening** – The additional staffing and ongoing operational costs associated with the opening of Rutherford Elementary in September are all within the 2025-26 Annual Budget, however those added costs put pressure on the Operating Budget. Although the budget is extremely tight, no cuts were made to incorporate an additional elementary school due to advanced planning which allowed the district to ensure that Accumulated Operating Surplus dollars (\$850K) were available to cover all of the one-time opening costs (Furniture, equipment, etc.).

**Workforce challenges** - In response to ongoing challenges with recruiting and retention of qualified Education Assistants the district has created an in-house training and mentorship program. Building Education Assistants through Mentorship (BEAM) has been modeled in collaboration with other provincial school districts experiencing similar staffing constraints. BEAM is designed for professional and caring adults who wish to work with students with physical, social, behavioural, sensory, and/or learning needs as an Education Assistant (EA). It is a six-month, part-time program that combines in-class sessions, observations & an internship with an experienced EA mentor; the first cohort of participants begins May 2025.

**Child care** - Over the last few years, the district has successfully implemented a child care strategy that includes multiple 0-5 child care sites operated by third-party providers utilizing district-built facilities. As well, there are currently four school district operated before and after school care sites which not only provide much needed services for community families, but also provides opportunity for our staff to increase their annual salaries. In 2025-26 the district plans to expand third-party and district operated child care sites, as well, plans to implement a pilot program offering summer child care services which will be ready to welcome registered families in July.

## Annual budget overview

Boards of Education are required to prepare and submit to the Ministry of Education and Child Care, two budgets per fiscal year. The Annual Budget is based on estimated student enrolment, revenues, and expenses, and the Amended Annual Budget is based on confirmed student enrolment and updated revenues and expenses.

The majority of a school districts funding comes from the Ministry of Education and Child Care through the Operating Grant, Special Purpose Funds, and Capital Funding. Further, the Ministry requires all schools districts to submit their budgets in the same format where revenues and expenses are to be accounted for and presented in these three distinct funding categories.

In addition to Ministry of Education and Child Care funding the district receives revenues from a variety of sources that are recorded in either the Operating Fund, or a Special Purpose Fund. Some examples include revenues from our International Student Education program, Federal French Funding, community rentals and leases, and other miscellaneous grants and donations.

The Preliminary Annual Budget document begins with overarching guiding principals and budget criteria then provides budget preparation and development information, a budget timeline, and student enrolment information. Following that, the document presents budget information in two distinct funding categories: the Operating Fund, and the districts Special Purpose Funds.



## Guiding Principles

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

## Budget Criteria

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

## Budget preparation and development

Preparation for the annual budget begins by utilizing the prior year's amended budget as the initial starting point. It is not rebuilt from zero each year as educational programs are ongoing, and many operational costs are fixed. One-time revenue and expenditures, along with any appropriated surpluses are removed, and adjustments are made to account for student enrolment estimates, current year funding levels as approved by the Ministry, and other revenue and expenditures changes deemed necessary per review of all budget categories. This ensures the district has accounted for all known variables, inflation, areas of risk, and current year initiatives in support of student education, and any required adjustments to respond to the emergent or strategic needs of the district. Included in the creation of the new budget are updated estimates, assumptions, and adjustments pertaining to the following revenue and expense categories:

**Revenues:**

Ministry of Education and Child Care Operating Grant  
 Other Ministry of Education and Child Care Grants  
 International Student Education Tuition and Fees  
 Investment/Interest income  
 Rentals and Leases  
 Other Provincial revenues/Grants  
 Miscellaneous Grants (one-time funding)  
 Special Purpose Funds  
 Annual Facilities Grant current year funding/priorities  
 Prior year Restricted surplus and Deferred Revenues removed

**Expenses:**

Salary adjustments per Collective Agreements and Ministry directive  
 Replacement and Benefits costs  
 Technology Plan, including all district annual software license fees  
 Collective Agreement contractual obligation adjustments  
 Inflationary adjustments for applicable Services and Supply Budgets  
 Cost adjustments for ongoing Contracts as applicable  
 Expense adjustments for all known ongoing operational cost pressures  
 Adj. for Ministry Shared Service costs and other identified obligations  
 Removal of one-time prior year expenses  
 Addition of new expenses determined through the budget process

**Reallocations:**

Special Purpose Fund reorganizations to align with annual educational programming plans  
 Departmental expenditure reorganization per determined needs  
 Realignment of ongoing resource to support coming year initiatives and/or educational strategies

Following the adjustments required to account for all known cost pressures, changes in revenue and potential shifts in educational delivery models pursuant to student outcomes, the budget may be subject to further changes to support additional educational programming to enhance student outcomes. These may arise per request through the community engagement process by partner groups, the community, stakeholders, or by direction of the board.

## Budget timeline

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

### September

Budget timeline for the next school year created and confirmed

### November

Budget Literacy Session for Departmental Leads and Stakeholders

### January

Estimate and prepare student enrolments for the coming year  
 Present current year's Amended Annual Budget  
 District budget priorities, initiatives, and changes for coming year determined

### February

Community Engagement process for coming year's budget takes place  
 Stakeholder budget discussions and information sessions  
 Amended Annual Budget approved, basis for coming year's Annual Budget  
 Revenue/Expense analysis for coming year begins

### March

Community Engagement results reviewed  
 Ministry funding confirmed  
 Preliminary Budget compiled

### April

Preliminary Annual Budget Overview presented to the Board and Stakeholders  
 Stakeholder discussions continue, budget changes incorporated if applicable  
 Proposed Annual Budget completed

### May

Proposed Annual Budget presented to the Board and stakeholders  
 Stakeholder discussions continue, budget changes incorporated if applicable  
 Proposed Annual Budget approved by the Board

## 2025-26 Budget priorities

Following the approval of the 2023-24 Financial Statements and confirmation of the district's Accumulated Operating Surplus balance, the Board of Education asked staff to advise them as to what additional one-time supports could be provided to the system in 2024-25 in support of their Strategic Plan.

Subsequent to consultation with school administrators, the District Leadership Team brought forward a list of recommended initiatives that were determined to be the most beneficial, as well as in alignment with board goals. Initiatives that were approved by the board included additional school-based supervision to address student and staff wellness, an increase in both counselling and inclusion support staffing to contribute to student success, and an EA Certification Program designed to build internal employee capacity and address employee wellness as staffing shortages. As well, resources were directed to the purchase of specialized equipment, and to release and meeting time to allow staff more opportunity to collaborate on student success at district schools.

During early budget deliberations for 2025-26, these initiatives were evaluated for their effectiveness and impact on students. Further, district staff did a fulsome review of current and ongoing educational initiatives to ensure they continue to be beneficial to students as well as be fully aligned with the new Strategic Plan. A list of budget priorities for the 2025-26 fiscal year were brought forward to senior leadership as a direct result of this review, which included new initiatives and the request to continue some of the one-time initiatives that were funded by the Accumulated Operating Surplus. The list also included some suggested cost savings items that were determined to be of less priority, no longer required, or able to be reduced in some capacity.

Due to a consolidated and financially prudent effort by district staff the priorities (costs and savings) identified below were able to be incorporated into the ongoing Operating Budget.

### Priorities for 2025-26 - **Costs:**

- Continuation of increased Counselling (1.7) and IST (2.0) FTE
- Continuation of a 1.0 CYSFW
- Continuation of additional Supervision positions (25 @3.5 hrs ea.)
- Continuation of the BEAM Program (in-house EA Certification Program)
- Addition of a 1.0 FTE Director of Priority Learners
- Addition of a 1.0 FTE Bus Driver (Increased number of diverse students requiring bus services)
- Addition of a 1.0 FTE Custodial position to support the opening of Rutherford Elementary
- Addition of 1.0 VP FTE to support the opening of Rutherford as well as complex schools
- Addition of release time for Distributed Leadership initiatives

### Priorities for 2025-26 - **Savings:**

- Removal of VP as TTOC pilot
- Removal of vacant HR Assistant position
- Removal of contracts for service no longer applicable to 25-26
- Partial cost transfer of Excluded Staff from Operating to CEF
- Reassignment of District Vice Principal
- Maintained but reduced EA meeting bank

## 2025-26 Annual Budget – Operating Fund

The district's Operating Fund consolidates all grants received from the Ministry of Education and Child Care, grants received by other provincial ministries, international student education tuition, First Nation Local Education Agreement funding, income generated by district rentals and leases, investment income, as well as other miscellaneous revenues not deemed to be a Special Purpose Fund by the Ministry of Education and Child Care.

Total revenues estimated for the fiscal year support the district's general operations including school and district-based programming and staffing, maintenance of grounds and facilities, business operations, information technology, human resources, health and safety and other key area of operation in support of business and educational services.

Presentation of the Operating Fund follows presentation of the Operating Grant which is the largest contributor of the district's total funding, based predominately on student enrolment.

### Student enrolment

In order to comply with section 106.3 (2) of the *School Act*, enrolment must be estimated to include the number of students who may be enrolled in educational programs provided by the board, at three distinct intervals, and for specific student categories, for the coming school year. Estimates are due each year on or before February 15. The intervals and categories are as follows:

- September Enrolment Count – includes School-Age, Adults, Alternate and Continuing Education, Online Learning, Special Needs, Indigenous Education and English Language Learning students.
- February Enrolment Count – includes Continuing Education, Online Learning, Special Needs enrolment growth and Newcomer Refugee Students.
- May Enrolment Count - includes Continuing Education and Online Learning students.

Enrolments captured at each interval are then submitted to the Ministry of Education and Child Care who uses the data to calculate our coming year's Operating Grant. For funding purposes Kindergarten to grade 9 students count as 1.0 FTE each but for secondary and Distributed Learning the FTE is based on the number of courses each student takes, where each course is .125 FTE, and may be greater or less than 1.0 FTE per student. In addition to per student funding, there are multiple supplemental categories that provide additional financial resources to support student educational programming and district operations.

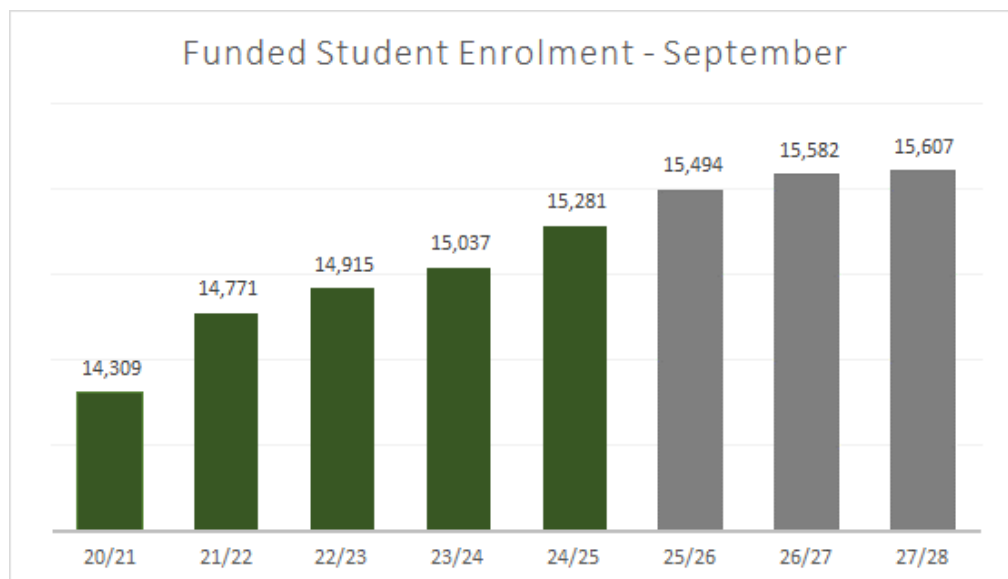
As boards are required to project what enrolment will be well in advance of the associated school year, the district is essentially receiving an advance of funding that supports all preliminary budgeted expenses. Once those future estimated enrolments are confirmed in September, the preliminary funding is adjusted up or down. Due to this uncertainty, it is important to estimate in a somewhat conservative manner.

Enrolment estimates are calculated using a variety of district metrics which includes historic enrolment trends, current student cohorts, the application of a secondary headcount to funded student full time equivalent (FTE) conversion factor pursuant to individual student course loads, and local knowledge.



The district also utilizes a software solution called Baragar Systems which uses our student enrolment data collected each September in conjunction with demographic trends, school migration trends, birth rates, student participation, and a number of other minor factors to produce the districts annual enrolment projection.

Presented below is the districts historic funded student enrolment captured each September, as well as estimates for the next three school years.



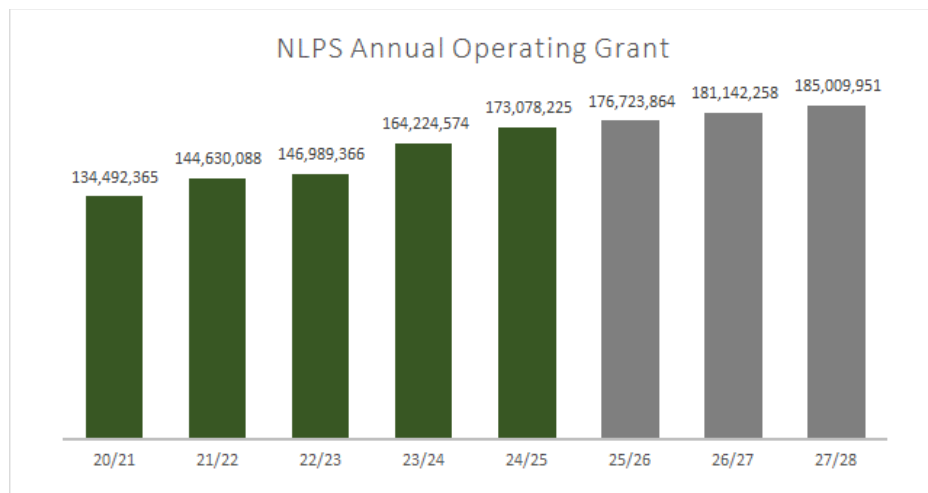
- 20-21 to 24-25 source - 1701 September Student Data counts as confirmed by Ministry
- 25-26 to 27-28 source - Three-Year Enrolment estimates submitted to Ministry Feb 2025

## Operating Grant

As noted, the largest portion of the districts Operating Fund comes by way of the annual Operating Grant. Preliminary Operating Grants for the K-12 system are allocated by the Ministry of Education and Child Care using estimated student enrolment data collected from districts each February and applying formulae to ensure equity across British Columbia. Operating Grants are then confirmed and adjusted, if necessary, based on actual student enrolment collected each September.


Based on actual student enrolment collected the end of September each year via the 1701 Student Data Collection, the districts historic Operating Grants are reflected below.

Also presented are the estimated Operating Grants for the next three fiscal year's based on projected student enrolment; the preliminary estimate for the 2025-26 school year is \$177M.



- 20-21 to 23/24 source - Audited Financial Statements
- 24-25 source - Amended Annual Budget
- 25-26 to 27/28 source – Estimates and projections

Presented below, in the format and with the formulae per the Ministry of Education and Child Care, is the 2025-26 Preliminary Operating Grant versus the 2024-25 Operating Grant as reflected in the Amended Annual Budget in February:

<b>NLPS - Financial Impact of 2025/26 Enrolment Projection vs. the 2024/25 Amended Annual Budget</b>								
	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
<b>September Enrolment</b>								
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)
<b>Total September Enrolment</b>	<b>15,494.017</b>	<b>15,280.688</b>	<b>213.330</b>			<b>139,154,522</b>	<b>135,705,314</b>	<b>3,449,208</b>
<b>Unique Student Supplements</b>								
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)
<b>Total Unique Student Supplements</b>	<b>-</b>	<b>-</b>	<b>-</b>			<b>27,839,516</b>	<b>28,046,337</b>	<b>(206,821)</b>
<b>Other Funding Categories</b>								
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
<b>Total Other Funding Supplements</b>	<b>150.475</b>	<b>127.000</b>	<b>23.475</b>			<b>9,729,826</b>	<b>9,326,574</b>	<b>403,252</b>
<b>Total September Enrolment</b>	<b>15,494.017</b>	<b>15,280.688</b>	<b>213.330</b>			<b>139,154,522</b>	<b>135,705,314</b>	<b>3,449,208</b>
<b>Total Unique Student Supplements</b>			<b>-</b>			<b>27,839,516</b>	<b>28,046,337</b>	<b>(206,821)</b>
<b>Total Other Funding Categories</b>	<b>150.475</b>	<b>127.000</b>	<b>23.475</b>			<b>9,729,826</b>	<b>9,326,574</b>	<b>403,252</b>
<b>Grand Total - FTE and Revenue</b>	<b>15,644.492</b>	<b>15,407.688</b>	<b>236.805</b>			<b>176,723,864</b>	<b>173,078,225</b>	<b>3,645,639</b>

As shown in the chart above, the district anticipates an additional 213 full time equivalent students in September 2025 versus September 2024, and 237 FTE overall. This equates to an additional \$3.65M in Operating Grant revenue in the 2025-26 Preliminary Annual Budget, over the 2024-25 Amended Annual Budget.

The School District's 2025-26 Estimated Operating Block can be found at:

<https://www2.gov.bc.ca/assets/gov/education/administration/resource-management/k12funding/25-26/25-26-sd68-march-2025.pdf>

## Operating Fund revenue

As noted on page 12, the districts Operating Fund includes the Operating Grant, as well as a variety of other grants not considered to be a "Special Purpose Fund" by the Ministry of Education and Child Care. (*Special Purpose Funds will be presented in a subsequent section*)

All changes made to the Operating Fund for the 2025-26 Annual Budget versus the 2024-25 Amended Budget are shown below:

Operating Fund - Summary of Revenue Changes (Schedule 2A)	25/26 Annual Budget	24/25 Amended Budget	Change	
<b>Ministry of Ed. and Child Care Operating Grant</b>	176,723,864	173,078,225	3,645,639	1
Less Local Education Agreement - Federal Funding	(1,752,835)	(1,752,835)	-	
<b>Total</b>	<b>174,971,029</b>	<b>171,325,390</b>	<b>3,645,639</b>	
<b>Other Ministry of Ed. and Child Care Grants</b>				
Student Transportation	244,630	244,630	-	
Pay Equity	160,000	160,000	-	
Labour Settlement Fund	-	1,684,514	(1,684,514)	2
ICY Team	1,049,090	257,130	791,960	6
Child Care	262,000	247,000	15,000	8
Other	15,693	188,613	(172,920)	3
<b>Total</b>	<b>1,731,413</b>	<b>2,781,887</b>	<b>(1,050,474)</b>	
<b>Other Provincial Grants</b>				
Skilled Trades BC Grants	198,000	198,000	-	
MCFD Program	40,416	40,416	-	
<b>Total</b>	<b>238,416</b>	<b>238,416</b>	<b>-</b>	
<b>Other Revenue</b>				
Local Education Agreement - Federal Funding	1,752,835	1,752,835	-	
International Student Education	6,587,000	6,325,000	262,000	4
Conseil Scolaire Francophone (CSF)	420,000	420,000	-	
Cafeteria Revenue	600,000	600,000	-	
Child Care	322,000	322,000	-	
BC Hydro Energy Grant	65,000	65,000	-	
Rentals and Leases	830,000	670,000	160,000	7
Investment Income	700,000	600,000	100,000	5
Other	190,000	190,000	-	
<b>Total</b>	<b>11,466,835</b>	<b>10,944,835</b>	<b>522,000</b>	
<b>Revenue prior to Surplus Appropriation/Transfers</b>	<b>188,407,693</b>	<b>185,290,528</b>	<b>3,117,164</b>	
Appropriated Surplus	508,680	7,119,679	(6,610,999)	
Transfer of Operating Funds to Local Capital	(190,200)	(3,290,000)	3,099,800	
<b>Total Operating Revenue</b>	<b>188,726,173</b>	<b>189,120,207</b>	<b>(394,034)</b>	

Note that this information is a direct reflection of Schedule 2A of the Ministry of Education and Child Care Annual Budget document attached to this presentation.

The summary below provides more detail of the above changes, along with the applicable reference number.

2025/26 Operating Fund - Summary of Revenue Changes	
<b>Budgeted Operating Revenue: 2024/25 Amended Annual Budget (Feb 2025)</b>	<b>189,120,207</b>
Less, Removal of Restricted/Unrestricted Surplus	(7,119,679)
Add, removal of the Local Capital Transfer	3,290,000
<b>Opening Budgeted Operating Revenue: 2025/26 Annual Budget</b>	<b>185,290,528</b>
<u>Changes in Operating Revenue</u>	<u>Ref#</u>
Operating Grant updated in budget per Enrolment estimates and Ministry funding announcement	1 3,645,639
Removal of Labour Settlement Operating Grant not applicable to 25/26	2 (1,684,514)
Removal of historical Benefit funding Ministry has now rolled into the Operating Grant	3 (172,920)
ISE Tuition adjusted for 25/26 estimated student enrolment	4 262,000
Investment Income (Operating Fund portion) adjusted for 25/26 estimated returns	5 100,000
ICY Team funding estimate and adjustment for 25/26	6 791,960
Rentals revenue adj. for 25/26	7 160,000
BASC adj. for 25/26	8 15,000
<b>Total change in Revenue</b>	<b>3,117,165</b>
<b>Total Budgeted Revenue - 2025/26 Preliminary Annual Budget (May 2025)</b>	<b>188,407,693</b>

## Operating Fund – Summary of revenue changes

Overall revenue for the 2025-26 Annual Budget is estimated to be \$3.1 million over the 2024-25 Amended Budget, prior to the appropriation of accumulated operating surplus and transfer to Local Capital.

The most significant increase in revenue is generated by the **Operating Grant** which has been adjusted by the Ministry of Education and Child Care to incorporate the special Labour Settlement Grant provided in 2024-25 to support general wage increases, as well as to account for the additional 237 full time equivalent student enrolment anticipated by the district for the coming year versus the 2024-25 Amended Budget (*Total change = \$1.96M*)

Another **Miscellaneous Grant** adjustment was required to remove funding provided by the Ministry of Education and Child Care to cover the cost of negotiated benefit plan enhancements agreed to between parties in previous rounds of bargaining. The Ministry has advised that these funds have now been incorporated into the Operating Grant via the per pupil/student funding amount.

(*Total change = -\$173K*)


The **International Student Education (ISE) Program** is expected to generate additional revenue in 2025-26 based on the estimated number of full and part-time students who will attend district schools over the course of the school year. This increase in funding will support some of the program's direct expenses as well as provides some supplement to the Operating Fund to help offset costs pressures including employee replacements, utilities, and benefits.

(*Total change - \$262K*)

*Note below for historic ISE information, along with the preliminary budgeted revenue based on estimated student attendance. It is important to understand that annual tuition revenues depend on the duration a student attends in a fiscal year, as well as annual rates established by the Program.*

Historic Enrolment and Tuition Revenue - International Student Education Program									Budget
District Funding based on Student FTE	17/18	18/19	19/20	20/21	21/22	22/23	23/24	24/25	25/26
Headcount per 1701 Student Data Collection	323	287	265	89	267	395	374	389	360
Annual Budget Tuition Estimate	3,531,875	4,154,000	3,868,000	944,190	2,391,350	4,579,200	5,250,250	5,629,500	6,587,000
Amended Budget Tuition Estimate	4,154,000	4,073,000	3,743,000	1,344,190	4,322,250	5,206,015	5,725,000	6,325,000	TBD
Tuition per Financial Statements	4,229,284	3,762,373	3,353,180	1,842,060	4,464,819	5,764,336	5,897,720	TBD	TBD

COVID



**Investment income** has been adjusted slightly based on estimated cash balances, interest rates and the anticipated amount of income that will be recorded in the coming fiscal year as compared to the 2024/25 Amended Budget.

*(Total change - \$100K)*

Another significant increase in revenue relates to the **Integrated Child and Youth (ICY) Team**. Although part of the Operating Fund, this revenue is strictly for use by the ICY Team to support the Program.

*(Total change - \$792K)*

**Rentals, Leases and Community Use** revenue is expected to increase slightly in 2025-26 due to multiple factors which include the 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, and adding the estimated revenue generated by child care sites operated by third party providers (\$215K).

Important to note that part of the estimated third-party child care revenue has been set up as a direct expense (\$24k) 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 (\$190k) will show as a direct transfer to Local Capital in the Annual Budget as these funds are meant to support future capital costs at these sites.

*(Total change - \$160K)*

The final revenue adjustment relates to the four district-operated **Child Care sites** and the estimated revenue that will be generated by them in 2025-26 versus the amount reflected in the 2024-25 Amended Budget; the change is to account for all four Before and After School Care (BASC) sites operating for a full fiscal year. 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.

*(Total change - \$15K)*

**Total change in revenues within the districts Operating Fund = \$3.1M**

## Operating Fund expenses

Expense adjustments for the 2025-26 Preliminary Annual Budget start with detailed analysis of the operating expenses in the 2024-25 Amended Annual Budget. From there, all known, projected, or anticipated increases or decreases are accounted for, including but not limited to the following:

- Removal of prior year one-time expenses.
- Removal of expenses funded by the prior year's Accumulated Operating Surplus.
- School based resource adjustments for estimated student enrolment.
- Staffing estimates and updates for the coming school year based on student enrolment.
- Salary adjustments (includes incremental costs only at this time).
- Benefit cost adjustments.
- Replacement cost adjustments.
- Utilities, supplies, equipment, professional service expense updates.
- Technology expenses, including all district annual software license fees.

- Updates to contractual obligations, leave provisions and other negotiated expenses.
- Inflationary adjustments.
- Budget priority adjustments (if applicable).

The following chart and summary represents the districts adjusted operating expenses for the 2025-26 Annual Budget since the approval of the 2024-25 Amended Budget. As reflected, the majority of expense adjustments relate to the removal of budgeted items supported by Accumulated Operating Surplus in 2024-25 and then the addition of budget priorities continuing or being added to the 2025-26 Annual Budget using ongoing operating dollars.

2025/26 Operating Fund - Summary of Expense Changes	
<b>Opening Expense - 2024/25 Amended Annual Budget (Feb 2025)</b>	<b>189,120,207</b>
<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
1.0FTE Bus Driver added for Diversity route	74,596
Reclassify 2.0 FTE teaching time from Operating to CEF	(269,479)
Miscellaneous expense savings adjustments	(95,682)
<b>Total change in Expense</b>	<b>(394,034)</b>
<b>Total Budgeted Expense - 2025/26 Preliminary Annual Budget (May 2025)</b>	<b>188,726,173</b>





## Operating Fund – Summary of expense changes

**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.

*(Total change = -\$3.4M)*

**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. As well, the Ministry of Education and Child Care discontinued a grant targeted to benefits pursuant to prior rounds of bargaining which has now been rolled into the Operating Grant, this required the direct expense to also be removed.

*(Total change = \$428K)*

**Incremental Salary Costs** – This expense includes incremental costs for teaching staff and excluded staff. With regards to teacher staff, 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. Similar with exempt staff, an estimated amount of dollars has been set aside in order to account for incremental salary costs associated with grid movement only, general wage increases are still to be determined.

*(Total change = \$779K)*

**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.

*(Total change = -\$168K)*

**District 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 being added. More detail on district staffing is provided in a subsequent section

*(Total change = \$1.1M)*

**Contractual Obligations** – Adjustments were made to contractual allowances for teaching staff to account for estimated costs in 2025-26. As well, due to a change in WorkSafe rules regarding first aid coverage, the total expense for first aid premiums was adjusted by the calculated cost escalation.

*(Total change = \$59K)*

**Targets** – Direct expense adjustments were made to “targeted” programs within the Operating Fund as necessary to offset increases in revenue. Adjustments within this expense category included the Integrated Child and Youth (ICY) Team, the International Student Education Program, the Indigenous Education Council (IEC), and Indigenous Education Program.  
(Total change = \$823K)

**Other miscellaneous expenses** – A variety of miscellaneous expense adjustments were made (+/-) to account for estimated costs within the 2025-26 year versus the 2024-25 fiscal year. This included an increase to school operating budgets based on student enrolment, and reductions within departmental budgets as necessary in order to balance this year’s budget due to ongoing inflationary cost pressures.  
(Total change = -\$64K)

**Total change in expenses within the districts Operating Fund = -\$394K**

Category of Expense Changes	\$
Surplus Removal	(3,394,679)
Replacement and Benefit Costs	427,519
Incremental Salary Costs	778,770
Budget Priorities	(168,311)
District Staffing	1,144,426
Contractual Obligations	59,146
Targets (ICY, IEC, ISE, Indigenous Ed)	823,056
Other Misc Expenses	(63,961)
<b>Total Expense Changes</b>	<b>(394,034)</b>

## Operating Fund – Surplus appropriation and Local Capital Transfer

Included in the **Operating Fund Financial Summary** on page 22 is an amount of restricted, and if applicable unrestricted surplus that has been appropriated from our Accumulated Operating Surplus balance. This consolidated amount would provide the resources for a particular planned expense(s), or to balance the Net Revenue (Expense) amount if total planned Operating Expenses exceeded total estimated Operating Revenues. For presentation and submission to the Ministry of Education and Child Care, these amounts must be identified separately from general revenue.

Additionally, if there is a planned transfer of Operating Fund resources over to the Local Capital Fund this must also be presented under a separate line item, following the summary of revenues, expenses, and any appropriation of Accumulated Operating Surplus, either in the restricted or unrestricted category.

For the 2025-26 fiscal year, in order to ensure that current year revenues are directed to current year expenses, the district has a planned appropriation of Accumulated Operating Surplus that is restricted for the purpose of offsetting staffing attrition costs that are only applicable to the coming year. As well, there is a small appropriation to cover the expense related to the 10-year annual contribution for the turf field located at John Barsby Secondary School.  
(Total consolidated appropriation is \$509K)

There is also a planned transfer of Operating Fund revenue over to the Local Capital Fund specifically for future capital upgrades related to the third-party operated, but district owned, child care facilities. As noted within the summary of revenues, in the Rentals, Leases and Community Use section (page 17), the total revenue anticipated for the 2025-26 school year is \$215k. However, in order to account for the cost of insurance for the facilities as well as a small amount of labor for annual upkeep, there is a direct expense budgeted within the 2025-26 Annual Budget of \$24K.

*(Total net transfer to Local Capital \$190K)*

*Presentation of the Appropriated Surplus and Transfer to Local Capital is reflected below:*

<b>Operating Fund Financial Summary</b>	<b>25/26 Annual Budget</b>	<b>24/25 Amended Budget</b>	<b>% Change</b>
Operating Revenue	188,407,693	185,290,528	1.68%
Operating Expense	188,726,173	189,120,207	-0.21%
<b>Net Revenue (Expense)</b>	<b>(318,480)</b>	<b>(3,829,679)</b>	
<i>Appropriation of Accumulated Operating Surplus</i>	<i>508,680</i>	<i>7,119,679</i>	
<i>Transfer from Operating to Local Capital</i>	<i>(190,200)</i>	<i>(3,290,000)</i>	
<b>Budgeted Surplus (Deficit), for the year</b>	<b>-</b>	<b>-</b>	<b>-</b>

## Operating Fund - Financial summary

Presented below is a summary of the detail previously provided, and reflects the 2025-26 Annual Budget revenues, expenses, surplus appropriation, and transfer to Local Capital, versus the 2024-25 Amended Budget.

<b>Operating Revenues and Expenses Summary</b>			
	<b>2025/26 Annual Budget</b>	<b>Change</b>	<b>2024/25 Amended Budget</b>
<b>Revenues - Operating</b>			
Ministry of Education Grants	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
<b>Total Revenues ( before LC Transfer and Surplus Allocation)</b>	<b>188,407,693</b>	<b>3,117,165</b>	<b>185,290,528</b>
<b>Expenses - Operating</b>			
Salaries			
Teachers	81,535,454	499,539	81,035,915
Administrative Officers	11,220,180	420,313	10,799,867
Education Assistants	14,617,045	(17,072)	14,634,117
Support Staff	14,599,593	177,237	14,422,356
Other Professionals	6,384,984	256,434	6,128,550
Substitutes	7,717,674	66,758	7,650,916
<b>Total Salaries</b>	<b>136,074,930</b>	<b>1,403,209</b>	<b>134,671,721</b>
Benefits	35,137,325	215,768	34,921,557
<b>Total Salaries and Benefits</b>	<b>171,212,255</b>	<b>1,618,977</b>	<b>169,593,278</b>
Services & Supplies	17,513,918	(2,013,011)	19,526,929
<b>Total Expenses</b>	<b>188,726,173</b>	<b>(394,034)</b>	<b>189,120,207</b>
<b>Net Revenue (Expense)</b>	<b>(318,480)</b>	<b>3,511,199</b>	<b>(3,829,679)</b>
<i>Restricted Surplus</i>	<i>508,680</i>	<i>(3,385,999)</i>	<i>3,894,679</i>
<i>Unrestricted Surplus</i>	<i>-</i>	<i>(3,225,000)</i>	<i>3,225,000</i>
<i>Local Capital Transfer</i>	<i>(190,200)</i>	<i>3,099,800</i>	<i>(3,290,000)</i>
<b>Budgeted Surplus (Deficit)</b>	<b>-</b>	<b>-</b>	<b>-</b>

The changes per category of revenues and expenses are provided below, along with other informative financial metrics:

Summary of Revenue Changes by Category	25/26 Annual	24/25 Amended	Change \$	Change %
Ministry of Education Grants	176,702,442	174,107,277	2,595,165	1.49%
Other Provincial	238,416	238,416	-	0.00%
International Student Tuition	6,587,000	6,325,000	262,000	4.14%
Other Revenue	3,349,835	3,349,835	-	0.00%
Rentals & Leases	830,000	670,000	160,000	23.88%
Investment Income	700,000	600,000	100,000	16.67%
<b>Total Operating Revenues</b>	<b>188,407,693</b>	<b>185,290,528</b>	<b>3,117,165</b>	<b>1.68%</b>

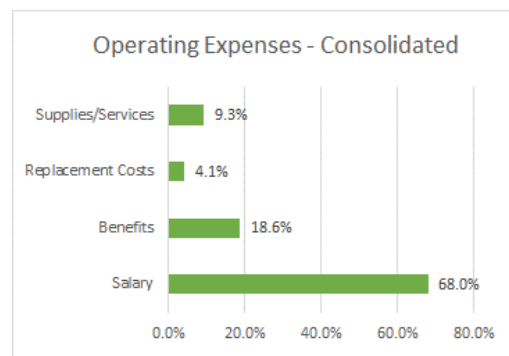
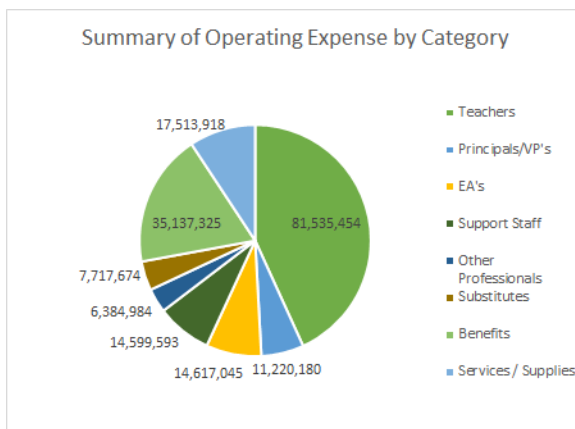
Summary of Expense Changes by Category	25/26 Annual	24/25 Amended	Change \$	Change %
Teachers	81,535,454	81,035,915	499,539	0.62%
Administrative Officers	11,220,180	10,799,867	420,313	3.89%
Education Assistants	14,617,045	14,634,117	(17,072)	-0.12%
Support Staff	14,599,593	14,422,356	177,237	1.23%
Other Professionals	6,384,984	6,128,550	256,434	4.18%
Substitutes	7,717,674	7,650,916	66,758	0.87%
Benefits	35,137,325	34,921,557	215,768	0.62%
Services and Supplies	17,513,918	19,526,929	(2,013,011)	-10.31%
<b>Total Operating Expense</b>	<b>188,726,173</b>	<b>189,120,207</b>	<b>(394,034)</b>	<b>-0.21%</b>

Note: The (-\$2M) change in Supplies and Services is predominantly due to the removal of Accumulated Operating Surplus allocations applicable to the 2024/25 Amended Budget.

#### Summary of Operating Expense by Category

Category	Expense	%
Teachers	81,535,454	43.2%
Principals/VP's	11,220,180	5.9%
EA's	14,617,045	7.7%
Support Staff	14,599,593	7.7%
Other Professionals	6,384,984	3.4%
Substitutes	7,717,674	4.1%
Benefits	35,137,325	18.6%
Services / Supplies	17,513,918	9.3%
<b>Total Expenses</b>	<b>188,726,173</b>	<b>100%</b>

Salary	68.0%	128,357,256
Benefits	18.6%	35,137,325
Replacement Costs	4.1%	7,717,674
Supplies/Services	9.3%	17,513,918
<b>Total</b>	<b>100.0%</b>	<b>188,726,173</b>



## Indigenous Education - Target fund

Targeted funding requires the collaboration of Boards of Education and local Indigenous communities to develop and deliver programs and services that integrate academic achievement and Indigenous culture, language, or both. School age students of Indigenous ancestry participating in Indigenous education programs and services offered by public schools are eligible for Indigenous education funding.

Targeted funding provided to Boards of Education must be spent on the provision of Indigenous education programs and services. The delivery and outcomes of these programs and services must be documented, preferably through Enhancement Agreements. Funded Indigenous education programs and services must be in addition to any other program and service which an Indigenous student is eligible. Indigenous Education funding is part of the district's Operating Fund so revenues and expenses are within the Operating Fund Financial Summary previously provided. However, for transparency purposes and pursuant the requirement to account and report the Target's financials separately, note the information below:

Indigenous Education Budget	25/26 Annual	24/25 Amended	Change
Student Enrolment (FTE)	2,500.000	2,568.000	(68.000)
Per Pupil Funding Rate	1,790	1,770	20
Revenue	4,475,000	4,545,360	(70,360)
Prior Year-End Balance	-	290,414	(290,414)
<b>Total Revenue</b>	<b>4,475,000</b>	<b>4,835,774</b>	<b>(360,774)</b>
<b>Expenses</b>			
Administrative Officers	153,453	153,453	-
Other Professionals			-
Teachers	1,830,533	1,982,729	(152,196)
Education Assistants	1,079,467	1,195,920	(116,453)
Support Staff	71,619	71,619	-
Replacement Costs	116,805	121,073	(4,268)
Benefits	859,341	927,331	(67,990)
Services/Supplies	363,782	383,649	(19,867)
<b>Total Expenses</b>	<b>4,475,000</b>	<b>4,835,774</b>	<b>(360,774)</b>
<b>Net Revenue/Expense</b>	<b>-</b>	<b>-</b>	<b>-</b>

Staffing Summary	FTE	FTE	Change
Administration	1.000	1.000	-
Education Assistants	22.600	25.075	(2.475)
Support Staff	1.343	1.343	-
Teachers	17.600	19.100	(1.500)
<b>Total Staffing (FTE)</b>	<b>42.543</b>	<b>46.518</b>	<b>(3.975)</b>

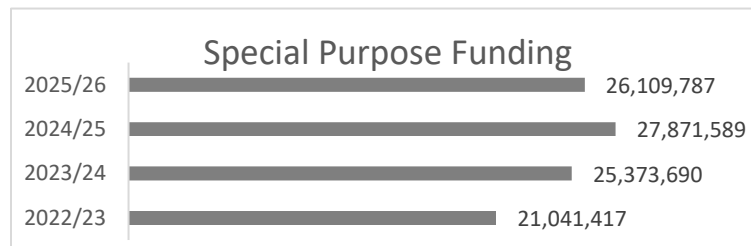
The changes shown are due to an internal audit of budgeted staffing versus the actual staffing that is able to be filled on an ongoing basis in support of the Indigenous Education Program. There have been historic staffing adjustments made that aimed at enhancing supports, however, the reality is that there are continued difficulties recruiting and retaining qualified employees district wide. Staffing within the Indigenous Education Program faces similar challenges and these unfilled positions/hours result in the district recording large year-end surplus balances. In order to ensure that current dollars are supporting current students the target was amended to include only the total number of hours and full time equivalent positions that are generally staffed year-over-year, and the excess hours and FTE have been removed. In addition, all one-time staffing funded by prior year surplus was also removed. This brings the target out of a structural deficit, as it was relying on year-end surplus dollars to support ongoing budgeted expenses. Revenues and planned expenses, including staffing, are now aligned and any year-end balances going forward may be utilized to upgrade antiquated resources throughout the district as identified by the Indigenous Education Council, to provide training opportunities for staff, or other determined one-time initiatives in support of enhanced student experiences.

## Special Purpose Fund- Overview

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

A summary of the Special Purpose Funds confirmed for 2025-26, as well as a three-year historic summary is presented below:

Special Purpose Funds	3 Year Historic Summary			2025/26 Estimates
	2022/23	2023/24	2024/25	
Classroom Enhancement Fund (CEF)	12,163,227	14,806,571	17,243,146	16,149,753
Learning Improvement Fund (LIF)	517,471	604,136	604,087	610,903
CommunityLINK (LINK)	2,433,283	2,567,164	2,630,683	2,630,683
Annual Facilities Grant (AFG)	555,746	555,746	555,746	555,746
Strong Start (SS)	256,000	256,000	256,000	256,000
Ready Set Learn Fund (RSL)	66,150	66,150	68,600	68,600
Federal French Grant (FFG)	255,636	373,820	298,099	298,099
Mental Health Fund (MHF)	51,000	51,000	51,000	51,000
CR4YC (ChangeResults4YoungChildren)	11,250	11,250	11,250	11,250
SEY2KT (StrengthenEarlyYrs2KTransition)	19,000	19,000	19,000	19,000
Seamless Day K (SDK)	55,400	55,400	55,400	55,400
ECE Dual Credit (ECE)	29,000	26,000	5,000	-
Health Care Dual Credit (HDC)	-	50,000	50,000	-
Early Learning Child Care Capacity (ELCCCG)	175,000	175,000	175,000	175,000
BCTEA - Student Transportation Fund	191,947	206,843	227,707	TBD
Feeding Futures Fund (FFF)	-	1,663,981	1,665,804	1,682,926
Student Family Affordability Fund (SFAF)	1,458,182	495,000	-	-
School Age Child Care Space Expansion (SACCSP)	-	360,000	360,000	-
School Generated Funds (SGF)	2,705,000	2,705,000	3,330,000	3,300,000
After School Sports Arts Initiative (ASSAI)	98,125	147,020	147,000	147,000
Youth Resilience Grant (YRG)	-	178,609	118,067	98,427
<b>Total</b>	<b>21,041,417</b>	<b>25,373,690</b>	<b>27,871,589</b>	<b>26,109,787</b>



Special Purpose funds are subject to change over the school year, new funds may be announced, and the district may also receive unanticipated Special Purpose funds in a given year. Any applicable changes following the approval of the Annual Budget will be accounted for and presented in the Amended Annual Budget in February 2026.



## Summary by fund

As previously noted, the following summaries are for the districts ongoing Special Purpose Funds. Each Fund presented includes relevance to the Fund itself as well as any notable changes for the coming year.

**AFG (Annual Facility Grant)** - The Annual Facilities Grant has an overall funding envelope of \$3,899,683 for 2025-26, however the Grant includes a Capital allocation of \$3,343,973 and a Special Purpose allocation of \$555,746 which are accounted for separately; this financial report accounts for the Special Purpose allocation only.

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

- Upgrading or replacing existing facility components throughout the expected economic life of an existing capital asset
- Enhancing the service potential of an existing capital asset or a component of an existing capital asset by correcting deficiencies in design or construction, and unsafe conditions
- Significantly lowering the associated operating costs of an existing capital asset
- Extending the life of an existing capital asset or a component of an existing capital asset beyond its original life expectancy.


*Changes for 2025-26 – Not applicable*

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

*Changes for 2025-26 – Removed 1.0 discontinued Excluded position, transferred .20FTE VP time and 1.0 Excluded Staff into Operating, transferred .35FTE Other Professional time into CEF from Operating, added a new 1.0 custodial position into CEF as well as transferred .984 custodial FTE from Operating into CEF. Transfers and changes were to account for more current workload alignment, to update budgets with 25-26 planned staffing and to increase custodial time for the opening of Rutherford.*

Also note: *Due to the re-opening of Rutherford Elementary it was important to assess the staffing impact with regards to class size and composition (LOU17) at it and surrounding schools in a preliminary manner as opposed to waiting until the Fall compliance deadline. An additional 4 divisions were confirmed to be CEF so we utilized some of the carried 116.4FTE from 24-25 which included staffing for 11 co-teachers that are not applicable to 25-26 at this time. We also identified another two divisions that fall under CEF for the coming school year so transferred those costs from Operating into the CEF as well, recovering dollars in the Operating Fund to mitigate a variety of budgetary cost pressures.*

**Learning Improvement Fund (LIF)** - The Support Staff Learning Improvement Fund provides an ongoing multi-year commitment of additional resources, specifically targeted to support complex classes that present challenging learning conditions. In consultation with CUPE Local 606, districts have discretion in how they allocate these funds to improve the learning conditions for all students and support teachers in meeting student needs.



This fund provides an additional hour for each Education Assistant position (to the max of the fund), as well as increases supervision aide positions from 3.3 to 3.5 hours each. Additionally, there is one extra EA position supported by this Special Purpose Fund.

*Changes for 2025-26 – Not applicable*

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

The majority of our CommunityLINK Fund provides the resources for our Child Youth Family Support Workers whose role is focused on providing guidance, ongoing assistance, encouragement, and supportto “at risk” students in developing and achieving appropriate behaviour, personal and life skills, as well as assists them with integrating or re-integrating into the regular school system.

*Changes for 2025-26 – Removal of .858 EA FTE that was provided and funded by prior year surplus that is not applicable to 2025-26.*

**Official Language Education Program (OLEP)** - The Ministry of Education and Child Care administers Federal funding intended to support incremental costs resulting from offering French as a second official-language in British Columbia. This funding may be reviewed, amended, or supplemented at the Ministry of Education and Child Care’s discretion, on an annual basis, depending on reported enrolmentin French as a second language, and the availability of funds from the BC action plan. All Federal Funds received by school districts must be spent entirely in support of French Immersion Programs or Core French Courses. The ministry could reclaim any portion of the grant not used for this purpose.


The districts OLEP Grant supports a Coordinator position, Release Time for educational initiatives andprofessional development opportunities for Core and French Immersion teachers, as well as financialallocations out to schools for educational resources, technology, and cultural activities.

*Change for 2025-26 – Increase the Coordinator FTE from .70 to .85*

**StrongStart BC** - StrongStart programs provide school-based early learning services for families or caregivers and their pre-school aged children, at no cost to families. The programs are intended to fill a niche for young children who are not attending childcare and are in the home with their parent or othercaregivers, such as grandparents or nannies. Both children and adults’ benefit from StrongStart BC earlylearning programs as children have access to high-quality learning environments and benefit from socialinteractions while the adults who accompany them learn new ways to support learning, both at the program and at home. Nanaimo Ladysmith Public Schools operates eight Strong Start Centers across theDistrict, funded by the Ministry of Education and Child Care, who provide \$32,000 per center.

Important to note that due to rising salary and benefit costs, the status-quo funding level no longercovers the full cost of our Strong Start Facilitators. For the 2025-26 Preliminary Annual Budget, we anticipate that the Operating Fund will need to contribute approximately \$29K to cover total costs.

*Changes for 2025-26 – Not applicable.*



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

*Changes for 2025-26 – Not applicable*

*Feeding Futures Fund* – Aimed at addressing the rising cost of food the Feeding Futures Fund is directed specifically to food security initiatives. Nanaimo Ladysmith Public Schools utilizes this funding to support secondary school cafeteria programming, contracts the services of the Nanaimo Ladysmith Schools Foundation to provide meal programming for district elementary schools, and provides resources directly to district schools and Strong Start Centers to ensure all students have access to food security opportunities.

*Changes for 2025-26 – Allocations to Strong Start Centers is now within the parameters of the funding.*

*School Generated Funds* – These are funds collected at district schools for student programming. Funds collected and spent vary each year depending on school-based activities, initiatives, field trip, school supplies, etc. Most of the expenses fall under the Services and Supplies category, with some release time for events supports with the revenues generated.

*Changes for 2025-26 – Not applicable.*

*Mental Health Grant* - Funding provided to give students with mental health issues equitable learning opportunities. This fund supports Open Parachute which is a mental health software program for the K-12 system.

*Changes for 2025-26 – Not applicable.*

*Seamless Day-K* – This Grant provides funding for an Early Childhood Educator (ECE) to be placed in one of the districts Elementary Schools, allowing primary school children to attend childcare in a kindergarten classroom. This pilot project has been in place since 2021-22.

*Changes for 2025-26 – Not applicable.*

*Early Learning Child Care Capacity Grant* - Funding for a District Lead to establish Early Learning Child Care programming. The Fund covers the salary and benefit expense of a 1.0 District Principal for Early Learning and Care; however, the Fund is not sufficient to cover all costs associated with the position. The Operating Fund therefore has to supplement the excess costs of approximately \$23K.

*Changes for 2025-26 – Not applicable.*

*Other Early Years Special Purpose Funds* – Changing Results for Young Children and Strengthening Early Years to Kindergarten Transitions are two additional Early Years Grants in support of Early Learning and Physical Literacy, as well as to provide opportunities for the school district and communities to work together to support a smooth transition from home to school. Funding is allocated to release time to support programming and to services and supply accounts.

*Changes for 2025-26 – Not applicable.*

**After School Sports and Arts Initiative (ASSAI)** - the After School Sport and Arts Initiative, provides fun, safe, accessible, and high-quality after school programming to BC children in kindergarten to grade 8. ASSAI programs are designed specifically to reduce barriers to participation that children may face (e.g., due to financial, social, cultural, behavioural, geographical, and other factors). ASSAI also provides resources to support meaningful engagement of children with disabilities. The district provides financial support to Pacific Sport in Nanaimo to deliver this programming.

*Changes for 2025-26 – Not applicable.*

**Youth Resilience Grant (YRG)** - A three-year grant from the City of Nanaimo offers opportunity to provide a unique program aimed at creating safe and structured opportunities outside of school hours for youth at-promise to come together with each other and healthy adult mentors. The intention is to foster connection to a way of being that will enable our youth to cope with life's challenges and seek wellness in a manner that is true to the teachings of our Indigenous relatives and the land we live on. Programming includes athletic, musical, and artistic learning opportunities provided in partnership with key community members who embody uy'sqwalawun and have demonstrated commitment to our youth in previous successful partnerships.

*Changes for 2025-26 – Not applicable.*

## Special Purpose Fund - Financial Summary

Presented below is the 2025-26 Financial Summary for the district's Special Purpose Funds, note that as they are each targeted to the specific educational initiative, the revenue is directly offset by planned expenses so there are no associated variances.

*Also note that although revenues are shown for each SPF, expenses are consolidated to align with presentation under the Ministry of Education and Child Care budget document.*

Special Purpose Revenues and Expenses			
	2025/26 Annual Budget	Change	2024/25 Amended Budget
<b>Revenues - Special Purpose</b>			
Annual Facilities Grant	555,746	(17,500)	573,246
Learning Improvement Fund	610,903	6,816	604,087
French Programs	298,099	-	298,099
Ready Set Learn	68,600	(23,811)	92,411
Strong Start	256,000	-	256,000
Community Link	2,630,683	(47,963)	2,678,646
Classroom Enhancement Fund	16,149,753	(1,093,974)	17,243,727
CR4YC	11,250	(5,581)	16,831
Mental Health	51,000	(20,328)	71,328
BCTEA Transportation Fund	-	(321,018)	321,018
ECE and Health Dual Credit Funds	-	(86,617)	86,617
Seamless D-K	55,400	-	55,400
SEY2KT	19,000	(16,856)	35,856
Student Family Affordability Fund	-	(469,276)	469,276
ELCCCF	175,000	-	175,000
Feeding Futures Fund	1,682,926	(256,024)	1,938,950
School Age Child Care Space Expansion	-	(719,418)	719,418
School Generated Funds	3,300,000	(30,000)	3,330,000
Other Misc./Deferred Revenue	245,427	(579,291)	824,718
<b>Total Special Purpose Revenue</b>	<b>26,109,787</b>	<b>(3,680,841)</b>	<b>29,790,628</b>
<b>Expenses - Special Purpose</b>			
Salaries			
Teachers	12,128,565	(5,817)	12,134,382
Administrative Officers	350,719	(31,985)	382,704
Education Assistants	2,604,901	(62,248)	2,667,149
Support Staff	445,605	(64,854)	510,459
Other Professionals	64,637	(417,097)	481,734
Substitutes	750,737	(926,733)	1,677,470
<b>Total Salaries</b>	<b>16,345,164</b>	<b>(1,508,734)</b>	<b>17,853,898</b>
Benefits			
<b>Total Salaries and Benefits</b>	<b>4,235,132</b>	<b>(342,458)</b>	<b>4,577,590</b>
<b>Total Salaries and Benefits</b>	<b>20,580,296</b>	<b>(1,851,192)</b>	<b>22,431,488</b>
Services & Supplies	5,529,491	(1,829,649)	7,359,140
<b>Total Special Purpose Expenses</b>	<b>26,109,787</b>	<b>(3,680,841)</b>	<b>29,790,628</b>
<b>Fund Variance</b>	<b>-</b>	<b>-</b>	<b>-</b>

The additional information presented below for each of the Special Purpose Funds provides further detail with regards to per fund staffing and expense.

**Special Purpose Fund - Summary of Expenses and Staffing (FTE)**

Fund	Teachers		Education Assistants		Support Staff		Administration		Subs	Benefits	Services and	Funded by Operating	Total FTE	Total Funding
	FTE	\$	FTE	\$	FTE	\$	FTE	\$						
CEF	116.400	11,571,790			7.500	439,842	1.550	253,457	480,538	3,302,868	101,258		125.450	16,149,753
LIF			9.631	453,658					22,480	126,650	8,115		9.631	610,903
LINK	3.400	364,820	30.171	1,565,328					84,878	513,772	101,885		33.571	2,630,683
AFG					22.090		3.500				555,746		25.590	555,746
SS			4.571	225,167						59,898		(29,065)	4.571	256,000
RSL									32,000	8,000	28,600		-	68,600
FFG	0.850	92,055							40,000	64,487	101,557		0.850	298,099
MHF											51,000		-	51,000
CR4YC									7,360	1,840	2,050		-	11,250
SEY2KT									7,200	1,800	10,000		-	19,000
SDK			0.725	41,165					2,264	11,552	419		0.725	55,400
ELCCCG							1.000	161,899		35,942		(22,841)	1.000	175,000
FFF	1.001	99,900	6.257	284,463					22,588	107,860	1,168,115		7.258	1,682,926
SGF									48,000	12,000	3,240,000		-	3,300,000
YRG			1.886	58,370	0.200	5,763			3,429	17,117	13,748		2.086	98,427
ASSAI											147,000		-	147,000
<b>Total</b>	<b>121.651</b>	<b>12,128,565</b>	<b>53.241</b>	<b>2,628,151</b>	<b>29.790</b>	<b>445,605</b>	<b>6.050</b>	<b>415,356</b>	<b>750,737</b>	<b>4,263,786</b>	<b>5,529,493</b>	<b>(51,906)</b>	<b>210.732</b>	<b>26,109,787</b>

- Note1: AFG Staffing costs are captured within the Capital portion of the Fund so not included here: FTE is shown for informational purposes only.
- Note2: StrongStart shows a negative value which is the cost overrun the Operating Fund must absorb.
- Note3: Early Learning Child Care Grant shows a negative value which is the cost overrun the Operating Fund must absorb.

## Summary of district staffing changes

Included with the following staffing summaries by category are those adjusted within the Operating Fund, the Indigenous Education Program, and district Special Purpose Funds.

### Administrative Officers - *The consolidated increase in Administrative Officer staffing is 1.0 FTE*

- School site administration was adjusted for the 2025-26 school year based on enrolment and site complexity; total increase was 1.0FTE
- A District Principal position added in 2024-25 was discontinued, the incumbent was shifted back to a school assignment (-1.0) FTE
- A VP was added to Learning Alternatives by converting 1.0 teaching FTE. The incumbent will have a .20 Administration and .80FTE Teaching Assignment.
- A .20FTE was transferred from the CEF into the Operating Fund as part of the CEF Overhead realignment for 2025-26

### Teacher Staffing - *The consolidated increase is 1.218 FTE*

- In support of estimated student enrolment for the 2025-26 school year a total of 11.938FTE was added to schools.
- In the Fall of 2024 using district surplus an allocation of dollars was provided for additional Counselling and IST time which was prorated for the remainder of the school year. This staffing is being maintained by the Operating Fund as one of the budget priorities, the total amount of FTE added to annualize the staffing was 1.714
- A reduction of 2.96FTE due to the discontinuation of the VP as TTOC Program as this time reverts back to school administrators

- At the Learning Alternatives program a 1.0FTE position was converted to a VP who will hold a .80FTE teaching assignment.
- Pursuant to an audit of budgeted staffing versus actual staffing 1.9FTE Coordinator time was discovered to be vacant. After confirmed reconciliation of staff that is and will continue to be deployed in this capacity in 2025-26 the surplus staffing was removed; 1.5FTE was within the Indigenous Education Target which allowed the funds to be recovered back to the program for allocation to student and program resources, supplies, and services. The other .40FTE was recovered back to the Operating Fund and assisted with the mitigation of the budget deficit shown early April while the budget was still being finalized.
- The final adjustments were made in order to maximize district Special Purpose Funds and reduce costs in the Operating Fund. (See table of Staffing Changes re CommunityLINK, Federal French and ICY Team).

#### **Education assistant staffing - *The consolidated decrease is (-1.512) FTE***

- An overall increase of 2.35FTE has been provided in general EA staffing due to estimated enrolment for 2025-26, as well as to factor in staffing for diverse students that don't trigger Ministry Funding but who require district support. As well as .191 additional FTE under general Supervision which was applicable to the opening of Rutherford Elementary.
- Supervision enhancements provided using surplus dollars in 2024-25 are being continued as a budget priority. The total increase in staffing is 25 positions which were prorated in 2024-25 but now annualized, the increased FTE in 2025-26 is .686
- A CYSFW that was added in 2024-25 using surplus is also being continued as a budget priority, the total impact in 2025-26 is .472 FTE which is the conversion from a partial to full year.
- In the last round of bargaining LOU18 was negotiated to create a financial bank of hours that would be provided to EA's working 25 hour assignments, in seniority order, until the fund was exhausted. An oversight during negotiations was the cost of employee replacements which inflated the number of hours and costs against the Fund. Upon agreement between the district and Union the Fund was increased to absorb the additional cost, however this was subject to how many staff were within the 25 hour category. For 2025-26 due to emerging factors which included expanded child care sites allowing for more EA hours, and increased supervision positions as a budget priority, the number of EA's within the 25 hours category is less than 2024-25 so the Fund and associated FTE was reduced accordingly – total change (-.543) FTE
- In 2024-25 a bank of meeting hours for EA's was added using surplus dollars, however, these hours were not able to be utilized as originally intended so they are not being carried into 2025-26. A reduction of (-1.335) FTE has therefore been accounted but this is not a reduction in staff, it was FTE placed in budget to flow a bank of dollars which is not applicable to 2025-26. Note there is a small bank of hours within the 2025-26 budget, still to be determined how it will be allocated and/or operationalized.
- A staffing contingency was placed into CommunityLINK using the fund's prior year roll-over balance which is not applicable to 2025-26 so the .858FTE has been removed.
- Under the Indigenous Education target there has been a (-2.475) FTE reduction which was discussed in detail on Page 23, as a reminder, this is not a displacement of staff, this is due to an audit of actual staffing against historic budgeted/planned staffing where positions or hours that have remained unfilled or vacant have been removed.



### Support staff staffing - *The consolidated increase is .828 FTE*

- An additional 1.0FTE Custodial was added to 2025-26 due to the opening of Rutherford Elementary, as well as to address staffing pressures
- As part of the CEF overhead realignment for 2025-26, a transfer of .984FTE Custodial staffing from the Operating Fund to CEF
- Also new for 2025-26, a 1.0FTE Bus Driver position has been added to respond to the increased number of diverse students requiring transportation services
- The annual shift of FTE between the Operating Fund and BCTEA for the First Nation bus routes as this funding is not in place until the Fall; 3.521FTE
- Removal of (-.572) FTE temporary clerical added in 2024-25 that is not applicable to 2025-26
- Removal of (-1.0) FTE HR Clerical that was vacant and not replaced

### Other professionals staffing - *The consolidated decrease is (1.0) FTE*

- Removal of (-1.0) FTE within the CEF Fund that was originally intended to support HR Recruitment as it continued to remain unfilled, this was backfilled with Custodial staffing
- Removal of (-1.0) FTE due to attrition, the residual costs associated with 2025-26 are being funded by an appropriation of Accumulated Operating Surplus in order to mitigate cost pressures
- An additional budget mitigation strategy for 2025-26 was to transfer a portion of three Excluded Staff assignments from the Operating Fund over to CEF as their portfolios have a significant LOU17 oversight component that fully aligns with the Overhead funding. Due to the other CEF Overhead realignments, there was surplus available to accommodate the transfer which helped offset cost pressures in the Operating Fund.
- A further budget mitigation strategy was to transfer 1.0FTE from the CEF over to the Operating Fund and then utilize a Surplus Appropriation to cover the salary and benefit costs for the 2025-26 fiscal year, as the position will be discontinued in 2026-27 due to attrition. This assisted with the CEF Overhead realignment, as well as balancing the 2025-26 Annual Budget.

Note the summary of FTE changes below, and on the following page a more detailed chart reflects the information previously provided in relevance to Operating Fund, the Indigenous Education Target, and district Special Purpose Funds.

FTE Changes - 2025/26 Preliminary Annual Budget versus the 202/-25 Amended Budget									
Staffing Category	25/26 Annual Budget			24/25 Amended Budget			Change		
	Op	SPF	Total	Op	SPF	Total	OP	SP	TOTAL
Teachers	810.520	121.651	932.171	809.252	121.701	930.953	1.268	(0.050)	1.218
Admin Officers	71.800	2.200	74.000	70.600	2.400	73.000	1.200	(0.200)	1.000
Education Assistants	307.738	53.241	360.979	308.392	54.099	362.491	(0.654)	(0.858)	(1.512)
Support Staff	239.434	29.790	269.224	237.468	30.927	268.396	1.966	(1.137)	0.828
Other Professionals	52.650	3.850	56.500	52.000	5.500	57.500	0.650	(1.650)	(1.000)
<b>Total FTE</b>	<b>1,482.142</b>	<b>210.732</b>	<b>1,692.874</b>	<b>1,477.713</b>	<b>214.627</b>	<b>1,692.340</b>	<b>4.429</b>	<b>(3.895)</b>	<b>0.534</b>

Throughout the 2025-26 Preliminary Annual Budget presentation there have been multiple references to the significant cost pressures facing the district which include rising cost of salaries, benefits, replacement costs, utilities, and general inflationary costs pertaining to services and supplies. The current year Operating Grant does not account for inflationary costs outside of prior year general wage increases which required the district to maximize all Funds available as well as reduce costs where services levels would be least impacted. Much of the staffing changes reflected have been to mitigate these cost pressures, and to incorporate the 2025-26 budget strategies, many of which were carried from 2024-25, or were funded by internal cost saving.

2025/26 Annual Budget Summary of Staffing Changes - All Funds				
Staffing Category	Op. Fund	Indigenous Target	SP Funds	Total FTE
<b>Administrative Officers</b>				
School administration adjustments for 25/26	1.000			1.000
Discontinuation of a District Principal	(1.000)			(1.000)
VP added to Learning Alternatives	1.000			1.000
Transfer of .20FTE Admin Time from CEF to Operating	0.200		(0.200)	-
<b>Admin Totals</b>	<b>1.200</b>	<b>-</b>	<b>(0.200)</b>	<b>1.000</b>
<b>Teachers</b>				
Secondary staffing changes for 25/26	7.581			7.581
Elementary staffing changes for 25/26	4.357			4.357
VP as TTOC Pilot removed	(2.960)			(2.960)
1.7FTE Counselling and 2.0FTE IST carried from 24/25 but annualized	1.714			1.714
Operating FTE reduced by CEF transfer	(6.374)			(6.374)
CommunityLINK prior year dollars added to 24/25 as SLP time now removed			(0.200)	(0.200)
Increase to the Federal French Coordinator FTE, reduction to Operating portion	(0.150)		0.150	-
Removal of budget overstatement identified - unstaffed FTE	(0.900)	(1.500)		(2.400)
Transfer of .50FTE Coordinator to the ICY Team	0.500			0.500
Converted Teacher to VP at Learning Alternatives	(1.000)			(1.000)
<b>Teacher Totals</b>	<b>2.768</b>	<b>(1.500)</b>	<b>(0.050)</b>	<b>1.218</b>
<b>Education Assistants</b>				
EA Staffing increased per enrolment	2.350			2.350
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		(0.475)		(0.475)
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
Indigenous Ed removal of EA hours unstaffed in prior year		(2.000)		(2.000)
<b>EA Totals</b>	<b>1.821</b>	<b>(2.475)</b>	<b>(0.858)</b>	<b>(1.512)</b>
<b>Support Staff</b>				
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	(0.572)			(0.572)
Bus Driver added for additional Diversity route	1.000			1.000
<b>Support Staff Totals</b>	<b>1.965</b>	<b>-</b>	<b>(1.137)</b>	<b>0.828</b>
<b>Other Professionals</b>				
Removal of ongoing vacant position originally for recruitment			(1.000)	(1.000)
Transfer of HR position from CEF to Operating	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
<b>Other Professional Totals</b>	<b>0.650</b>	<b>-</b>	<b>(1.650)</b>	<b>(1.000)</b>
<b>Total All Categories</b>	<b>8.404</b>	<b>(3.975)</b>	<b>(3.895)</b>	<b>0.534</b>

For additional relevance to district staffing the following data charts show the historic levels of FTE applicable to each category over the last seven years. The staffing represents the district's Amended Annual Budgets which is more reflective of actual staffing versus preliminary staffing as it is based on any adjustments that were made to account for actual student enrolment in September each year, versus preliminary estimates that the Annual Budgets are based on. *Data for 2025-26 is however based on our best estimates at this time.*

Student FTE September Enrolment	14,035	14,295	14309	14771	14915	15037	15281	15494	25/26
Budgeted FTE Staffing	AAB 18/19	AAB 19/20	AAB 20/21	AAB 21/22	AAB 22/23	AAB 23/24	AAB 24/25	PAB 25/26	Student to Staff Ratio per Category
Teachers	864.431	877.274	883.505	885.403	887.194	908.507	930.953	932.171	16.62
Administrative Officers	66.200	65.800	67.000	69.750	71.000	70.000	73.000	74.000	209.38
Education Assistants	298.868	312.886	311.448	323.021	318.726	341.055	362.491	360.979	42.92
Support Staff	251.264	250.835	277.982	271.255	265.053	267.599	268.396	269.224	57.55
Other Professionals	47.500	51.500	53.000	53.500	54.000	59.000	57.500	56.500	274.23
<b>Total</b>	<b>1528.263</b>	<b>1558.295</b>	<b>1592.935</b>	<b>1602.929</b>	<b>1595.973</b>	<b>1646.161</b>	<b>1692.340</b>	<b>1692.874</b>	
<b>Student to Staff Ratio</b>	<b>9.18</b>	<b>9.17</b>	<b>8.98</b>	<b>9.22</b>	<b>9.35</b>	<b>9.13</b>	<b>9.03</b>	<b>9.15</b>	

\*Source for 18/19 to 24/25 = Amended Annual Budgets (AAB)

\*Source for 25/26 = Preliminary Annual Budget (PAB)

Staffing Changes Year-over-Year	AAB 19/20	AAB 20/21	AAB 21/22	AAB 22/23	AAB 23/24	AAB 24/25	PAB 25/26
Teachers	12.843	6.231	1.898	1.791	21.313	22.446	1.218
Administrative Officers	-0.400	1.200	2.750	1.250	-1.000	3.000	1.000
Education Assistants	14.018	-1.439	11.574	-4.295	22.329	21.436	-1.512
Support Staff	-0.429	27.147	-6.727	-6.202	2.546	0.797	0.828
Other Professionals	4.000	1.500	0.500	0.500	5.000	-1.500	-1.000
<b>Total</b>	<b>30.032</b>	<b>34.639</b>	<b>9.995</b>	<b>-6.956</b>	<b>50.188</b>	<b>46.179</b>	<b>0.534</b>

Also note below which shows the amount of overall teacher staffing that is funded through the Classroom Enhancement Fund. As shown the amount of staffing pursuant to LOU17 varies year-over-year, however in the last few years has increased significantly due to the number of diverse students within our classrooms.

Teachers - CEF vs Total Staffing	AAB 18/19	AAB 19/20	AAB 20/21	AAB 21/22	AAB 22/23	AAB 23/24	AAB 24/25	PAB 25/26
Teachers - CEF	103.500	106.700	104.700	92.200	91.900	105.900	116.400	116.400
Teachers - Operating/other SPF	760.931	770.574	778.805	793.203	795.294	802.607	814.553	815.771
<b>Total</b>	<b>864.431</b>	<b>877.274</b>	<b>883.505</b>	<b>885.403</b>	<b>887.194</b>	<b>908.507</b>	<b>930.953</b>	<b>932.171</b>
<i>Change - CEF</i>		3.200	-2.000	-12.500	-0.300	14.000	10.500	0.000
<i>Change - Operating/other SPF</i>		9.643	8.231	14.398	2.091	7.313	11.946	1.218
<b>Change - Total</b>		<b>12.843</b>	<b>6.231</b>	<b>1.898</b>	<b>1.791</b>	<b>21.313</b>	<b>22.446</b>	<b>1.218</b>

**Historic Diverse Student Supplement Enrolment along with 25-26 estimates are provided below:**

Diverse Student Supplement Enrolments	19/20	20/21	21/22	22/23	23/24	24/25	25/26
September Diverse Student Enrolment L1	17	16	17	20	22	23	22
September Diverse Student Enrolment L2	469	488	534	585	653	755	748
September Diverse Student Enrolment L3	310	245	223	188	178	204	191
<b>Total</b>	<b>796</b>	<b>749</b>	<b>774</b>	<b>793</b>	<b>853</b>	<b>982</b>	<b>961</b>

Our staffing request to the Ministry of Education and Child Care for 2025-26 will take place following the 1701 Student Data Collection in September. However, as we have already noted that the opening of Rutherford Elementary shows an increase in necessary division under the preliminary audit, our ask in the fall will reflect this increase.



## Consolidated Funds summary

*(Operating and Special Purpose funds)*

Total Operating Expenses of \$188,726,173 exceed total Operating Revenues of \$188,407,693 by \$318,480. In order to balance the districts budget there is an appropriation of Accumulated Operating Surplus in the amount of \$508,680 along with a planned transfer to Local Capital of \$190,200.

*Most notable changes from the 2024-25 Amended Budget include:*

- Significant increase in Student Enrolment (237FTE)
- Additional staffing to support increased enrolment
- Budget priorities incorporated (costs and internal savings)
- Benefit and replacement cost adjustments
- Contractual obligation adjustments
- Inflationary increases (Utilities, school-based resources per enrolment)
- Removal of prior year surplus revenue and expenses
- Removal of one-time revenues and expenses not applicable to 2025-26
- Addition of appropriated surplus to support one-time staffing attrition costs applicable to 25-26 only
- Addition of appropriated surplus to cover the annual John Barsby Turf Field contribution; year 3 of 10

**Total Special Purpose revenues and expenses are \$26,109,797**

*Most notable changes from the 2024-25 Amended include:*

- Removal of the prior year surplus and expenses from each applicable Fund
- Removal of miscellaneous grants not applicable to 2025-26
- Update to all Special Purpose Funds for 2025-26 based on Ministry confirmation or estimates

## Annual Budget summary

As reflected throughout this budget presentation, district staff have worked diligently and collaboratively to put forward a student focused, fiscally responsible, and balanced budget. This year's budget not only includes a school opening, but also a variety of budget priorities that aim at enhancing school supports for students and staff, promoting educational continuity, creating systems that can provide metrics for continuous improvement initiatives, addresses complexity at school sites, and promoting student and employee wellness.

Although district resources are extremely tight, this budget includes enhancements system wide that are in alignment with the Strategic Plan, and it has been balanced with extreme prudence in an effort to ensure that all available dollars are maximized.

As a whole, the district is in a solid financial position, using current year revenues in support of current year expenses, and retaining a reasonable Accumulated Operating Surplus balance to respond to unforeseen events. The 2025-26 Annual Budget fully supports student success, staff and student wellness and was guided by the Syeyutsus Reconciliation Framework, the JEDI Stance, and Environmental Stewardship for the educational and operational decisions made for the coming school year.

## Budget Reconciliation and Bylaw Expense

The 2025-26 Annual Budget, reconciled to include the Operating, Special Purpose, and Capital funds, is presented below, as well as the District's Budgeted Bylaw amount. These figures can be found on Statement 2 of the Ministry of Education and Child Care Annual Budget document which is provided separately.

2025/26 Budget Reconciliation	
Operating Revenue	188,407,693
Special Purpose Revenue	26,109,787
Amortization of Deferred Capital Revenue	8,100,000
Local Capital Investment Income	115,000
<b>Total Revenue</b>	<b>222,732,480</b>
Operating Expense	188,726,173
Special Purpose Expense	26,109,787
Amortization of Capital Asset Expense	12,000,000
<b>Total Expense</b>	<b>226,835,960</b>
Surplus(Deficit)	(4,103,480)
Appropriation of Accumulated Surplus	508,680
<b>Surplus(Deficit)</b>	<b>(3,594,800)</b>

2025/26 Budget Bylaw	
<i>The Bylaw represents the districts budgeted <u>EXPENSES</u> only, which are as follows:</i>	
Operating Expense	188,726,173
Special Purpose Expense	26,109,787
Amortization of Capital Asset Expense	12,000,000
Tangible Capital Assets Purchased from Local Capital	1,800,000
<b>Total Bylaw</b>	<b>228,635,960</b>

Note that the budgeted deficit showing is strictly related to the Capital Fund and is permitted by ministerial order for the amount that amortization of tangible capital asset expenses exceeds the amortization of deferred capital revenue.