



**BOARD OF EDUCATION  
PUBLIC MEETING  
AGENDA**

**Wednesday, April 22, 2026, 6:00 pm  
School Board Office  
1040 Hollywood Road S  
Kelowna, BC**

Public Board Meeting agendas can be accessed through the following electronic Board Meeting site:  
<https://pub-sd23.escribemeetings.com/>

Zoom link for viewing business portion of Public Board Meetings:  
<https://sd23.zoom.us/j/8341176781>  
Meeting ID: 834 117 6781

**The Central Okanagan Board of Education acknowledges that this meeting is being held on the unceded,  
Traditional Territory of the Okanagan People.**

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**Pages**

- 1. CALL TO ORDER**
- 2. RECOGNITION OF NATIONAL DAY OF MOURNING**
  - 2.1 National Day of Mourning - April 28, 2026**

The Central Okanagan Board of Education observes a moment of silence to honour workers who have been hurt or who have lost their lives in the course of performing their duties. On April 28, 2026, flags will be lowered to half-mast to honour those workers.

- 3. AGENDA**

*Additions/Amendments/Deletions*

**THAT: The Agenda for the Public Board Meeting of April 22, 2026, be adopted (as amended, if appropriate).**

4. MINUTES

4.1 Public Board Meeting - March 11, 2026

8

*(Attachment)*

**THAT: The Minutes of the Public Board Meeting of March 11, 2026, be adopted as presented.**

5. CENTRAL OKANAGAN PUBLIC SCHOOLS – "INSIDE 23"

5.1 Agency, Flexibility, and Inclusion in real classrooms: when students help design school

6. MEETING RECESS

The zoom broadcast will now begin.

7. DECLARATIONS

7.1 National Volunteer Week - April 19-25, 2026

The Central Okanagan Board of Education declares April 19-25, 2026 as National Volunteer Week and recognizes all volunteers in Central Okanagan Public Schools.

7.2 TTOC Appreciation Week – May 4-8, 2026

The Central Okanagan Board of Education declares May 4-8, 2026 as TTOC Appreciation Week and recognizes all Teachers Teaching On Call (TTOC) in Central Okanagan Public Schools.

7.3 National School Bus Driver Appreciation Day - April 15, 2026

The Central Okanagan Board of Education acknowledges that April 15, 2026 was National School Bus Driver Appreciation Day and recognizes all school bus drivers in Central Okanagan Public Schools.

7.4 National Day of Awareness of Missing and Murdered Indigenous Women and Girls – May 5, 2026

The Central Okanagan Board of Education declares May 5, 2026 as a Day of Awareness in Central Okanagan Public Schools, of Missing and Murdered Indigenous Women and Girls.

8. STAFF PRESENTATIONS

**8.1 Opening of École George Pringle Secondary School**

Presenters: Raquel Steen, Assistant Superintendent  
David Widdis, Planning Manager

**9. PUBLIC QUESTION/COMMENT PERIOD**

The purpose of this public question/comment period is to provide an opportunity to members of the gallery to ask a question or comment on any action, information and advocacy items on the agenda. The total time for this period shall normally be up to 15 minutes, with each speaker being allocated up to 3 minutes. A person wishing to speak is requested by the Chair of the Board to state their name and provide, if possible, a written copy of the comments.

**10. TRUSTEE QUERIES/COMMENTS**

**11. ACTION ITEMS**

**11.1 School District No. 23 (Central Okanagan) Bylaw No. 20 - Election 2026**

14

*(Attachment)*

**STAFF RECOMMENDATION:**

**THAT: The Board of Education of School District No. 23 (Central Okanagan) give first reading to the School District 23 (Central Okanagan) Bylaw No. 20 - Election at the April 22, 2026 Public Board Meeting.**

**THAT: The Board of Education of School District No. 23 (Central Okanagan) give second reading to the School District 23 (Central Okanagan) Bylaw No. 20 - Election at the April 22, 2026 Public Board Meeting.**

**THAT: The Board of Education of School District No. 23 (Central Okanagan) give all three readings to the School District 23 (Central Okanagan) Bylaw No. 20 - Election at the April 22, 2026 Public Board Meeting.**

**THAT: The Board of Education of School District No. 23 (Central Okanagan) give third reading and adopt the School District 23 (Central Okanagan) Bylaw No. 20 - Election at the April 22, 2026 Public Board Meeting.**

11.2	<b><u>Review and Revision of the Current Board of Education Policy Manual</u></b> <i>(Attachment)</i>  <i>Recommendation from the Policy Committee meeting - March 4, 2026.</i>  <b>THAT: The Board of Education adopt the Policy and Administrative Procedures categories as presented at the April 22, 2026 Public Board Meeting.</b>  <b>THAT: The Board of Education implement the results of the Policy Manual Mapping and Sorting Process completed by Trustees as presented at the April 22, 2026 Public Board Meeting.</b>	19
12.	<b>INFORMATION ITEMS</b>	
12.1	<b><u>Superintendent’s Emergent Issues</u></b>	
12.2	<b><u>Level 4 and 5 Field Study Summaries - 2025/2026 and 2026/2027</u></b> <i>(Attachment)</i>	27
12.3	<b><u>General Statements</u></b>	
12.3.1	<b><u>March 11, 2026</u></b> <i>(Attachment)</i>	40
12.3.2	<b><u>April 1, 2026</u></b> <i>(Attachment)</i>	41
12.3.3	<b><u>April 8, 2026</u></b> <i>(Attachment)</i>	42
12.3.4	<b><u>April 15, 2026</u></b> <i>(Attachment)</i>	43
12.4	<b><u>Video Surveillance – 2025/2026 Annual Report to the Board</u></b> <i>(Attachment)</i>	44
12.5	<b><u>Estimated Operating Grants Overview - 2026/2027 School Year</u></b> <i>(Attachment)</i>  <i>Referred by Finance and Planning Committee meeting - April 15, 2026.</i>	51

12.6	<u>2026/2027 Public Budget Survey Results</u>	57
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*(Attachment)*

*Referred by Finance and Planning Committee meeting - April 15, 2026.*

12.7	<u>Opening of École George Pringle Secondary School</u>	87
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*(Attachment)*

*Referred by Finance and Planning Committee meeting - April 15, 2026.*

13. **ADVOCACY**

14. **BOARD/DISTRICT COMMITTEE QUERIES/COMMENTS AND REPORTS**

15. **BOARD CORRESPONDENCE**

**Received:**

- 2026-03-10 Email from K. Kaardal re Board of Education congratulatory letter
- 2026-03-31 Email from N. Gagne to Board Chair re Escalation: Lack of Engagement and Access – Métis Nation BC Input on Equity in Action Agreement

**Sent:**

- 2026-03-05 Email to A. Locas regarding District of Lake Country development
- 2026-04-13 Letter to N. Gagne re: Request to Amend the Equity in Action Agreement for Truth and Reconciliation 2025–2030

**THAT: At the April 22, 2026 Public Board Meeting, the Board receive the correspondence listed above.**

16. **ITEMS REQUIRING SPECIAL MENTION**

17. **BC PUBLIC SCHOOL EMPLOYERS' ASSOCIATION**

18. **BC SCHOOL TRUSTEES ASSOCIATION**

**19. UPCOMING PARENT INFORMATION SESSIONS**

**19.1 George Pringle Secondary/Westside Parent Information Sessions**

**19.1.1 Constable Neil Bruce Middle School**

Tuesday, May 5, 2026  
6:00-8:00 pm

**19.1.2 Ecole Glenrosa Middle School**

Thursday, May 7, 2026  
6:00-8:00 pm

**20. BOARD MEETINGS WITH PARTNER AND COMMUNITY GROUPS**

**20.1 Joint Board/City of West Kelowna Meeting**

Wednesday, May 13, 2026  
City Hall, West Kelowna

**21. FUTURE MEETINGS**

**21.1 Regularly Scheduled Board Meetings**

- Wednesday, May 20, 2026, at 6:00 pm
- Wednesday, June 10, 2026, at 6:00 pm
- Wednesday, June 24, 2026, at 6:00 pm

Main Board Room, 1040 Hollywood Road S.

**21.2 Board Standing Committee Meetings**

Finance and Planning Committee  
- Wednesday, April 29, 2026, at 4:00 pm

Policy Committee  
- Wednesday, May 6, 2026, at 4:00 pm

Main Board Room, 1040 Hollywood Road S.

**22. NOTICES OF MOTION**

**23. ITEMS FOR A FUTURE AGENDA**

**24. MEDIA QUESTIONS**

25. ADJOURNMENT



**BOARD OF EDUCATION**

**PUBLIC MEETING**

**MINUTES**

**Wednesday, March 11, 2026, 6:00 pm**

**School Board Office**

**1040 Hollywood Road S**

**Kelowna, BC**

Board of Education: Trustee V. Johnson, Board Chair  
Trustee W. Broughton  
Trustee J. Fraser  
Trustee A. Geistlinger (*by phone*)  
Trustee L. Guderyan  
Trustee L. Tiede (*arrived at 6:06 pm*)

*Absent: Trustee C. Desrosiers*

Staff: Jon Rever, Superintendent of Schools  
Delta Carmichael, Secretary-Treasurer/CFO  
Mona Essler, Executive Assistant (Recorder)

Partner Groups Nicola Baker, COPAC President and Leslie Atwell, COPAC Vice-President  
Teri Wishlow, CUPE President and George York, CUPE Vice-President  
April Smith, COTA 1<sup>st</sup> Vice-President (*by Zoom, joined meeting at 6:18 pm*)  
Alaa Alaiwah, Co-President, District Student Council  
  
*There was no representative from COPVPA.*

**The Central Okanagan Board of Education acknowledged that this meeting was being held on the unceded, Traditional Territory of the Okanagan People.**

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**CALL TO ORDER**

The meeting was called to order at 6:02 pm.

**AGENDA**

**Main 26P-028**

**THAT: The Agenda for the Public Board Meeting of March 11, 2026 be adopted as presented.**

**APPROVED BY UNANIMOUS CONSENT**

## MINUTES

### **Public Board Meeting – February 18, 2026**

6:06 pm: *Trustee Tiede joined the meeting.*

#### **Main 26P-029**

**THAT: The Minutes of the Public Board Meeting of February 18, 2026 be adopted as presented.**

**APPROVED BY UNANIMOUS CONSENT**

## **CENTRAL OKANAGAN PUBLIC SCHOOLS – "INSIDE 23"**

### **Proud for Prom**

Presenters: Julie Loveridge-Marks, Vice-Principal, École Kelowna Secondary School  
Alaa Alaiwah, Student, Rutland Senior Secondary School

Since the inception in 2019, Proud for Prom has successfully supported 631 students and has removed financial barriers for graduation and graduation activities. Community partners, schools, and supporters work together to remove barriers, provide resources, and create inclusive, dignified prom opportunities for all learners. Students are invited to select a gown, suit and accessories in a positive, supportive environment designed to inspire confidence.

Mission of Proud for Prom: *Empower graduating secondary students to be proud of their achievements through participation in graduation prom night.*

Commitment of Proud for Prom: *Ensuring every student has a Prom experience that reflects their hard work and efforts, regardless of background.*

6:18 pm: *The COTA 1<sup>st</sup> Vice-President joined the meeting via Zoom.*

## **MEETING RECESS**

The meeting recessed at 6:30 pm.

The meeting reconvened at 6:33 pm.

## **DECLARATION**

### **Earth Day – April 22, 2026**

The Central Okanagan Board of Education declares April 22, 2026 as Earth Day in Central Okanagan Public Schools.

## **PUBLIC QUESTION/COMMENT PERIOD**

There were no public questions/comments.

## **TRUSTEE QUERIES/COMMENTS**

Trustee Guderyan reported that today, Wednesday, March 11<sup>th</sup>, from 5:00 – 7:00 pm, Mount Boucherie Secondary School is hosting “A Walk Through Time – Celebrating 50 Years of Mount Boucherie”.

Trustee Fraser shared that the Board of Education met with the COPAC Executive for their annual meeting on Wednesday, February 25, 2026.

## **ACTION ITEMS**

### **Mount Boucherie Secondary School – Baseball Academy Fee Increase**

#### **Main 26P-030**

MOVED by Trustee Fraser

SECONDED by Trustee Tiede

**THAT: The Board of Education approve the proposed fee increase of \$50 (from \$200 to \$250/student) for the Baseball Academy at Mount Boucherie Secondary School, as attached to the Agenda, and as presented at the March 11, 2026 Public Board Meeting.**

**CARRIED**

**ABSENT: Trustee Desrosiers**

## **INFORMATION ITEMS**

### **Superintendent’s Emergent Issues**

None.

### **Level 4 and 5 Field Study Summaries - 2025/2026 and 2026/2027**

The Board reviewed the information.

### **General Statement – February 11, 2026**

The Board reviewed the information.

### **General Statement – March 4, 2026**

The Board reviewed the information.

### **2026/2027 School Fees Summary**

The Board received the information.

## **BOARD/DISTRICT COMMITTEE QUERIES/COMMENTS AND REPORTS**

None

## **BOARD CORRESPONDENCE**

### **Received:**

- 2026-02-13 Message from Rabbi Hecht re: suggestions to adopt daily moment of silence
- 2026-02-20 Message from A. Locas re: proposed high-density development near Davidson Road Elementary School
- 2026-03-02 Message from N. Gagne re: Equity in Action Agreement

### **Sent:**

- 2026-02-24 Response to Rabbi Hecht
- 2026-03-03 Letter of congratulations to K. Kaardal – Canada’s Superintendent of the Year
- 2026-03-05 Letter to MLA Gavin Dew re Advocacy

### **Main 26P-031**

MOVED by Trustee Broughton

SECONDED by Trustee Fraser

**THAT: At the March 11, 2026 Public Board Meeting, the Board receive the correspondence listed above.**

**CARRIED**

**ABSENT: Trustee Desrosiers**

## **ITEMS REQUIRING SPECIAL MENTION**

The Board Chair, Trustees and the Superintendent of Schools, spoke of the following:

- Attendance at various meetings and events throughout the District, including School Community Student Learning Plan Conversations at Rutland Middle School and South Kelowna Elementary School, Ambassadors of Compassion Canada Program event, Pink Shirt Day Breakfast, Good Will Shakespeare Festival, the BCSTA Branch Meeting hosted by School District No. 53 (Okanagan Similkameen), joint Board of Education/COPAC Meeting, PAC Meetings and school events.
- The Board of Education wrote a letter of congratulations to retired Superintendent of Schools/CEO Kevin Kaardal for being recognized as Canada’s Superintendent of the Year by the American Association of School Administrators (AASA).
- On Saturday, February 28, 2026, the Central Okanagan Parent Advisory Council (COPAC) hosted their COPAC Parent Engagement event. This was an opportunity for parents to learn together and hear presentations from Central Okanagan Public Schools staff.

- On February 27, 2026, the West Kelowna RCMP Indigenous Policing took part in the fourth annual community basketball game where students and West Kelowna residents could see the police officers and community members in a fun, non-serious environment. Members of the RCMP, led by Cst. Rolly (Rohel) Williams, traded in police uniforms and work clothes for a different uniform: basketball uniforms as they took to the court with Westbank First Nation community members, including representatives from the Westbank First Nation Chief and Council, the Mayor of West Kelowna, alumni from Constable Neil Bruce Middle School, and members of both the BC Highway Patrol and West Kelowna traffic section. Hosted in collaboration with Constable Neil Bruce Middle School, the friendly match also served as a fundraising event, with proceeds supporting upcoming youth-focused Truth and Reconciliation initiatives. The game was competitive, with the RCMP securing a 47-31 win.
- A reminder that schools will be closed for spring break from Monday, March 16 through to Friday, March 27, 2026.

## **BC PUBLIC SCHOOL EMPLOYERS' ASSOCIATION**

- Trustee Fraser confirmed that the Memorandum of Agreement between BCPSEA and BCTF Re: Conclusion of 2025 Provincial Bargaining was ratified by Boards of Education on March 6, 2026.

## **BC SCHOOL TRUSTEES ASSOCIATION**

### **BCSTA AGM**

April 9 – 11, 2026

Vancouver, BC

Trustee Broughton provided Trustees with an overview of the BCSTA Provincial Council Meeting held on February 20, 2026. Trustees were encouraged to complete the Indigenous Education survey.

## **CANADIAN SCHOOL BOARDS ASSOCIATION**

### **Trustee Gathering on Education, Innovation and Reconciliation**

July 5-8, 2026

Whistler, BC

## **UPCOMING PUBLIC INFORMATION SESSIONS**

### **École George Pringle Secondary School/Westside Parent Information Sessions**

#### **Constable Neil Bruce Middle School**

Tuesday, May 5, 2026

6:00-8:00 pm

**École Glenrosa Middle School**  
Thursday, May 7, 2026  
6:00-8:00 pm

**BOARD MEETINGS WITH PARTNER AND COMMUNITY GROUPS**

**Joint Board/City of West Kelowna Meeting**

Wednesday, May 13, 2026  
City Hall, West Kelowna

**FUTURE MEETINGS**

**Regularly Scheduled Board Meetings**

- Wednesday, April 22, 2026, at 6:00 pm
- Wednesday, May 20, 2026, at 6:00 pm

Main Board Room, 1040 Hollywood Road S.

**Board Standing Committee Meetings**

Education and Student Services Committee

- Wednesday, April 8, 2026, at 4:00 pm

Finance and Planning Committee

- Wednesday, April 15, 2026, at 5:00 pm

Finance and Planning Committee

- Wednesday, April 29, 2026, at 4:00 pm

Main Board Room, 1040 Hollywood Road S.

**MEDIA QUESTIONS**

None.

**ADJOURNMENT**

The Chair adjourned the meeting at 7:00 pm.

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Chair

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Secretary-Treasurer/CFO



Central Okanagan  
Public Schools  
Together We Learn

## BOARD OF EDUCATION SCHOOL DISTRICT NO. 23 (CENTRAL OKANAGAN)

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### BYLAW No. 20 – Election

A bylaw to provide for the determination of various procedures  
for the conduct of trustee elections.

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The Board of Education in School District No. 23 (Central Okanagan) wishes to establish procedures for the conduct of trustee elections.

Therefore, the Board of Education in School District No. 23 (Central Okanagan), in an open meeting, enacts as follows:

#### 1. Definitions

The terms used in this bylaw shall have the meanings assigned by the *School Act*, the *Local Government Act*, and the *Local Elections Campaign Financing Act* except if the context indicates otherwise.

- 1.1 **“Board”** or **“school board”** means the Board of Education of School District No. 23 (Central Okanagan).
- 1.2 **“By-election”** means a trustee election other than one conducted as part of a general school election, to fill a vacancy on the Board in any of the circumstances described in Section 36 of the *School Act*.
- 1.3 **“Chief Election Officer”** means the person appointed to perform the duties of chief election officer as set out in the *School Act*, *Local Government Act*, and *Local Elections Campaign Financing Act*.
- 1.4 **“Election”** means a trustee election.
- 1.5 **“General Voting Day”** means the date on which general voting for a trustee election is to take place, whether part of the general school elections or a by-election.
- 1.6 **“local government”** means, as applicable, the District of Lake Country, the Regional District of Central Okanagan, the City of Kelowna, and the City of West Kelowna.
- 1.7 **“Minister”** means the Minister of Education and Child Care.
- 1.8 **“Regional District”** means the Regional District of Central Okanagan.

## 2. Application

This bylaw applies to both general school elections and by-elections, except as otherwise indicated.

## 3. Trustee Electoral Areas

In School District No. 23 (Central Okanagan), trustee elections are held in the following electoral areas more fully described in Ministerial order M133/2011:

Area	Trustee Electoral Area Description	# of Trustees
1	The District of Lake Country and the Central Okanagan East Electoral Area of the Regional District of Central Okanagan	1
2	The District of Peachland, the Central Okanagan West Electoral Area of the Regional District of Central Okanagan, Tsinstikeptum Indian Reserve 9 and Tsinstikeptum Indian Reserve 10.	1
3	The City of Kelowna	4
4	The City of West Kelowna	1

## 4. Voters List

The most current available Provincial list of voters prepared under the *Election Act* is the register of resident electors, effective 52 days before general voting day for any election to which this bylaw applies.

## 5. Application of Local Government Bylaws

Except for those sections of the local government bylaws determining the minimum number of nominators, the order of names on the ballot, the resolution of tie votes after judicial recount, requiring a nomination deposit, or any other matter on which the local government bylaws may not by law apply to a trustee election:

### 5.1 in Trustee Electoral Area 1

5.1.1 if the District of Lake Country conducts all or part of the trustee election, the elections bylaws of the District of Lake Country, as they may be amended from time to time, apply to that trustee election or part of the trustee election; and

5.1.2 if the Regional District conducts all or part of the trustee election, the elections bylaws of the Regional District, as they may be amended from time to time, apply to that trustee election or part of the trustee election;

### 5.2 in Trustee Electoral Area 2

5.2.1 if the Corporation of the District of Peachland conducts all or part of the trustee election, the elections bylaws of the Corporation of the District of Peachland, as they may be amended from time to time, apply to that trustee election or part of the trustee election; and

- 5.2.2 if the Regional District conducts all or part of the trustee election, the elections bylaws of the Regional District, as amended from time to time, apply to that trustee election or part of the trustee election;
- 5.3 in Trustee Electoral Area 3 the elections bylaws of the City of Kelowna apply to trustee elections conducted by the City of Kelowna; and
- 5.4 in Trustee Electoral Area 4 the elections bylaws of the City of West Kelowna apply to trustee elections conducted by the City of West Kelowna.

## **6. Required Advance Voting Opportunities**

- 6.1 Unless the Board is exempted from the requirement by Order of the Minister, an advance voting opportunity will be held on the tenth day before General Voting Day.
- 6.2 Unless the Board is exempted from the requirement for a second advance voting opportunity by Order of the Minister, a second advance voting opportunity will be held as follows:
  - 6.2.1 For the general school elections where the Board is conducting the election, three days before General Voting Day;
  - 6.2.2 Where a local government is conducting the election in accordance with section 5 of this bylaw, the date specified as the second advance voting opportunity in the bylaws of the local government conducting the election and if no such date is specified, on the third day before General Voting Day.

## **7. Additional Advance Voting Opportunities**

The Chief Election Officer may establish additional advance voting opportunities for each election and may designate the voting places, the date and the voting hours for these voting opportunities.

## **8. Mail Ballot Voting**

Mail ballot voting in a school trustee election conducted in conjunction with a local government election is authorized in accordance with the procedures, rules, and requirements for mail ballot voting which are established by the bylaw adopted by the local government pursuant to the *Local Government Act*.

## **9. Voting Machines**

The use of automated voting machines, voting recorders, or other devices for voting in a school trustee election conducted in conjunction with a local government election is authorized in accordance with the procedures for voting, the form of ballot, and the procedures, rules, and requirements for counting of votes which are established by the bylaw adopted by that local government pursuant to the *Local Government Act*.

## **10. Order of Names on the Ballot**

The order of the names of candidates on the ballot will be alphabetical.

## **11. Resolution of Tie Votes after Judicial Recount**

In the event of a tie vote after a judicial recount, the tie vote will be resolved by lot in accordance with the *Local Government Act*.

## **12. Election Officers**

Where there is an agreement with a local government for the conduct by the local government of trustee elections as part of a general school election, the Chief Election Officer and Deputy Chief Election Officer appointed by the local government shall be deemed appointed by the Board to be the Chief Election Officer and Deputy Chief Election Officer for the conducting of those trustee elections.

## **13. Public Access to Nomination Documents and Campaign Financing Disclosure Statements**

13.1 The Board authorizes public access to nomination documents of the trustee candidates:

13.1.1 in person during the regular office hours at the Board's office from the time the nomination documents are delivered until 30 days after declaration of the election results; and

13.1.2 on its website from the time the nomination documents are delivered until 30 days after declaration of the election results, except that public access by the means set out in this sub-paragraph may not include the residential address of the person nominated, other than the municipality, electoral area, or treaty lands in which the person is resident.

13.2 The Board will make available to the public, without charge, on its website and in person during the regular office hours of the Board's head office, the disclosure statements or supplementary reports required to be made available by the BC chief electoral officer on an Elections BC authorized website, other than:

13.2.1 a mailing address or residential address of a significant contributor, or

13.2.2 a telephone number, mailing address, or residential address of a candidate,

until 5 years after general voting day for the election to which the trustee's campaign financial disclosure statements and supplementary report relate by providing a copy of that information for inspection.

13.3 Before providing the services under Section 13 of this bylaw, other than to a Board officer or employee acting in the course of their duties, the Board requires the person requesting the service to:

13.3.1 satisfy the board that any purpose for which information is to be used is permitted by the *Local Elections Campaign Financing Act*, or the *Local Government Act*, and

13.3.2 provide a signed statement that the individual and, if applicable, any individual or organization on whose behalf the first individual is accessing, inspecting or obtaining the copy or other record, will not use personal information included in the copy or other record except for a purpose permitted under the *Local Government Act* or the *Local Elections Campaign Financing Act*.

## **14. Nomination of Candidates**

The minimum number of qualified nominators for a trustee candidate in all electoral areas is two.

**15. Nomination Deposit**

A nomination for the office of Trustee must be accompanied by a refundable deposit in the amount of \$100.00 (One Hundred Dollars).

**16. Title**

This Bylaw may be cited as:

**“School District No. 23 (Central Okanagan) Bylaw No. 20 – Election”.**

**17. Repeal**

School District No. 23 (Central Okanagan) Trustee Election Bylaw No. 19 is hereby repealed.

**Read a first and second time the 22<sup>nd</sup> day of April, 2026.**

**Read a second time the 22<sup>nd</sup> day of April, 2026.**

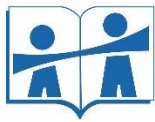
**Read a third time and finally adopted this 22<sup>nd</sup> day of April, 2026.**

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Board Chair

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Secretary-Treasurer/CFO



# Memorandum

**Date:** April 17, 2026  
**To:** Board of Education  
**From:** Jon Rever, Superintendent of Schools  
**Action Item:** **Review and Revision of the Current Board of Education Policy Manual**

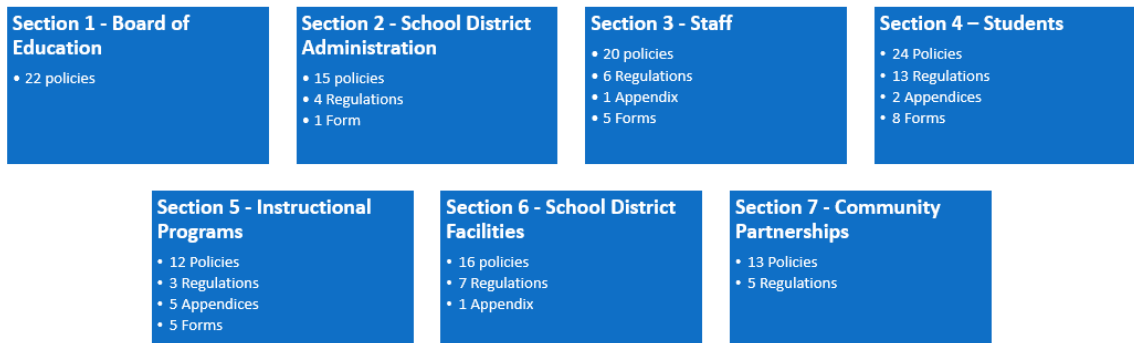
## 1.0 ISSUE STATEMENT

Boards of Education in B.C. are legally responsible for governing the school district and for the improvement of student achievement. Relevant, up-to-date policies are how the Board sets direction, delegates authority, and ensures accountability without micromanaging day-to-day operations.

An effective Policy Framework and Manual is value-based, concise, and focused on the governance of a school district. It states the Board values and provides direction; it does not repeat operational procedures, collective agreement language or legislative and statutory requirements. The clear separation between governance and operations helps the Board lead “the why and the what” (student success, equity, fiscal stewardship) while empowering the Superintendent of Schools to manage “the how”. This is consistent with B.C. governance guidance for Boards provided by the British Columbia School Trustees Association (BCSTA).

The diagram titled **The Current Policy Framework** summarizes the sections, policies, regulations and appendices that comprise the current Policy Manual.

## The Current Policy Framework



The current Policy Manual is comprised of 122 policies that consists of a mixture of governance, operational procedures, and human resource related content. A comparative scan of K–12 school district Policy Manuals in B.C. indicate that the average number of Board policies is typically in the range of 30 – 50 policies. This suggests that the current Policy Framework may not be aligned with the characteristics of an effective Policy Manual that is clearly focused on Board governance.

The proposed sections of the modernized Policy Manual are:

- Board Governance
- Superintendent/School Board Relations
- Operational Expectations
- Student Achievement, Learning & Well-Being (Results)

The current Administrative Procedures are divided into the following sections:

- Business Finance
- Community Partnerships
- Critical Incidents
- Human Resources
- Instructional Programs
- Operations/Facilities
- Students
- Technology

The Administrative Procedures are categorized into the following:

- **Public** - available to view on the District website for all public.
- **Staff** - available for staff to view.
- **Administration** - available for administration only.

## 2.0 RELEVANT BOARD MOTION/DIRECTION

25P–084 - October 15, 2025 Public Board Meeting

THAT: The Board of Education intends to review and revise the Policy Manual beginning with a Board audit of the current Policy Manual;

AND THAT: The Board of Education direct the Superintendent of Schools to develop a plan to work with the Board of Education to conduct the review, to be presented at the November 5, 2025 Policy Committee Meeting.

November 5, 2025 Policy Committee Meeting

Outcome – Recommendation to the Board of Education:

THAT: The Board of Education approve the revised Phase 1 of the Policy Framework and Manual Review Project plan, as discussed at the November 5, 2025 Policy Committee Meeting, to incorporated the policy mapping work previously completed by staff;

AND THAT: The results of the Board’s work during Phase 1 will be submitted for discussion at the January 14, 2026 Policy Committee Meeting.

25P-094 - November 12, 2025 Public Board Meeting

THAT: The Board of Education approve the revised Phase 1 of the Policy Framework and Manual Review Project plan, as discussed at the November 5, 2025 Policy Committee Meeting, to incorporated the policy mapping work previously completed by staff;

AND THAT: The results of the Board’s work during Phase 1 will be submitted for discussion at the January 14, 2026 Policy Committee Meeting.

January 14, 2026 Policy Committee Meeting

The Policy Committee reviewed the results of the Board’s work during Phase 1.

March 4, 2026 Policy Committee Meeting

Outcome – Recommendation to the Board of Education:

THAT: The Board of Education adopt the Policy and Administrative Procedures categories as presented at the March 4, 2026 Policy Committee Meeting.

THAT: The Board of Education implement the results of the Policy Manual Mapping and sorting Process completed by Trustees as presented at the March 4, 2026 Policy Committee Meeting.

### **3.0 BACKGROUND**

The last comprehensive review of the current Policy Framework and Manual was in November of 2002. The current Policy Manual is comprised of 7 sections and 122 policies that consist of a mixture of governance, operational procedures and human resource related content.

The review of the current Policy Framework and Manual included the assessment of the Governance Framework and each individual policy to determine if the policy meets the definition of governance (high-level statement of intent or principle that guides decision-making) or is operational (guides day-to-day operations and ensures consistency in routine tasks).

Trustees met on several occasions to review the current Policy Manual and conduct the Policy mapping process. Subsequently, the 10-12 policies from the review which were deemed to be in the gray area for categorization were reviewed at the Policy Committee Meeting on January 14, 2026 and were determined to be either Policy (Board governance) or Administrative Procedure (operational).

On April 13, 2026, at the request of the Policy Committee, the proposed updates to the Policy Manual and Administrative Procedures were posted on the District website – *Board Policy Modernization: Phase 1*. The Board of Education values transparency and community engagement and welcomes public interest in this important milestone.

### **4.0 POINTS FOR CONSIDERATION**

The process to review, amend and create new policy is governed by Board Policy 105 – Policy and Board Policy 110 – Policy Development. The proposed Policy Framework and Manual Review Project Plan will continue to be aligned with the requirements of these policies. These policies determine the process for the review and impact the timelines and the time required for the Board to complete this process.

The British Columbia School Trustees Association (BCSTA) recently requested School Districts to review their policies to ensure policy language is updated and formatted, and to ensure there is a clear policy review cycle.

The timeline suggested by BCSTA is:

**Phase One** – Update or create the key Policies.

- Prior to the October 2026 municipal election.

**Phase Two** – Update or create the other priority Policies.

- Three groupings of Policies were identified.

**Phase Three** – Completing the remaining Policies.

- Ensure that Administrative Procedures are refined and removal of any outdated policies or administrative procedures.

The BCSTA provided the following Policy Development Process:

1. Review of the District Policy Manual
2. Update and develop the remaining policies
3. Develop a workplan for ongoing review and update of policies

The BCSTA recommendations are for Boards of Education who have not commenced a review of their Board Policies and Administrative Procedures. The current review commenced by the Board of Education is in Phase One of the BCSTA above policy review cycle.

## **5.0 OPTIONS FOR ACTION**

1. Adopt the Policy and Administrative Procedures categories and implement the results of the Policy Manual Mapping and Sorting Process as completed by the Board of Education.
2. Amend the Policy and Administrative Procedures categories and implementation of the results of the Policy Manual Mapping and Sorting Process as completed by the Board of Education.
3. Request additional information on the adoption of the Policy and Administrative Procedures categories and implementation of the results of the Policy Manual Mapping and Sorting Process.

## **6.0 SUPERINTENDENT OF SCHOOLS' COMMENTS**

A comparative scan of K–12 school district Policy Manuals in B.C. indicates that the average number of Board policies is typically in the range of 30 – 50 policies. This suggests that the current Policy Manual is an “outlier” when compared to other school districts and may not be clearly aligned with the characteristics of an effective Policy Framework and Manual, with a focus on Board governance.

An effective Policy Framework and Manual is value-based, concise and focused on the governance of a school district and will ensure that the current and future Boards are engaged in effective governance practices.

## **7.0 RECOMMENDATION**

**THAT: The Board of Education adopt the Policy and Administrative Procedures categories as presented at the April 22, 2026 Public Board Meeting.**

**THAT: The Board of Education implement the results of the Policy Manual Mapping and Sorting Process completed by Trustees as presented at the April 22, 2026 Public Board Meeting.**

## **8.0 APPENDICES**

- A. Board Policy 105 – Policies
- B. Board Policy 110 – Policy Development

## APPENDIX A

School District No. 23 (Central Okanagan)

Policies And Procedures



*“Together We Learn”*

### **Section One: Board of Education**

## **105 – POLICIES**

### **Introduction**

The purpose of policy is to create a framework within which the Superintendent of Schools/CEO and staff can undertake their duties. Policies mandate other actions based on a stated philosophical position. Policies, together with the School Act, School Act Regulations, Ministerial Orders, administrative circulars and collective agreements, provide the processes used to determine administrative practice in Central Okanagan Public Schools.

### **Policy**

#### **1. Distribution and Maintenance**

- 1.1 The Superintendent of Schools/CEO will ensure that the current Policy Manual will be available on the District website so that all trustees, staff members, students, parents and the general public have ready access to all Board Policies.
- 1.2 Changes to policies will be communicated to all school district staff.

#### **2. Absence of Policy**

In the absence of policy, the Superintendent of Schools/CEO shall determine the practice for governing an activity. The Superintendent of Schools/CEO shall advise the Board, in a timely manner, of areas where policy needs to be developed/updated.

#### **3. Conflicting Directives**

On occasion, policies may conflict with other regulations/legislation. In such cases, the following rules apply:

- 3.1 *Conflict between policy and a collective agreement:*  
Where there is a conflict between a policy and a current collective agreement (agreed within the provisions of the School Act and the Labour Relations Code), the collective agreement shall have precedence.
- 3.2 *Conflict between policy and the School Act:*  
Where there is a conflict between policy and the School Act, the School Act shall have precedence.



**Section One: Board of Education**

*“Together We Learn”*

3.3 *Conflict between policy and the Labour Relations Code:*

Where there is a conflict between policy and the Labour Relations Code, the Labour Relations Code shall have precedence.

3.4 *Conflict between policy and other statutes:*

Where there is a conflict between policy and other applicable statutes, those other statutes shall have precedence. *(Examples of other statutes include the Canadian Charter of Rights and Freedoms and the Human Rights Code, S.B.C. 1984, C.22.)*

Where discrepancies are identified, the Superintendent of Schools/CEO shall advise the Board for appropriate action.

Date Agreed: October 12, 1983

Date Amended: June 29, 1989; May 9, 1990; April 10, 1991;  
November 12, 1997

Date Amended/Reviewed: November 13, 2002

Date Amended: April 9, 2014; November 25, 2020; September 29, 2021

Date Reviewed: October 25, 2023

Related Documents: Collective Agreements; Labour Relations Code,  
Canadian Charter of Rights and Freedoms, Ministerial Orders.

## APPENDIX B

School District No. 23 (Central Okanagan)

Policies And Procedures



*“Together We Learn”*

### **Section One: Board of Education**

#### **110 - POLICY DEVELOPMENT**

##### **Introduction**

The purpose of this policy is to explain how policy amendments or new policies of the Board of Education are established. Trustees are encouraged to consult with staff prior to presenting amendments or new policy for Board or Committee consideration.

##### **Policy**

1. In order to establish or amend policies, a “Notice of Motion” may be given by a Trustee to the Board’s Coordinating Committee, at a meeting of the Board, or at a meeting of a Board Standing Committee.
2. When the “Notice of Motion” is presented at a Board meeting, it will usually be presented as a resolution at the following Board meeting. These resolutions may be debated, tabled, referred, rejected, passed for immediate implementation, or directed to the appropriate Board Standing Committee for review.
3. The Superintendent of Schools/CEO may present draft policy or amendments to the Board’s Coordinating Committee for appropriate scheduling.
4. Copies of draft policy resolutions directed to the Coordinating Committee shall be sent to the following groups when the Superintendent of Schools/CEO feels they have a vested interest in the change:
  - all official partner groups
  - other groups and organizations as deemed appropriate by the Superintendent of Schools/CEO.
5. Organizations and individuals shall have an opportunity to study the resolution and to make a presentation to the Board or the respective Committee.
6. Policy recommendations from Standing Committees shall be presented to the Board for consideration.
7. Where a matter is considered urgent, the Board may establish or amend policy without requiring an advance “Notice of Motion”.
8. New and revised policies shall be written with gender neutral language.



**Section One: Board of Education**

*“Together We Learn”*

9. The implementation of Board policy is the responsibility of the Superintendent of Schools/CEO, who may establish procedures and/or regulations, as required.
10. A function of each Board Standing Committee is to review and evaluate all policies directly pertaining to the Committee function at least once every three years.

Date Agreed: April 23, 1980

Date Amended: June 29, 1989; February 27, 1991; June 12, 1991;  
September 9, 1992

Date Reviewed/Amended: November 13, 2002; November 25, 2020

Date Amended: March 29, 2006; February 12, 2014; September 29, 2021

Related Documents: Policy 145

## LEVEL 4 AND 5 FIELD STUDY SUMMARY - 2025/2026

No.	SCHOOL	LEVEL	DESTINATION	COUNTRY	NATURE OF TRIP	Group Involved	Grade	# of Students	Leave Date	Return Date	# of Days
1.	KSS	4	Victoria, BC & the Gulf Islands	Canada	sailing/crewing on a boat with SALTS (Sail and Life Training Society)	Outdoor Ed	12	27	Sep 14, 2025	Sep 19, 2025	6
2.	OKM	5	Banff, Yoho & Kootenay National Park, BC & AB	Canada	Backpacking & hiking	Parks & Recreation 12	12	200	Sep 14, 2025	Sep 19, 2025	6
3.	GESS	4	Oyama Zipline	Canada	Team building	Grade 12	12	70 70 68	Sep 24 Sep 25 Sep 26	Sep 24 Sep 25 Sep 26	1 1 1
4.	ELE	4	Gardom Lake Bible Camp, Enderby BC	Canada	Health, Career Ed, PE, Science & Social	Outdoor Ed	5	44	Sep 24, 2025	Sep 26, 2025	3
5.	CNB	4	Fintry, BC OR Kettle River, BC (dependent upon forest fires)	Canada	Outdoor Exploration	Outdoor Ed	8	75	Sep 24, 2025	Sep 26, 2025	3
6.	KSS	4	Spectrum Lake, Cherryville BC	Canada	Camping & hiking	Outdoor Ed	11	26	Sep 25, 2025	Sep 26, 2025	2

## LEVEL 4 AND 5 FIELD STUDY SUMMARY - 2025/2026

No.	SCHOOL	LEVEL	DESTINATION	COUNTRY	NATURE OF TRIP	Group Involved	Grade	# of Students	Leave Date	Return Date	# of Days
7.	KSS	4	Coquihalla Summit, Flat Iron Mtn	Canada	Camping & hiking	Outdoor Ed	12	26	Oct 2, 2025	Oct 4, 2025	3
8.	OKM	5	Haliburton, ON, Camp White Pines	Canada	Canadian Student Leadership Conference	Leadership students	10-12	4	Oct 3, 2025	Oct 7, 2025	5
9.	HMS	4	Gardom Lake Bible Camp	Canada	Outdoor Education – community building	Outdoor Ed	6-8	140	Oct 7, 2025	Oct 9, 2025	3
10.	KSS	4	Kettle Valley Railway, Summerland BC	Canada	Biking & camping	Outdoor Ed	11	26	Oct 9, 2025	Oct 10, 2025	2
11.	KSS	5	London & Paris	England & France	Fine Arts tour, landmarks, museums & sightseeing	Grade 11 & 12 students	11-12	15	Oct 11, 2025	Oct 18, 2025	8
12.	CMS	4	Okanagan Mountain Park, BC	Canada	Backpacking & camping	Outdoor Ed	8	18	Oct 14, 2025	Oct 16, 2025	3
13.	MBS	4	Okanagan Mountain Park, BC	Canada	Overnight hiking trip	Outdoor Ed	9	28	Oct 15, 2025	Oct 17, 2025	3

## LEVEL 4 AND 5 FIELD STUDY SUMMARY - 2025/2026

No.	SCHOOL	LEVEL	DESTINATION	COUNTRY	NATURE OF TRIP	Group Involved	Grade	# of Students	Leave Date	Return Date	# of Days
14.	KSS	4	Christina Lake, BC	Canada	Camping, canoeing, hiking	Outdoor-Ed	12	26	Oct 16, 2025	Oct 18, 2025	3
15.	RSS	4	Cedar Creek Regional Park, BC	Canada	Top-Rope Climbing	Outdoor-Ed	11-12	25	Oct 20, 2025	Oct 20, 2025	1
16.	RSS	4	Cedar Creek Regional Park, BC	Canada	Top-Rope Climbing	Outdoor-Ed	11-12	25	Oct 21, 2025	Oct 21, 2025	1
17.	RSS	4	Cedar Creek Regional Park, BC	Canada	Top-Rope Climbing	Outdoor-Ed	10	24	Oct 22, 2025	Oct 22, 2025	1
18.	RSS	4	Cedar Creek Regional Park, BC	Canada	Top-Rope Climbing	Outdoor-Ed	9	25	Oct 23, 2025	Oct 23, 2025	1
19.	OKM	4	Commando Bay, BC	Canada	Outdoor Education hiking trip	Outdoor-Ed	11-12	20	Oct 24, 2025	Oct 25, 2025	2
20.	RSS	4	Hydraulic Lake (McCulloch Area) Kelowna, BC CANCELLED	Canada	Outdoor Education	Outdoor-Ed	9-10	26	Oct 30, 2025	Oct 31, 2025	2

## LEVEL 4 AND 5 FIELD STUDY SUMMARY - 2025/2026

No.	SCHOOL	LEVEL	DESTINATION	COUNTRY	NATURE OF TRIP	Group Involved	Grade	# of Students	Leave Date	Return Date	# of Days
21.	CNB GMS	5	Kasugai, Japan	Japan	Sister School Visit	Leadership students	8-9	4	Oct 31, 2025	Nov 9, 2025	10
22.	RSS	4	Hydraulic Lake (McCulloch Area) Kelowna, BC	Canada	Outdoor Education	Camping	11-12	4	Nov 5, 2025	Nov 7, 2025	3
23.	GESS	5	Belem, Brazil	Brazil	United Nations Climate Change Conference	AP Passion to Action 11-12	11-12	2	Nov 10, 2025	Nov 21, 2025	12
24.	KSS	4	Beaverdell, BC	Canada	Co-Curricular, fire mitigation	Outdoor Ed	11-12	20	Nov 14, 2025	Nov 15, 2025	2
25.	OKM	4	Bamfield Marine Sciences Centre	Canada	Biology program	Biology students	11-12	22	Nov 23, 2025	Nov 28, 2025	6
26.	KSS	5	Edmonton, AB (Jasper Place)	Canada	Sr Boys Basketball	Sr Boys Basketball	12	13	Dec 10, 2025	Dec 14, 2025	5
27.	KSS	5	Edmonton, AB (Paul Kane Secondary)	Canada	Sr Girls Basketball	Sr Girls Basketball	10-12	12	Dec 11, 2025	Dec 14, 2025	4

## LEVEL 4 AND 5 FIELD STUDY SUMMARY - 2025/2026

No.	SCHOOL	LEVEL	DESTINATION	COUNTRY	NATURE OF TRIP	Group Involved	Grade	# of Students	Leave Date	Return Date	# of Days
28.	CPS	4	Big White, Kelowna, BC	Canada	Group Activities & Team Building	Gateway Class	10-12	16	Jan 12, 2026	Jan 14, 2026	3
29.	WAT	4	Gardom Lake, Enderby	Canada	Outdoor Ed & team building	Grade 6 students	6	110	Jan 21, 2026	Jan 23, 2026	3
30.	MBSS	5	Calgary, AB	Canada	Basketball Tournament	Sr Boys	11-12	14	Feb 4, 2026	Feb 7, 2026	4
31.	OKM	4	Hydraulic Lake Scout Camp Naramata, BC	Canada	Develop winter outdoor skills	Outdoor Ed	11-12	30	Feb 12, 2026	Feb 14, 2026	3
32.	KSS	4	Silver Lake Forestry Camp, Peachland	Canada	Co-curricular activity	Outdoor Ed	12	26	Feb 13, 2026	Feb 14, 2026	2
33.	KSS	4	Silver Lake Forestry Camp, Peachland	Canada	Co-curricular activity	Outdoor Ed	11	26	Feb 20, 2026	Feb 21, 2026	2
34.	KSS	5	Kasugai	Japan	Annual Global Sustainability Conference	Gr 12 student	12	1	Mar 3, 2026	Mar 8, 2026	6

## LEVEL 4 AND 5 FIELD STUDY SUMMARY - 2025/2026

No.	SCHOOL	LEVEL	DESTINATION	COUNTRY	NATURE OF TRIP	Group Involved	Grade	# of Students	Leave Date	Return Date	# of Days
35.	OKM	5	Germany (Berlin), Czech Republic (Prague), Austria (Vienna & Salzburg)	Germany, Czech Republic, Austria	Performances and rehearsals, learn about greatest composers	Concert Band	11-12	55	Mar 10, 2026	Mar 21, 2026	12
36.	GMS	4	Hydraulic Lake, Naramata	Canada	Learn how to camp in cold weather	Outdoor Ed	9	19	Mar 11, 2026	Mar 12, 2026	2
37.	NGE	4	Gardom Lake Bible Camp, Enderby BC	Canada	Year-end Activities & Celebration	Grade 6 students	6		May 11, 2026	May 13, 2026	3
38.	MBSS	5	Paris and Brussels	France and Belgium	Attend a music clinic and explore the history of France	Concert Band	11-12	57	Mar 13, 2026	Mar 24, 2026	12
39.	KSS	5	Japan	Japan	Historical and cultural learning for Japanese students	Japanese students	11-12	16	Mar 13, 2026	Mar 27, 2026	15
40.	KSS OKM GESS	5	Rumilly	France	France Cultural Exchange; live with host family & attend Lycée de l'Albanais High School	French Immersion & Core French	11-12	17	Mar 14, 2026	Apr 11, 2026	29

## LEVEL 4 AND 5 FIELD STUDY SUMMARY - 2025/2026

No.	SCHOOL	LEVEL	DESTINATION	COUNTRY	NATURE OF TRIP	Group Involved	Grade	# of Students	Leave Date	Return Date	# of Days
41.	RSS	5	Europe: Netherlands (Amsterdam), Belgium (Bruges), and France	Netherlands, Belgium and France	Study Canadian WW1 & WW2 History, European Culture Exploration	Travel Group	11-12	32	Mar 17, 2026	Mar 26, 2026	10
42.	MBSS	5	Las Vegas, Nevada	USA	Robotics Regional Competition	Robotics students	10-12	9	Apr 7, 2026	Apr 12, 2026	6
43.	KSS	5	London <i>CANCELLED</i>	England	Music events, London Symphony, jazz performances & tours	Music students	11-12	50	Apr 13, 2026	Apr 20, 2026	8
44.	KSS	4	Beaverdell, BC	Canada	Co-curricular outing	Outdoor Ed	11	24	May 1, 2026	May 2, 2026	2
45.	BHE	4	Gardom Lake Bible Camp, Enderby BC	Canada	Year-end celebration	Grade 6 students	6	60	May 4, 2026	May 5, 2026	2
46.	GESS	4	Nanaimo, BC	Canada	2026 Band Tour	Band students	9-12	65	May 4, 2026	May 8, 2026	5
47.	OKM	5	Toronto, ON	Canada	Theatre students at workshops and Shaw Festival	Theatre students	10-12	22	May 4, 2026	May 10, 2026	7

Submitted to Board of Education Meeting – April 22, 2026

## LEVEL 4 AND 5 FIELD STUDY SUMMARY - 2025/2026

No.	SCHOOL	LEVEL	DESTINATION	COUNTRY	NATURE OF TRIP	Group Involved	Grade	# of Students	Leave Date	Return Date	# of Days
48.	KLO	5	Royal Tyrell Museum, Drumheller AB	Canada	Edutour Program	Science students	8	32	May 5, 2026	May 7, 2026	3
49.	MBSS	5	<del>Washington, DC</del> <i>CANCELLED</i>	USA	<del>Full Deaf Immersion at Gallaudet University</del>	ASL students	<del>10-12</del>	15	<del>May 6, 2026</del>	<del>May 10, 2026</del>	5
50.	SLE	4	Green Bay Bible Camp, West Kelowna	Canada	Outdoor ed/team building and transition to middle school	Grade 5	5	87	May 7, 2026	May 8, 2026	2
51.	OKM	4	Victoria, BC	Canada	Network and connect with local high school music programs	Music students	9-10	55	May 7, 2026	May 11, 2026	5
52.	OKM	4	Eain Lamont Park	Canada	Outdoor bouldering	Outdoor Ed	11-12	25	May 8, 2026	May 8, 2026	1
53.	KSS	4	Beaverdell, BC	Canada	Co-curricular outing	Outdoor Ed	12	24	May 8, 2026	May 9, 2026	2
54.	NGE	4	Gardom Lake Bible Camp, Enderby BC	Canada	Year-end activities & camping	Grade 6 students	6	100	May 11, 2026	May 13, 2026	3

## LEVEL 4 AND 5 FIELD STUDY SUMMARY - 2025/2026

No.	SCHOOL	LEVEL	DESTINATION	COUNTRY	NATURE OF TRIP	Group Involved	Grade	# of Students	Leave Date	Return Date	# of Days
55.	KSS	4	Grizzly Lake (up behind the Beaver/Dee Lake chain)	Canada	Co-curricular trip / team building	Outdoor Ed	11	27	May 12, 2026	May 13, 2026	2
56.	RSS	5	Vaughan, ON	Canada	Wonderland Conference	Leadership students	10-12	22	May 19, 2026	May 21, 2026	3
57.	MBSS	4	Okanagan Mountain Park	Canada	Overnight hiking trip	Outdoor Ed	9	30	May 19, 2026	May 21, 2026	3
58.	DRK	4	EC Manning Park, BC	Canada	Camping & hiking	Outdoor Ed	9	43	May 20, 2026	May 22, 2026	3
59.	DWE	4	Gardom Lake Bible Camp	Canada	Grade 5 English & Grade 6 French students	Grade 5 English & Grade 6	5-6	90	May 20, 2026	May 22, 2026	3
60.	HGE	4	Green Bay Bible Camp	Canada	Year-end celebration	Grade 5's	5	45	May 25, 2026	May 25, 2026	1
61.	KSS	5	Ottawa, ON	Canada	UNESCO National Youth Conference	UNESCO students	10-12	2	May 27, 2026	May 29, 2026	3

## LEVEL 4 AND 5 FIELD STUDY SUMMARY - 2025/2026

No.	SCHOOL	LEVEL	DESTINATION	COUNTRY	NATURE OF TRIP	Group Involved	Grade	# of Students	Leave Date	Return Date	# of Days
62.	MBSS	5	Ottawa, ON	Canada	UNESCO National Youth Conference	UNESCO students	11-12	4	May 27, 2026	May 29, 2026	3
63.	MBSS	4	Okanagan Mtn. Park	Canada	Overnight hiking trip	Outdoor Ed	9	30	May 27, 2026	May 29, 2026	3
64.	GRE	4	Green Bay Camp, West Kelowna	Canada	Year-end overnight trip	Grade 5	5	45	May 28, 2026	May 29, 2026	2
65.	MBSS	4	Vancouver, BC	Canada	Biology & Entrepreneurship learning opportunities	Biology & Entrepreneurship students	11-12	50	Jun 3, 2026	Jun 4, 2026	2
66.	KSS	4	Frog Falls Rec Site, Revelstoke, BC	Canada	Hiking & camping	Outdoor Ed	12	22	Jun 3, 2026	Jun 4, 2026	2
67.	CNB	4	EC Manning Park, BC	Canada	Overnight hiking and camping trip	Outdoor Ed	8	67	Jun 3, 2026	Jun 5, 2026	3
68.	OKM	4	KVR Trail Arlington Lake to Hydraulic Lake	Canada	Camping & biking	Outdoor Ed	11-12	15	Jun 5, 2026	Jun 6, 2026	2

## LEVEL 4 AND 5 FIELD STUDY SUMMARY - 2025/2026

No.	SCHOOL	LEVEL	DESTINATION	COUNTRY	NATURE OF TRIP	Group Involved	Grade	# of Students	Leave Date	Return Date	# of Days
69.	SMS	4	Green Bay Camp, West Kelowna, BC	Canada	Year-end celebration	Grade 8	8	180	Jun 9, 2026	Jun 9, 2026	1
70.	GMS	4	James Lake	Canada	Year-end hiking and camping trip	Outdoor Ed	9	20	Jun 9, 2026	Jun 11, 2026	3
71.	SVE	4	Maple Springs, Peachland, BC	Canada	Year-end celebration	Grade 5	5	53	Jun 15, 2026	Jun 15, 2026	1
72.	Inclusive Ed Dept	4	Elk Canoe Camp, NE of Salmon Arm	Canada	Life skills & physical activity	Visually impaired students	various	8	Jun 16, 2026	Jun 18, 2026	3
73.	DRE	4	Gardom Lake Bible Camp, Enderby BC	Canada	Year-end camping	Grade 5 students	5	86	Jun 17, 2026	Jun 19, 2026	3
74.	PLE	4	Maple Springs Bible Camp, Peachland	Canada	Camping Retreat	Grade 5	5	35	Jun 18, 2026	Jun 19, 2026	2
75.	KLO	5	Montreal & Quebec City	Canada	Explore culture & history	French Immersion	9	40	Jun 18, 2026	Jun 24, 2026	7

**LEVEL 4 AND 5 FIELD STUDY SUMMARY - 2025/2026**

No.	SCHOOL	LEVEL	DESTINATION	COUNTRY	NATURE OF TRIP	Group Involved	Grade	# of Students	Leave Date	Return Date	# of Days
76.	GESS	4	Cherryville, BC	Canada	Backcountry logistics	Outdoor Ed	9-11	12	Jun 20, 2026	Jun 21, 2026	2
77.	MBSS	5	Moscow, Idaho	USA	Football team camp and exhibition games	JV and Varsity Football	9-12	50	Jun 20, 2026	Jun 23, 2026	4

## LEVEL 4 AND 5 FIELD STUDY SUMMARY - 2026/2027

No.	SCHOOL	LEVEL	DESTINATION	COUNTRY	NATURE OF TRIP	Group Involved	Grade	# of Students	Leave Date	Return Date	# of Days
1.	OKM	5	Banff, Kootenay & Yoho National Parks	Canada	Backcountry leadership and team building	Parks & Recreation 12	12	250	Sep 20, 2026	Sep 25, 2026	6
2.	KSS	4	Victoria & the Gulf Islands	Canada	SALTS Program aboard the Pacific Swift	Outdoor Education students	12	27	Sep 27, 2026	Oct 2, 2026	6
3.	OKM	5	Camp White Pines	Haliburton, ON	Canadian Student Leadership Conference	Leadership Excellence	10-11	3	Oct 7, 2026	Oct 11, 2026	5
4.	KLO	5	Veendam	Netherlands	Student cultural exchange	Grades 7-9	7-9	24	Apr 24, 2027	May 8, 2027	15



**Date:** Wednesday, March 11, 2026  
**Time:** 4:01 pm to 5:26 pm  
**Location:** School Board Office, 1040 Hollywood Road S, Kelowna BC

**In attendance:**

**Board of Education:**

Trustee V. Johnson, Chair  
Trustee W. Broughton  
Trustee C. Desrosiers (*by phone*)  
Trustee J. Fraser  
Trustee A. Geistlinger (*by phone*)  
Trustee L. Guderyan (*joined meeting at 4:05 pm*)  
Trustee L. Tiede (*by phone*)

**In attendance:**

**Staff:**

J. Rever, Superintendent of Schools  
D. Carmichael, Secretary-Treasurer/CFO  
B. McEwen, Executive Director of Human Resources  
K. Cormier, Director of Labour Relations  
M. Essler, Executive Assistant (Recorder)

The following general statement is prepared and issued in accordance with  
Section 72 (3) of the School Act RSBC 1996

The meeting was called to order at 4:01 pm.

1. The Board adopted the Agenda for the Incamera Meeting of March 11, 2026 as amended.
2. The Board adopted the Minutes of the Incamera Meeting of February 18, 2026, as presented.
3. The Board adopted the Minutes of the Special Incamera Meeting of March 4, 2026, as presented.  
*4:05 pm: Trustee Guderyan joined the meeting.*
4. There was one Human Resources Action Item.
5. There were two Human Resources Information Items.
6. There was one Trustee Query/Comment.
7. There were no Action Items.
8. There were four Information Items.
9. There were no Board/District Committee reports.
10. There were no items of Board Correspondence.
11. There were no items requiring Special Mention.
12. There were two invitations for Trustee Attendance.
13. There were two scheduled meetings with Partner/Community Groups.
14. There was one informal board Inservice listed.
15. There were no BC Public School Employers' Association items listed.
16. There was one BC School Trustee Association item listed.
17. There were no items from the Incamera Meeting for the next Public Agenda.
18. There was one item from the Incamera Meeting for a future Incamera Meeting.
19. There were no Notices of Motion.

The meeting was adjourned at 5:26 pm.

Delta Carmichael, Secretary-Treasurer/CFO



**Date:** Wednesday, April 1, 2026  
**Time:** 4:03 pm to 5:45 pm  
**Location:** Teams

**In attendance:**

**Board of Education:**

Trustee C. Desrosiers, Acting Chair  
Trustee W. Broughton  
Trustee J. Fraser  
Trustee A. Geistlinger  
Trustee L. Tiede

*Absent: Trustee V. Johnson, Chair  
Trustee L. Guderyan*

**In attendance:**

**Staff:**

J. Rever, Superintendent of Schools  
D. Carmichael, Secretary-Treasurer/CFO  
L. Reeve, Assistant Superintendent  
M. Essler, Executive Assistant  
L. Bradshaw, Executive Assistant (Recorder)

The following general statement is prepared and issued in accordance with  
Section 72 (3) of the School Act RSBC 1996

The meeting was called to order at 4:03 pm.

1. The Board adopted the Agenda for the Incamera Meeting of April 1, 2026 as presented.
2. There was one Action Item.

The meeting was adjourned at 5:45 pm.

\_\_\_\_\_  
Delta Carmichael, Secretary-Treasurer/CFO



**Date:** Wednesday, April 8, 2026  
**Time:** 3:34 pm to 3:59 pm  
**Location:** School Board Office

**In attendance:**

**Board of Education:**

Trustee V. Johnson, Chair  
Trustee C. Desrosiers (*arrived 3:35 pm*)  
Trustee W. Broughton  
Trustee L. Guderyan  
Trustee L. Tiede  
Absent: Trustee J. Fraser  
Trustee A. Geistlinger

**In attendance:**

**Staff:**

J. Rever, Superintendent of Schools  
D. Carmichael, Secretary-Treasurer/CFO  
B. McEwen, Executive Director of Human Resources  
L. Bradshaw, Executive Assistant (Recorder)

The following general statement is prepared and issued in accordance with  
Section 72 (3) of the School Act RSBC 1996

The meeting was called to order at 3:34 pm.

1. The Board adopted the Agenda for the Incamera Meeting of April 1, 2026 as presented.  
*3:35 pm: Trustee Desrosiers joined the meeting.*
2. There were three Human Resources Action Items.
3. There was one Trustee Query/Comment.
4. There was one Information item.

The meeting was adjourned at 3:59 pm.

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Delta Carmichael, Secretary-Treasurer/CFO



**Date:** Wednesday, April 15, 2026

**Time:** 3:33 pm to 3:40 pm

**Location:** School Board Office

**In attendance:**

**Board of Education:**

Trustee V. Johnson, Chair

Trustee C. Desrosiers (*by Teams*)

Trustee J. Fraser

Trustee W. Broughton

Trustee L. Tiede (*joined at 3:37 pm*)

Absent: Trustee L. Guderyan

Trustee A. Geistlinger

**In attendance:**

**Staff:**

J. Rever, Superintendent of Schools

D. Carmichael, Secretary-Treasurer/CFO

B. McEwen, Executive Director of Human Resources

L. Bradshaw, Executive Assistant (Recorder)

The following general statement is prepared and issued in accordance with  
Section 72 (3) of the School Act RSBC 1996

The meeting was called to order at 3:33 pm.

1. The Board adopted the Agenda for the Incamera Meeting of April 15, 2026 as presented.
2. There were two Human Resources Action Items.  
*3:37 pm: Trustee Tiede joined the meeting.*
3. There was one Human Resources Information Item.
4. There was one Trustee Query/Comment.

The meeting was adjourned at 3:40 pm.

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Delta Carmichael, Secretary-Treasurer/CFO



# Memorandum

**Date:** April 17, 2026  
**To:** Board of Education  
**From:** Jon Rever, Superintendent of Schools  
**Prepared by:** Ken Yew, Manager of Privacy and Cybersecurity  
**Information Item:** **Video Surveillance – 2025/2026 Annual Report to the Board**

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## 1.0 RELEVANT BOARD MOTION/DIRECTION

Regulations 645R – Video Surveillance Closed Circuit Television (CCTV) (Regulations), item 5.2 states:

*“The Superintendent of Schools/CEO, or their designate, will conduct a review at least annually to ensure that this policy and regulations are being followed. The Superintendent of Schools/CEO will make a report to the Board on the use of video surveillance in the School District.”*

In October of 2017, Board Policy 645 – Video Surveillance Closed Circuit Television (CCTV) and Board Regulations 645R – Video Surveillance Closed Circuit Television (CCTV) (Regulations) (Appendix A and Appendix B) were amended to align the Policy and Regulations to meet the disclosure requirements under the Freedom of Information and Protection of Privacy Act (FOIPPA).

## 2.0 BACKGROUND

Since the first video surveillance systems were installed in the School District, many changes have taken place. Initial installations were done to deter theft and to monitor unwanted visitors at schools. The issues mostly concerned minor items that took time away from administrators at the secondary school level.

Video surveillance systems are now used primarily as a means of identifying unwelcome visitors on school property and to enhance the safety and security of students and staff. They have proven to be a useful tool for assisting administrators in the resolution of incidents involving theft and vandalism at the school level. In addition, the presence of video cameras acts as a deterrent to undesirable behavior.

## 3.0 INFORMATION STATEMENT

The following is a summary of video surveillance systems in the District for the 2025/2026 school year:

- 32 of 51 District sites have installations of video surveillance systems
- 14 of 32 elementary schools currently have video surveillance systems
- All sites with video surveillance systems are utilized in accordance with Board Policy 645 – Video Surveillance Closed Circuit Television (CCTV) and compliant with the Freedom of Information and Protection of Privacy Act.

This year, one CCTV camera was added at an elementary school, eleven cameras at the middle school level (four for new construction), and seven cameras at administration sites (six for new construction).

#### **4.0 SUPERINTENDENT OF SCHOOLS' COMMENTS**

Principals, parents, staff and students have generally supported the controlled use of video surveillance and other security measures within our schools. The intent of these security measures has never been to monitor the day-to-day activities of students or staff; nor should it be. Video surveillance, as well as other security measures, support the safety and security of students, staff and community members when they are attending schools and District facilities.

While an expansion of video surveillance is generally supported by staff and school communities, it should be limited to situations directly addressing safety and security. The use of video surveillance should continue to be monitored to ensure its proper use. As indicated in Board Regulations 645R – Video Surveillance Closed Circuit Television (CCTV) (Regulations) (Appendix B), before video surveillance is introduced at a new site, consultation with the school community must take place and approval of the installation plan by the Parent Advisory Council.

Specific information about the video surveillance systems, including locations of cameras, is not published in this report for security reasons. Signage has been updated and moved to provide clearer communication to the community.

In general, video surveillance systems at each site have reduced the number of incidents and increased the level of safety and security for students and staff.

#### **5.0 NEXT STEPS**

The District Safe Schools Community Network Committee and District staff will continue to discuss safety and security priorities to inform District staff of emerging security concerns that could be mitigated using security measures including video surveillance technologies.

The Operations Department staff will continue to direct available funds from the Annual Facility Grant to support the infrastructure needs of schools that are purchasing video equipment for installation.

The Technology Department will work with stakeholders to further improve security and proper authorized access.

School administrators will continue to receive an in-service on the appropriate use, and ongoing maintenance of CCTV cameras on their sites.

#### **6.0 APPENDICES**

- A. Board Policy 645 – Video Surveillance Closed Circuit Television (CCTV)
- B. Board Regulations 645R – Video Surveillance Closed Circuit Television (CCTV) (Regulations)

## APPENDIX A

School District No. 23 (Central Okanagan)

Policies And Procedures



*“Together We Learn”*

### **Section Six: School District Facilities**

#### **645 – VIDEO SURVEILLANCE CLOSED CIRCUIT TELEVISION (CCTV)**

##### **Introduction**

The Board of Education recognizes that use of CCTV is necessary for student safety and requires support of the Parent Advisory Council prior to any installation of cameras.

The Board of Education, under Section 74.01 of the School Act, authorizes the use of closed circuit television surveillance on School District property and school buses for the purposes of enhancing the safety of students, staff, volunteers and the general public, protecting property, and deterring vandalism, violence and destructive acts.

The School District also recognizes the importance of personal privacy in our community, and supports the use of surveillance in a manner that minimizes encroachments upon the privacy of students, staff, volunteers and the general public. Accordingly, the use and operation of video surveillance within the School District will be subject to privacy considerations and applicable statutory limits and requirements.

##### **Policy**

1. The use of video surveillance is authorized where circumstances have shown that it is necessary and that the benefits outweigh privacy concerns of those observed.
2. In dealing with surveillance of students, the Board recognizes its legal obligation to provide appropriate levels of supervision in the interests of student safety.
3. Individuals have privacy rights that are reduced (but not removed) while the individuals are in or on district premises. Video surveillance, as with other forms of supervision, must be carried out in a manner respectful of these rights.
4. Video surveillance is to be carried out in accordance with this policy and the regulations and failure to comply will result in appropriate action by the Board.
5. For further information on the use of CCTV, contact the Freedom of Information Office at:  
The Office of the Secretary-Treasurer/CFO  
Central Okanagan Public Schools  
1040 Hollywood Road South  
Kelowna, B.C. V1X 4N2 250-860-8888

Date Agreed: June 27, 2001

Date Reviewed/Amended: November 13, 2002

Date Amended: November 28, 2007; November 25, 2009;

November 26, 2014; November 2, 2016; October 11, 2017;

May 26, 2021;

Date Reviewed: February 12, 2014

Related Document: Regulations 645R; Freedom of Information and Protection of Privacy Act

645 - Video Surveillance Closed Circuit Television (CCTV)

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## APPENDIX B

School District No. 23 (Central Okanagan)

Policies And Procedures



*“Together We Learn”*

### **Section Six: School District Facilities**

#### **645R – VIDEO SURVEILLANCE CLOSED CIRCUIT TELEVISION (CCTV) (REGULATIONS)**

##### **1. Use of Cameras**

- 1.1 Before video surveillance is introduced at a new site, a report must be submitted to the Superintendent of Schools/CEO, providing reasons why surveillance is being considered. The report will detail (if applicable) any specific incidents of property loss, safety or security breaches justifying the implementation of surveillance. The report will identify any less intrusive alternatives that have been considered and why they would not be an adequate alternative to surveillance. In addition, the report must set out the methods that will be used to minimize the privacy impact of the surveillance initiative. The report must indicate that consultation with the school community has taken place and that the Parent Advisory Council has approved the installation plan.
- 1.2 If a surveillance camera is to be used within a school facility or on school land, the Board will provide notice of its plans to the applicable Parent Advisory Council. In accordance with and as required under Section 74.01 of the School Act, the Board must obtain the approval of the Parent Advisory Council before proceeding with implementation of the surveillance system.
- 1.3 Where the Board deems it appropriate, the Board may undertake consultations with other affected individuals regarding the implementation of surveillance, such as students, parents, staff or members of the community.
- 1.4 Signs must be clearly written and prominently displayed to notify the public of video surveillance. Notices must include contact information for the designated staff assigned to answer questions about the surveillance system. Signs indicating that video surveillance is in the area shall not be posted in locations where video surveillance is not operational.
- 1.5 The Superintendent of Schools/CEO or designate must authorize any exceptions to 1.4, (e.g. a time limited specific investigation into criminal conduct or identifying specific safety or security issues). Such authorization will only occur if covert surveillance is essential to the investigation and this outweighs the privacy interests of those likely to be observed and after a detailed, comprehensive assessment of alternative options has occurred. Covert surveillance will not be authorized on an ongoing basis.



## Section Six: School District Facilities

*“Together We Learn”*

- 1.6 Video surveillance is not to be used in locations where appropriate confidential or private activities/functions are routinely carried out (e.g. washrooms, private conference/meeting rooms). Any exception to this must be authorized by the Superintendent of Schools/CEO or designate on the basis that no other option is feasible, the need is pressing and the privacy rights are outweighed. Surveillance of such locations must not be authorized on an ongoing basis.
- 1.7 All organizations that rent/occupy any part of the school property after hours must be advised that a recording CCTV system is in use and could potentially capture individuals' images.

### 2. Security

- 2.1 Video cameras will be installed only by a designated employee or service provider of the School District. Only designated employees/service providers and the building administrator will have access to the CCTV system. Only these employees can handle the camera or recorded images.
- 2.2 Only authorized persons will have access to the system's controls and recording equipment, and the Board will limit such access to those of its authorized personnel with a need to exercise such access. Video monitors will not be located in a position that will enable public viewing, and reasonable security measures will be in place to secure surveillance equipment from unauthorized access, loss, theft or tampering.
- 2.3 A log of all instances of access to and use of recording will be maintained.
- 2.4 When implementation of an overt surveillance system has been authorized, the Board will ensure that affected staff, students, volunteers and the public are notified of surveillance equipment locations. Notification will be by means of clearly worded signs, prominently displayed at the perimeter of the surveillance areas. Such signs will identify the purpose of the surveillance and contact information of the designated staff person who can answer questions about the surveillance system.
- 2.5 Recorded images will be stored in a secure location not normally accessible to students and the public, and can only be accessed by authorized personnel.
- 2.6 Recorded images must never be sold, publicly viewed or distributed except as provided under this policy or as permitted under the Freedom of Information and Protection of Privacy Act or other applicable laws.



## Section Six: School District Facilities

“Together We Learn”

### 3. Viewing of Recorded Images

3.1 Monitors used to view recorded images will not enable public viewing.

Recorded images will only be viewed by:

- the building administrator or individual authorizing camera installation;
- management staff responsible for transportation where the image is from a bus surveillance system;
- parents and students (see 3.3 below);
- School District staff with a direct involvement with the recorded contents of the specific recorded images;
- employees or agents responsible for the technical operations of the system (for technical purposes only);
- an employee or student facing any disciplinary action may authorize ~~his/her~~ their union representative or other advocate to view the recorded images; and,
- law enforcement agencies at the discretion of the Administrator.

3.2 The site administrator has the authority to grant temporary emergency responder access to CCTV monitoring for that site:

- for a specific defined training exercise; and,
- in the event of an emergency situation.

3.3 Parents/guardians requesting to view recorded images of their child(ren) will be permitted to the extent that such access is permissible under the Freedom of Information and Protection of Privacy Act and other applicable laws. Students may view recorded images relating to themselves if they are capable of exercising their own access to information rights under the *Freedom of Information and Protection of Privacy Act*. Viewing may be refused or limited where viewing would be an unreasonable invasion of a third party’s personal privacy, would give rise to a concern for a third party’s safety, or on any other ground recognized in the *Freedom of Information and Protection of Privacy Act*.

3.4 Student/parent/guardian viewing must take place in the presence of an administrator or authorized individual. A student/parent/guardian has the right to request that an advocate be present during viewing.

### 4. Retention of Recorded Images

4.1 The Board reserves the right to use or share video tape for the purposes of investigation into any incident occurring on School District property, in connection



**Section Six: School District Facilities**

*“Together We Learn”*

with legal claims or the possible violation of laws. Video footage may, where appropriate, be shared with the School District’s insurers or legal advisors, or used as evidence in legal proceedings.

- 4.2 Recorded images will be erased within 30 days, unless they are being retained as documentation related to a specific incident, or are being transferred to the Board’s insurers or legal advisors.
- 4.3 Recorded images that are retained by the Board after 30 days will only be retained as necessary to fulfill the purposes for which it has been retained, subject to the record retention requirements under the Freedom of Information and Protection of Privacy Act and other applicable laws.

**5. Review**

- 5.1 Each building administrator is responsible for the proper implementation and control of the video surveillance system.
- 5.2 The Superintendent of Schools/CEO, or their designate, will conduct a review at least annually to ensure that this policy and regulations are being followed. The Superintendent of Schools/CEO will make a report to the Board on the use of video surveillance in the School District.

Date Agreed: June 27, 2001

Date Reviewed/Amended: November 13, 2002

Date Amended: December 8, 2004, November 28, 2007;

November 10, 2010; February 12, 2014; June 22, 2016;

October 11, 2017; May 26, 2021

Related Documents: Policy 645; Freedom of Information and Protection of Privacy Act

645R - Video Surveillance – Closed Circuit Television (CCTV)  
(Regulations)

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**Estimated Operating Grants Overview - 2026/27 School Year**

**School District 23 (Central Okanagan)**

<b>September 2026 Enrolment Count</b>				
	School-Age Enrolment	Funding Level	Funding	Total Supplement
Standard (Regular) Schools	24,205.5625	\$9,015	\$218,213,146	
Continuing Education	0.0000	\$9,015	\$0	
Alternate Schools	280.0000	\$9,015	\$2,524,200	
Online Learning	125.0000	\$7,280	\$910,000	
Home Schooling	83	\$250	\$20,750	
Course Challenges	11	\$282	\$3,102	
<b>Total Enrolment-Based Funding (September)</b>	<b>24,610.5625</b>			<b>\$221,671,198</b>
	Total Enrol. Change	Funding Level	Funding	Total Supplement
1% to 4% Enrolment Decline	-218.4375	\$4,508	\$0	
4%+ Enrolment Decline		\$6,761	\$0	
Significant Cumulative Decline (7%+)	-14.5000	\$4,508	\$0	
<b>Supplement for Enrolment Decline</b>				<b>\$0</b>
	Enrolment	Funding Level	Funding	Total Supplement
Level 1 Inclusive Education	23	\$51,300	\$1,179,900	
Level 2 Inclusive Education	1,711	\$24,340	\$41,645,740	
Level 3 Inclusive Education	285	\$12,300	\$3,505,500	
English Language Learning	2,010	\$1,815	\$3,648,150	
Indigenous Education	3,060	\$1,790	\$5,477,400	
Adult Education	6.0000	\$5,755	\$34,530	
Equity of Opportunity Supplement			\$938,618	
<b>Supplement for Unique Student Needs</b>				<b>\$56,429,838</b>
			Funding	Total Supplement
Variance from Provincial Average			-\$575	
Estimated Number of Educators	1,367.587		-\$786,363	
	Enrolment	Funding Level	Funding	Total Supplement
FTE Distribution	24,616.5625	\$180.33	\$4,439,105	
<b>Supplement for Salary Differential</b>				<b>\$3,652,742</b>
<b>Supplement for Unique Geographic Factors</b>				<b>\$8,971,165</b>
<b>Funding Protection</b>				<b>\$0</b>
<b>Curriculum and Learning Support Fund</b>				<b>\$223,461</b>
<b>September 2026 Enrolment Count, Total</b>				<b>\$290,948,404</b>

<b>July 2026 Enrolment Count</b>				
	Enrolment	Funding Level	Funding	Total Supplement
Summer Learning Grade 1-7	0	\$260	\$0	
Summer Learning Grade 8-9	0	\$260	\$0	
Summer Learning Grade 10-12	0	\$510	\$0	
Supplemental Summer Learning Funding			\$0	
Cross-Enrolment, Grade 8 and 9	0	\$510	\$0	
<b>Summer Learning, Total</b>				<b>\$0</b>
<b>February 2027 Enrolment Count</b>				
	Enrolment	Funding Level	Funding	Total Supplement
School-Age FTE - Continuing Education	10.0000	\$9,015	\$90,150	
Adult FTE - Continuing Education	0.0000	\$5,755	\$0	
K-Gr 9 School-Age FTE - Online Learning	1.0000	\$3,640	\$3,640	
Gr 10-12 School-Age FTE - Online Learning	50.0000	\$7,280	\$364,000	
Adult FTE - Online Learning	5.0000	\$5,755	\$28,775	
Level 1 Inclusive Education Enrolment Growth	0	\$25,650	\$0	
Level 2 Inclusive Education Enrolment Growth	20	\$12,170	\$243,400	
Level 3 Inclusive Education Enrolment Growth	0	\$6,150	\$0	
Newcomer Refugees	10.0000	\$4,508	\$45,080	
ELL Supplement - Newcomer Refugees	10	\$908	\$9,080	
<b>February 2027 Enrolment Count, Total</b>				<b>\$784,125</b>
<b>May 2027 Enrolment Count</b>				
	Enrolment	Funding Level	Funding	Total Supplement
School-Age FTE - Continuing Education	5.0000	\$9,015	\$45,075	
Adult FTE - Continuing Education	0.0000	\$5,755	\$0	
K-Gr 9 School-Age FTE - Online Learning	0.0000	\$2,427	\$0	
Gr 10-12 School-Age FTE - Online Learning	0.0000	\$7,280	\$0	
Adult FTE - Online Learning	3.0000	\$5,755	\$17,265	
<b>May 2027 Enrolment Count, Total</b>				<b>\$62,340</b>
<b>Indigenous Education Councils</b>				<b>\$29,090</b>
<b>2026/27 Full-Year Estimated Total</b>				<b>\$291,823,959</b>
Estimated 2026/27 Operating Grant from Indigenous Services Canada				\$1,399,230
Estimated 2026/27 Operating Grant from Ministry of Education and Child Care				\$290,424,729

**TABLE A**  
**SUMMARY OF GRANTS TO DATE, 2026/27**

Updated March 2026

School District	2026/27 Estimated Operating Grant Block	Preliminary Classroom Enhancement Fund Allocation	Learning Improvement Fund - Support Staff	Community- LINK	Pay Equity	Student Transportation Fund	Feeding Futures Fund
5 Southeast Kootenay	80,617,814	10,323,090	279,060	422,724	457,171	361,459	768,024
6 Rocky Mountain	48,626,746	5,030,362	168,322	445,058	207,823	369,399	464,729
8 Kootenay Lake	62,201,081	10,580,152	215,310	759,048	300,996	419,602	589,425
10 Arrow Lakes	11,309,713	283,968	39,149	107,344	40,560	42,675	350,000
19 Revelstoke	16,080,736	631,885	55,664	118,513	101,498	49,847	350,000
20 Kootenay-Columbia	52,134,430	6,854,482	180,464	769,086	248,239	242,977	500,287
22 Vernon	111,011,742	8,603,213	384,269	649,093	85,865	361,094	1,058,901
23 Central Okanagan	291,823,959	39,390,789	1,010,153	1,296,051	1,238,323	600,000	2,793,324
27 Cariboo-Chilcotin	61,139,341	5,088,159	211,635	737,288	665,837	739,024	585,094
28 Quesnel	41,191,329	3,027,606	142,584	568,856	379,632	274,209	394,063
33 Chilliwack	191,977,293	22,959,241	664,533	775,082	864,624	329,456	1,827,746
34 Abbotsford	236,148,408	24,126,061	817,432	1,325,905	118,014	313,969	2,246,246
35 Langley	305,288,667	60,405,689	1,056,762	2,365,238	551,875	260,000	2,902,207
36 Surrey	920,160,743	86,481,545	3,185,152	4,387,210	6,861,224	72,999	8,716,728
37 Delta	176,697,103	20,434,651	611,640	671,036	2,171,545	41,933	1,674,206
38 Richmond	255,792,617	52,316,868	885,430	869,538	2,215,706	21,608	2,419,057
39 Vancouver	589,515,983	53,408,305	2,040,619	10,647,334	7,294,124	53,423	5,571,167
40 New Westminster	92,176,896	10,450,872	319,072	1,738,062	521,853	6,073	867,412
41 Burnaby	315,229,733	27,704,100	1,091,173	2,714,667	1,441,995	24,841	2,978,192
42 Maple Ridge-Pitt Meadows	199,767,936	25,693,505	691,500	636,848	1,874,965	185,990	1,903,794
43 Coquitlam	375,403,272	50,592,474	1,299,465	1,735,490	706,353	81,641	3,544,529
44 North Vancouver	182,344,318	20,348,644	631,188	1,304,811	2,966,047	40,566	1,742,716
45 West Vancouver	77,898,173	3,585,375	269,646	326,583	678,422	84,722	742,406
46 Sunshine Coast	51,171,726	5,098,081	177,132	558,396	510,381	380,465	489,748
47 qathet	43,611,086	2,526,507	150,960	230,412	243,304	91,754	412,209
48 Sea to Sky	66,726,093	9,423,047	230,973	344,007	371,793	265,534	636,118
49 Central Coast	7,246,228	795,398	25,083	281,675	42,403	80,277	350,000
50 Haida Gwaii	12,521,241	2,121,803	43,342	123,644	139,874	149,851	350,000
51 Boundary	20,889,712	1,522,694	72,310	172,818	105,245	153,588	350,000
52 Prince Rupert	26,810,967	3,027,442	92,807	582,790	706,027	117,597	350,000
53 Okanagan Similkameen	34,842,465	3,210,651	120,608	254,752	233,703	209,099	350,000
54 Bulkley Valley	25,675,275	1,341,644	88,875	265,112	225,459	163,737	350,000
57 Prince George	175,600,307	11,842,691	607,843	2,435,896	2,271,692	687,663	1,683,669
58 Nicola-Similkameen	28,745,288	5,344,763	99,502	322,729	120,216	170,292	350,000
59 Peace River South	52,728,438	4,043,688	182,520	416,681	944,395	441,458	501,628
60 Peace River North	83,070,446	5,406,760	287,550	647,478	241,350	425,785	777,936
61 Greater Victoria	237,380,131	23,959,019	821,695	4,277,695	2,896,617	20,027	2,274,646
62 Sooke	177,627,278	29,910,201	614,860	800,343	931,052	358,365	1,683,076
63 Saanich	92,744,885	11,046,348	321,038	486,599	377,315	280,000	858,353
64 Gulf Islands	22,205,417	2,799,824	76,864	164,268	102,398	328,264	350,000
67 Okanagan Skaha	74,328,324	5,306,781	257,289	403,065	441,194	167,035	710,334
68 Nanaimo-Ladysmith	175,471,543	18,724,489	607,398	2,630,683	160,000	244,630	1,672,016
69 Qualicum	52,303,174	5,520,827	181,048	442,357	936,176	426,341	499,074
70 Pacific Rim	49,157,188	5,848,502	170,158	1,019,659	595,220	71,717	468,846
71 Comox Valley	131,212,038	14,104,811	454,193	627,949	451,831	421,375	1,193,350
72 Campbell River	72,849,140	5,865,632	252,169	602,848	75,322	316,860	694,112
73 Kamloops-Thompson	200,489,840	20,825,671	693,999	1,697,265	575,959	666,817	1,910,895
74 Gold Trail	20,749,590	712,429	71,825	424,710	376,093	366,932	350,000
75 Mission	84,409,714	9,688,769	292,186	460,240	725,901	188,900	797,614
78 Fraser-Cascade	29,096,340	3,854,650	100,717	392,453	229,516	184,576	350,000
79 Cowichan Valley	100,408,929	10,071,287	347,567	768,315	363,682	283,524	956,412
81 Fort Nelson	10,591,691	1,129,690	36,663	155,054	79,311	32,744	350,000
82 Coast Mountains	59,866,222	8,120,007	207,228	655,464	1,160,795	557,786	571,968
83 North Okanagan-Shuswap	87,301,177	8,094,375	302,194	368,914	641,286	561,925	836,470
84 Vancouver Island West	10,005,503	981,527	34,634	148,081	55,087	57,593	350,000
85 Vancouver Island North	21,205,820	1,398,211	73,404	371,538	115,216	118,179	350,000
87 Stikine	6,575,710	468,810	22,762	606,403	124,935	51,181	350,000
91 Nechako Lakes	62,292,830	4,800,514	215,628	583,164	1,096,373	503,247	574,834
92 Nisga'a	9,415,300	838,450	32,591	158,239	116,874	130,091	350,000
93 Conseil scolaire francophone	110,402,850	11,864,964	382,161	140,301	100,251	750,415	1,056,439
Provincial Total	7,222,267,939	809,961,993	25,000,000	60,392,862	50,876,937	15,403,131	71,500,000

**TABLE B**  
**CLASSROOM ENHANCEMENT FUND ALLOCATION, 2026/27 PRELIMINARY**

Updated March 2026

School District	Staffing Cost	Overhead Cost	Annual Remedies*	Total 2026/27 Preliminary Classroom Enhancement Fund Allocation
5 Southeast Kootenay	10,153,310	169,780		10,323,090
6 Rocky Mountain	4,809,680	220,682		5,030,362
8 Kootenay Lake	10,343,940	236,212		10,580,152
10 Arrow Lakes	221,003	62,965		283,968
19 Revelstoke	555,764	76,121		631,885
20 Kootenay-Columbia	6,475,631	378,851		6,854,482
22 Vernon	7,808,630	794,583		8,603,213
23 Central Okanagan	38,764,304	626,485		39,390,789
27 Cariboo-Chilcotin	4,439,972	648,187		5,088,159
28 Quesnel	2,783,000	244,606		3,027,606
33 Chilliwack	22,513,661	445,580		22,959,241
34 Abbotsford	23,630,068	495,993		24,126,061
35 Langley	59,372,170	1,033,519		60,405,689
36 Surrey	84,965,866	1,515,679		86,481,545
37 Delta	19,559,009	875,642		20,434,651
38 Richmond	46,794,625	5,522,243		52,316,868
39 Vancouver	48,803,424	4,604,881		53,408,305
40 New Westminister	10,025,343	425,529		10,450,872
41 Burnaby	24,933,916	2,770,184		27,704,100
42 Maple Ridge-Pitt Meadows	24,864,472	829,033		25,693,505
43 Coquitlam	48,089,424	2,503,050		50,592,474
44 North Vancouver	13,389,458	6,959,186		20,348,644
45 West Vancouver	3,376,032	209,343		3,585,375
46 Sunshine Coast	4,877,712	220,369		5,098,081
47 qathet	2,389,134	137,373		2,526,507
48 Sea to Sky	9,043,950	379,097		9,423,047
49 Central Coast	734,169	61,229		795,398
50 Haida Gwaii	2,040,483	81,320		2,121,803
51 Boundary	1,494,066	28,628		1,522,694
52 Prince Rupert	2,806,880	220,562		3,027,442
53 Okanagan Similkameen	3,135,241	75,410		3,210,651
54 Bulkley Valley	1,248,499	93,145		1,341,644
57 Prince George	11,391,667	451,024		11,842,691
58 Nicola-Similkameen	5,000,416	344,347		5,344,763
59 Peace River South	3,709,463	334,225		4,043,688
60 Peace River North	4,990,086	416,674		5,406,760
61 Greater Victoria	23,157,762	801,257		23,959,019
62 Sooke	28,279,220	1,630,981		29,910,201
63 Saanich	10,078,355	967,993		11,046,348
64 Gulf Islands	2,429,706	370,118		2,799,824
67 Okanagan Skaha	5,063,947	242,834		5,306,781
68 Nanaimo-Ladysmith	17,125,096	1,599,393		18,724,489
69 Qualicum	5,064,546	456,281		5,520,827
70 Pacific Rim	5,711,813	136,689		5,848,502
71 Comox Valley	12,426,109	1,678,702		14,104,811
72 Campbell River	5,532,951	332,681		5,865,632
73 Kamloops-Thompson	20,296,768	528,903		20,825,671
74 Gold Trail	702,237	10,192		712,429
75 Mission	9,393,110	295,659		9,688,769
78 Fraser-Cascade	3,737,151	117,499		3,854,650
79 Cowichan Valley	9,070,859	1,000,428		10,071,287
81 Fort Nelson	928,357	201,333		1,129,690
82 Coast Mountains	7,769,266	350,741		8,120,007
83 North Okanagan-Shuswap	7,730,900	363,475		8,094,375
84 Vancouver Island West	739,625	241,902		981,527
85 Vancouver Island North	1,257,945	140,266		1,398,211
87 Stikine	461,641	7,169		468,810
91 Nechako Lakes	4,508,686	291,828		4,800,514
92 Nisga'a	712,237	126,213		838,450
93 Conseil scolaire francophone	11,482,701	382,263		11,864,964
Provincial Total	763,195,456	46,766,537		809,961,993

\* To be determined in autumn 2026

**TABLE C**  
**LEARNING IMPROVEMENT FUND - SUPPORT STAFF, 2026/27**

Updated March 2026

School District	2026/27 Estimated Operating Grant Block	% of Total Operating Grants	2026/27 Learning Improvement Fund - Support Staff
5 Southeast Kootenay	80,617,814	1.1%	279,060
6 Rocky Mountain	48,626,746	0.7%	168,322
8 Kootenay Lake	62,201,081	0.9%	215,310
10 Arrow Lakes	11,309,713	0.2%	39,149
19 Revelstoke	16,080,736	0.2%	55,664
20 Kootenay-Columbia	52,134,430	0.7%	180,464
22 Vernon	111,011,742	1.5%	384,269
23 Central Okanagan	291,823,959	4.0%	1,010,153
27 Cariboo-Chilcotin	61,139,341	0.8%	211,635
28 Quesnel	41,191,329	0.6%	142,584
33 Chilliwack	191,977,293	2.7%	664,533
34 Abbotsford	236,148,408	3.3%	817,432
35 Langley	305,288,667	4.2%	1,056,762
36 Surrey	920,160,743	12.7%	3,185,152
37 Delta	176,697,103	2.4%	611,640
38 Richmond	255,792,617	3.5%	885,430
39 Vancouver	589,515,983	8.2%	2,040,619
40 New Westminster	92,176,896	1.3%	319,072
41 Burnaby	315,229,733	4.4%	1,091,173
42 Maple Ridge-Pitt Meadows	199,767,936	2.8%	691,500
43 Coquitlam	375,403,272	5.2%	1,299,465
44 North Vancouver	182,344,318	2.5%	631,188
45 West Vancouver	77,898,173	1.1%	269,646
46 Sunshine Coast	51,171,726	0.7%	177,132
47 qathet	43,611,086	0.6%	150,960
48 Sea to Sky	66,726,093	0.9%	230,973
49 Central Coast	7,246,228	0.1%	25,083
50 Haida Gwaii	12,521,241	0.2%	43,342
51 Boundary	20,889,712	0.3%	72,310
52 Prince Rupert	26,810,967	0.4%	92,807
53 Okanagan Similkameen	34,842,465	0.5%	120,608
54 Bulkley Valley	25,675,275	0.4%	88,875
57 Prince George	175,600,307	2.4%	607,843
58 Nicola-Similkameen	28,745,288	0.4%	99,502
59 Peace River South	52,728,438	0.7%	182,520
60 Peace River North	83,070,446	1.2%	287,550
61 Greater Victoria	237,380,131	3.3%	821,695
62 Sooke	177,627,278	2.5%	614,860
63 Saanich	92,744,885	1.3%	321,038
64 Gulf Islands	22,205,417	0.3%	76,864
67 Okanagan Skaha	74,328,324	1.0%	257,289
68 Nanaimo-Ladysmith	175,471,543	2.4%	607,398
69 Qualicum	52,303,174	0.7%	181,048
70 Pacific Rim	49,157,188	0.7%	170,158
71 Comox Valley	131,212,038	1.8%	454,193
72 Campbell River	72,849,140	1.0%	252,169
73 Kamloops-Thompson	200,489,840	2.8%	693,999
74 Gold Trail	20,749,590	0.3%	71,825
75 Mission	84,409,714	1.2%	292,186
78 Fraser-Cascade	29,096,340	0.4%	100,717
79 Cowichan Valley	100,408,929	1.4%	347,567
81 Fort Nelson	10,591,691	0.1%	36,663
82 Coast Mountains	59,866,222	0.8%	207,228
83 North Okanagan-Shuswap	87,301,177	1.2%	302,194
84 Vancouver Island West	10,005,503	0.1%	34,634
85 Vancouver Island North	21,205,820	0.3%	73,404
87 Stikine	6,575,710	0.1%	22,762
91 Nechako Lakes	62,292,830	0.9%	215,628
92 Nisga'a	9,415,300	0.1%	32,591
93 Conseil scolaire francophone	110,402,850	1.5%	382,161
Provincial Total	7,222,267,939	100.0%	25,000,000

## 2026/2027 Annual Facility Grant

School District	SD #	Total AFG	Capital Portion	Operating Portion			Total Allocation to Districts
				Gross	Withheld (CAMS)	Net	
Southeast Kootenay (SD05)	SD05	\$2,067,965	\$1,786,044	\$281,921	\$23,993	\$257,927	\$2,043,972
Rocky Mountain (SD06)	SD06	\$1,410,886	\$1,218,544	\$192,343	\$16,370	\$175,973	\$1,394,517
Kootenay Lake (SD08)	SD08	\$2,014,576	\$1,739,934	\$274,642	\$23,374	\$251,268	\$1,991,203
Arrow Lakes (SD10)	SD10	\$450,014	\$388,665	\$61,349	\$5,221	\$56,128	\$444,793
Revelstoke (SD19)	SD19	\$471,011	\$406,799	\$64,212	\$5,465	\$58,747	\$465,546
Kootenay-Columbia (SD20)	SD20	\$1,396,919	\$1,206,480	\$190,438	\$16,208	\$174,231	\$1,380,711
Vernon (SD22)	SD22	\$2,568,844	\$2,218,640	\$350,204	\$29,805	\$320,399	\$2,539,039
Central Okanagan (SD23)	SD23	\$5,795,491	\$5,005,407	\$790,085	\$67,241	\$722,844	\$5,728,250
Cariboo-Chilcotin (SD27)	SD27	\$2,246,311	\$1,940,077	\$306,234	\$26,062	\$280,171	\$2,220,248
Quesnel (SD28)	SD28	\$1,290,482	\$1,114,554	\$175,928	\$14,973	\$160,956	\$1,275,510
Chilliwack (SD33)	SD33	\$3,387,609	\$2,925,784	\$461,824	\$39,304	\$422,520	\$3,348,304
Abbotsford (SD34)	SD34	\$4,986,029	\$4,306,296	\$679,733	\$57,850	\$621,883	\$4,928,179
Langley (SD35)	SD35	\$5,191,203	\$4,483,500	\$707,704	\$60,230	\$647,474	\$5,130,973
Surrey (SD36)	SD36	\$17,430,575	\$15,054,310	\$2,376,267	\$202,234	\$2,174,033	\$17,228,343
Delta (SD37)	SD37	\$4,430,995	\$3,826,928	\$604,066	\$51,410	\$552,657	\$4,379,585
Richmond (SD38)	SD38	\$6,118,580	\$5,284,449	\$834,131	\$70,990	\$763,141	\$6,047,590
Vancouver (SD39)	SD39	\$16,515,182	\$14,263,708	\$2,251,474	\$191,615	\$2,059,859	\$16,323,567
New Westminster (SD40)	SD40	\$1,740,617	\$1,503,323	\$237,294	\$20,195	\$217,099	\$1,720,421
Burnaby (SD41)	SD41	\$6,869,802	\$5,933,259	\$936,543	\$79,706	\$856,837	\$6,790,096
Maple Ridge-Pitt Meadows (SD42)	SD42	\$3,818,884	\$3,298,265	\$520,619	\$44,308	\$476,311	\$3,774,576
Coquitlam (SD43)	SD43	\$8,409,839	\$7,263,347	\$1,146,492	\$97,574	\$1,048,919	\$8,312,265
North Vancouver (SD44)	SD44	\$4,670,591	\$4,033,861	\$636,730	\$54,190	\$582,540	\$4,616,401
West Vancouver (SD45)	SD45	\$1,973,150	\$1,704,155	\$268,995	\$22,893	\$246,101	\$1,950,257
Sunshine Coast (SD46)	SD46	\$1,416,520	\$1,223,409	\$193,111	\$16,435	\$176,676	\$1,400,085
qathet (SD47)	SD47	\$885,774	\$765,019	\$120,755	\$10,277	\$110,478	\$875,497
Sea to Sky (SD48)	SD48	\$1,457,188	\$1,258,533	\$198,655	\$16,907	\$181,748	\$1,440,281
Central Coast (SD49)	SD49	\$434,434	\$375,208	\$59,225	\$5,040	\$54,185	\$429,393
Haida Gwaii (SD50)	SD50	\$795,420	\$686,982	\$108,438	\$9,229	\$99,209	\$786,191
Boundary (SD51)	SD51	\$816,742	\$705,398	\$111,344	\$9,476	\$101,868	\$807,266
Prince Rupert (SD52)	SD52	\$977,309	\$844,075	\$133,234	\$11,339	\$121,895	\$965,970
Okanagan Similkameen (SD53)	SD53	\$906,792	\$783,171	\$123,621	\$10,521	\$113,100	\$896,271
Bulkley Valley (SD54)	SD54	\$1,020,728	\$881,575	\$139,153	\$11,843	\$127,311	\$1,008,886
Prince George (SD57)	SD57	\$4,865,953	\$4,202,590	\$663,363	\$56,456	\$606,907	\$4,809,496
Nicola-Similkameen (SD58)	SD58	\$906,670	\$783,066	\$123,604	\$10,519	\$113,085	\$896,151
Peace River South (SD59)	SD59	\$2,058,871	\$1,778,190	\$280,681	\$23,888	\$256,793	\$2,034,983
Peace River North (SD60)	SD60	\$2,217,075	\$1,914,826	\$302,248	\$25,723	\$276,525	\$2,191,351

## 2026/2027 Annual Facility Grant

School District	SD #	Total AFG	Capital Portion	Operating Portion			Total Allocation to Districts
				Gross	Withheld (CAMS)	Net	
Greater Victoria (SD61)	SD61	\$5,979,446	\$5,164,283	\$815,163	\$69,376	\$745,787	\$5,910,071
Sooke (SD62)	SD62	\$2,604,583	\$2,249,507	\$355,076	\$30,219	\$324,857	\$2,574,364
Saanich (SD63)	SD63	\$2,203,552	\$1,903,148	\$300,405	\$25,566	\$274,838	\$2,177,986
Gulf Islands (SD64)	SD64	\$746,703	\$644,907	\$101,796	\$8,664	\$93,133	\$738,039
Okanagan Skaha (SD67)	SD67	\$1,934,446	\$1,670,728	\$263,718	\$22,444	\$241,274	\$1,912,002
Nanaimo-Ladysmith (SD68)	SD68	\$4,100,354	\$3,541,363	\$558,991	\$47,574	\$511,417	\$4,052,781
Qualicum (SD69)	SD69	\$1,436,390	\$1,240,571	\$195,820	\$16,665	\$179,154	\$1,419,725
Pacific Rim (SD70)	SD70	\$1,534,550	\$1,325,348	\$209,201	\$17,804	\$191,397	\$1,516,745
Comox Valley (SD71)	SD71	\$2,585,981	\$2,233,440	\$352,540	\$30,003	\$322,537	\$2,555,977
Campbell River (SD72)	SD72	\$1,895,972	\$1,637,499	\$258,473	\$21,998	\$236,475	\$1,873,974
Kamloops-Thompson (SD73)	SD73	\$5,057,210	\$4,367,773	\$689,437	\$58,675	\$630,761	\$4,998,534
Gold Trail (SD74)	SD74	\$1,006,302	\$869,115	\$137,187	\$11,675	\$125,511	\$994,626
Mission (SD75)	SD75	\$1,841,276	\$1,590,259	\$251,017	\$21,363	\$229,653	\$1,819,913
Fraser-Cascade (SD78)	SD78	\$772,920	\$667,549	\$105,370	\$8,968	\$96,403	\$763,952
Cowichan Valley (SD79)	SD79	\$2,767,424	\$2,390,148	\$377,276	\$32,109	\$345,167	\$2,735,315
Fort Nelson (SD81)	SD81	\$465,559	\$402,091	\$63,469	\$5,402	\$58,067	\$460,158
Coast Mountains (SD82)	SD82	\$2,407,706	\$2,079,469	\$328,237	\$27,935	\$300,302	\$2,379,771
Kwákwwaka ne Secwepemcúl'ecw (SD83)	SD83	\$2,467,390	\$2,131,017	\$336,373	\$28,628	\$307,746	\$2,438,763
Vancouver Island Region West (SD84)	SD84	\$570,749	\$492,941	\$77,809	\$6,622	\$71,187	\$564,127
Vancouver Island Region North (SD85)	SD85	\$1,069,138	\$923,385	\$145,753	\$12,404	\$133,348	\$1,056,733
Stikine (SD87)	SD87	\$437,739	\$378,063	\$59,676	\$5,079	\$54,597	\$432,660
Nechako Lakes (SD91)	SD91	\$2,085,486	\$1,801,177	\$284,309	\$24,197	\$260,113	\$2,061,290
Nisga'a (SD92)	SD92	\$391,296	\$337,951	\$53,344	\$4,540	\$48,804	\$386,756
Conseil scolaire francophone (SD93)	SD93	\$2,001,797	\$1,728,897	\$272,900	\$23,226	\$249,674	\$1,978,571
<b>Call for Submission Provincial Total</b>		<b>\$172,379,000</b>	<b>\$148,879,000</b>	<b>\$23,500,000</b>	<b>\$2,000,000</b>	<b>\$21,500,000</b>	<b>\$170,379,000</b>



# Memorandum

**Date:** April 17, 2026  
**To:** Board of Education  
**From:** Finance and Planning Committee  
**Prepared by:** Kate Cumming, Assistant Secretary-Treasurer  
**Information Item:** **2026/2027 Public Budget Survey Results**

## 1.0 BACKGROUND

On February 4, 2026, the District shared a survey directly with all parents, staff and partner groups requesting feedback on the development of the 2026/2027 Annual Budget Bylaw. This survey was also added to the District and school websites with a deadline of March 4, 2026. Responses were reviewed and themed and the feedback was considered as the Superintendent of Schools' Operating Budget Proposal Report for 2026/2027 was developed.

The detailed responses to the public survey have been included in Appendix A.

## 2.0 INFORMATION STATEMENT

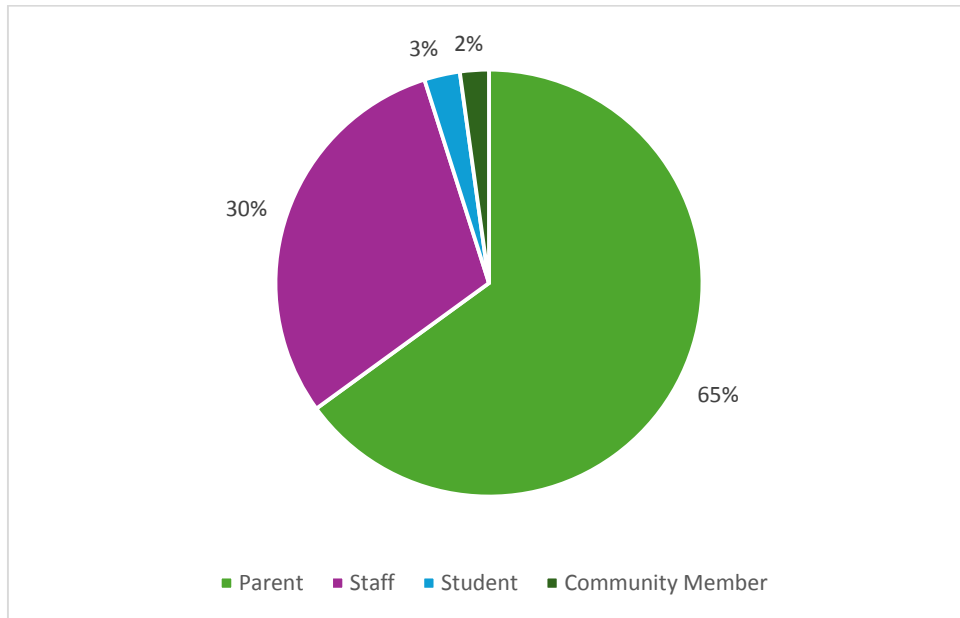
Using the Thought Exchange platform, the budget survey had two distinct components. The first component consisted of the Thoughts, which was the opportunity to provide a response to an overarching question which was then visible to all participants and could be rated. The second component was a survey of two additional open-ended questions to obtain more directed feedback. A total of 796 participants accessed the survey link, 391 Thoughts were shared, 777 participants responded to the initial role question, and 459 responded to at least one of the survey questions. In addition, participants provided 13,833 ratings on participant Thoughts.

***As the District plans the 2026/2027 Annual Budget for the next school year, considering the educational programs and services that are currently provided at your school, what is most important to you and why?***

### Participation stats



Survey participants were from the following roles within the District:



Overall participation in the 2026/2027 Public Budget Survey declined compared to the previous year, with fewer responses received across participant roles. This represents the lowest response rate since the survey has been administered through the Thought Exchange platform. Despite this decline, participation and engagement levels remained higher than those achieved using platforms prior to the 2023/2024 survey cycle.

A total of 391 unique Thoughts were submitted (compared to 778 in 2025/2026), and 459 participants responded to at least one survey question (compared to 598 in 2025/2026). As a result, the overall response rate was lower than both the 2024/2025 and 2025/2026 budget surveys.

While the volume of responses decreased, the ability for participants to review and rate the Thoughts of others continued to support meaningful engagement. This interactive component contributed to a broader understanding of shared priorities and perspectives, enhancing the qualitative value of the feedback received.

The number of responses by role over the past three years is as follows:

Description	2026/2027		2025/2026		2024/2025	
Parent	505	65%	1,346	67%	897	73%
Staff	234	30%	577	29%	249	20%
Student	21	3%	54	3%	62	5%
Community Member	17	2%	21	1%	29	2%
<b>Total</b>	<b>777</b>	<b>100%</b>	<b>1,998</b>	<b>100%</b>	<b>1,237</b>	<b>100%</b>

Based on the total Thoughts, the software generated the following "word cloud." The word cloud suggests that words such as **CEAs, classroom support, mental health, and class sizes** appear larger, suggesting they're more prominent or frequently mentioned topics.



**Summary of Survey Responses**

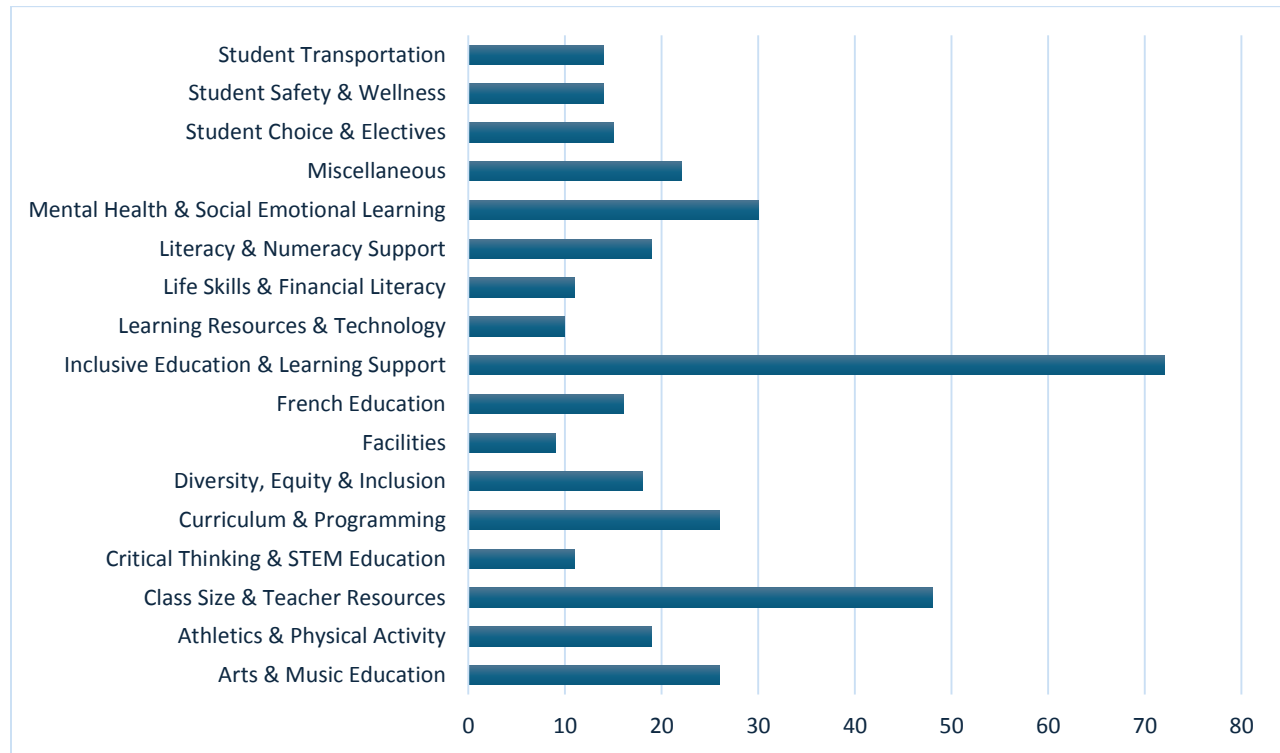
**Question 1:** As the District plans the 2026/2027 Annual Budget for the next school year, considering the educational programs and services that are currently provided at your school, what is most important to you and why?

The responses emphasize the need for increased support for diverse learners, through more funding for Certified Education Assistants (CEAs) and inclusive education programs. The responses also highlighted the need for enhanced teacher support and smaller class sizes for more personalized and equitable learning opportunities. Many noted the importance of ensuring teachers have adequate preparation time, resources, and professional development to improve educational outcomes and maintain a positive learning environment.

There is a strong call for investment in core academics while expanding opportunities for advanced learning, trades, career pathways, and practical life skills such as financial literacy. Arts, music,

athletics, and extracurricular programs were consistently identified as high-impact supports for student engagement and well-being.

Many respondents highlight the importance of social-emotional learning and mental health support, advocating for more counselors and student wellness services. Concerns about equitable access to resources, such as transportation and nutritional programs, are also prevalent, alongside calls for better access to French immersion and other specialized programs.

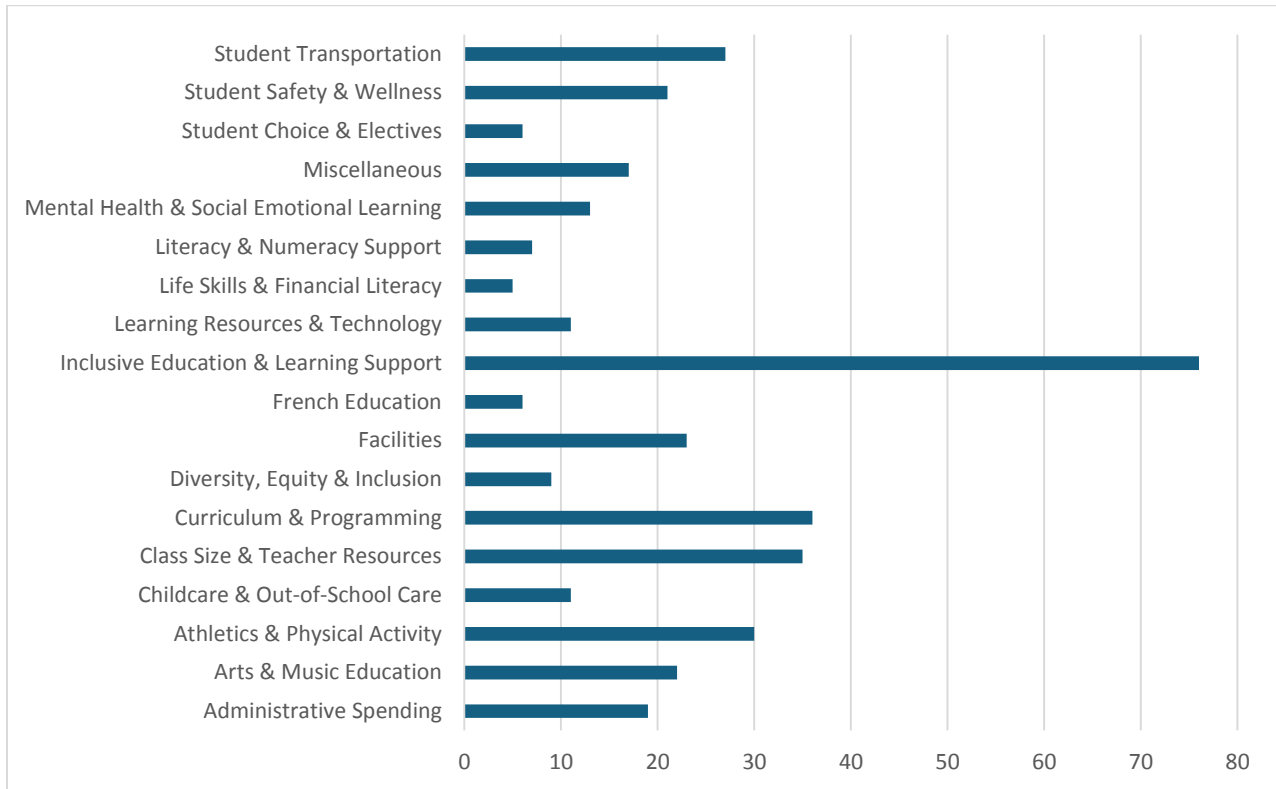


**Question 2:** What modifications to programs, services and/or activities would you like the District to consider as the 2026/2027 Annual Budget is developed?

Responses to the second question emphasized a desire to redirect resources toward classrooms and direct student supports while reducing district-level administrative costs. Across parents, staff, and community members, there was strong alignment on prioritizing smaller class sizes and increasing direct learning support from teachers, CEAs, and learning specialists.

Many respondents shared similar responses regarding prioritizing core academics with a focus on literacy and numeracy in school curriculum and programming as well as access to music and arts classes, physical education and sports, and maintaining a wide variety of electives and extracurricular activities.

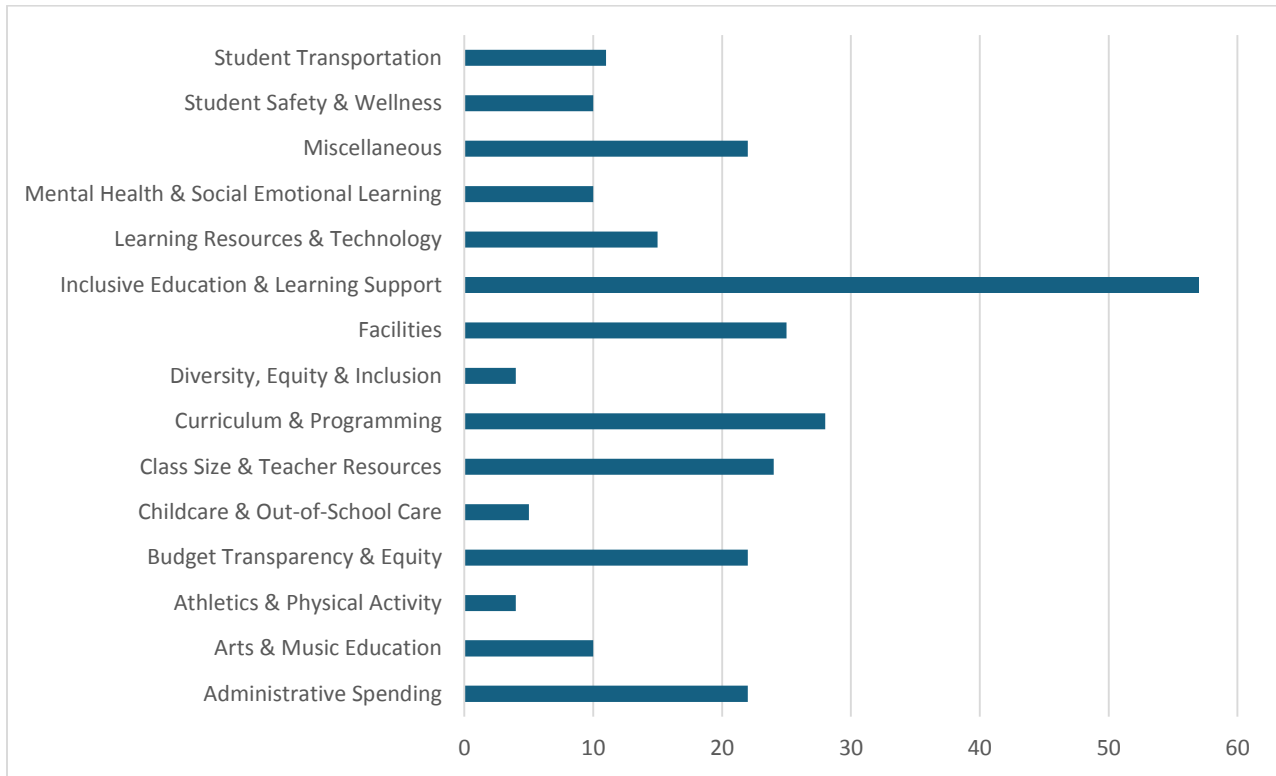
Additional recurring priorities included affordable and accessible transportation and childcare, improved school facilities and maintenance (including a reduced reliance on portables), enhanced mental health, food security and safety supports for students, and careful scrutiny of discretionary spending, consultants, and non-classroom initiatives to ensure budget decisions clearly and directly benefit students and schools.



**Question 3:** What other information would you like the District to know that will help develop next year's (2026/2027) Annual Budget?

Responses to this question reinforced several consistent themes that respondents felt were critical context for developing the 2026/2027 Annual Budget. Across all groups, respondents emphasized the importance of transparency, equity, and accountability in budget development, with a clear expectation that resources be prioritized for schools, classrooms, and direct student supports rather than district level administration. Many noted that despite enrolment fluctuations, classroom complexity is increasing, requiring sustained investment in CEAs, counsellors, specialists, and mental-health supports.

Additional recurring themes included addressing aging and overcrowded facilities, ensuring equitable access to arts, music, athletics, and core learning opportunities, improving affordability for families (transportation, childcare, food, and supplies), and engaging staff and communities more meaningfully so budget decisions reflect on the ground realities and demonstrably benefit students.



### 3.0 ASSISTANT SECRETARY-TREASURER’S COMMENTS

The above survey results are being reviewed and incorporated as part of the development of the 2026/2027 Annual Budget Bylaw.

### 4.0 APPENDIX

- A. 2026/2027 Public Budget Survey Results (Detailed)

<b>THOUGHTS: As the District plans the 2026/2027 Annual Budget for the next school year, considering the educational programs and services that are currently provided at your school, what is most important to you and why?</b>	
<b>Thought (translated)</b>	<b>Theme</b>
music, sports, library and reading i think the arts are important for well-rounded learning, my son loves the sports and additional resources that come to the school, additiona reading	Arts & Music Education
Music/Arts Programs Fine arts tie into every aspect of life as a child grows through adulthood.	Arts & Music Education
Music program Valuable learning for students K-5	Arts & Music Education
Keep music in all elementary skills. Music develops well-rounded students. It shouldn't be a privilege.	Arts & Music Education
Music programs I think it helps kids learn in other areas of school and challenges them	Arts & Music Education
Funding for school supplies, field trips, arts and music programs Provides access to all families	Arts & Music Education
Music and drama programs These programs are inclusive and keep students engaged with school.	Arts & Music Education
Music program It supports different ways of thinking	Arts & Music Education
Music Helps regulate most children. Increases their brain functioning. Increases positive memories in school.	Arts & Music Education
Arts education sustained funding ensures students have access to meaningful, high-quality learning experiences aligned with District goals.	Arts & Music Education
Music lessons help grow students' brains when they are not doing academic work. We need to continue supporting. This contributes to student success in literacy and numeracy, as well as growth in empathy and culture.	Arts & Music Education
Support for music programs. They should be mandatory in elementary schools. Music supports literacy, numeracy, and well-being.	Arts & Music Education
Music This accessible activity reduces stress, and connects students.	Arts & Music Education
Music classes Arts programs are extremely important for producing well rounded adults and encouraging creative thinking.	Arts & Music Education
Music in every elementary school - taught by qualified teachers. Music provides a cross-curricular connection and creates a whole student. It needs to be taught by qualified music educators.	Arts & Music Education
As a student, I really enjoy field trips and classes like art and other niche interests. It's important to balance school life with fun and this helps with that.	Arts & Music Education
We need elementary music programs in all schools with qualified teachers. Music supports literacy, numeracy, social-emotional health and more. It should be a priority for early learners.	Arts & Music Education
Keep the Peter greer music program. Music supports development in numerous ways and all students should have access.	Arts & Music Education
Music at Peter Greer Elementary All kids deserve music. It's an important part of early learning and development.	Arts & Music Education
Protect fine arts programming. The arts are integral to a vibrant learning community where every student has access to creative opportunities and pursuits.	Arts & Music Education
All elementary schools should have permanent music programs. Music is an important part of early literacy and numeracy.	Arts & Music Education
Music Exposure to instruments and songs	Arts & Music Education
Drama Focus on peer to peer interaction and communication/empathy that is lacking in the digital world.	Arts & Music Education
Music programs Keep music at Peter Greer Elementary.	Arts & Music Education
Music Teachers arts, math and language all in one lesson.	Arts & Music Education
Keep the music program at Peter Greer and all elementary schools. Music programs should be permanent and mandatory.	Arts & Music Education
Sports that are part of the school programming Physical health and it's overall impact on child development and functioning	Athletics & Physical Activity
Students should not be watching TV during lunchtime It's an important time for students to converse instead of zoning out in front of a screen, even if the show is educational.	Athletics & Physical Activity
physical education programs this is the foundation that can set kids up to move their bodies and develop healthy habits for life	Athletics & Physical Activity
Physical Education An active body leads to an active mind!	Athletics & Physical Activity
More physical activity time Better playgrounds, outdoor areas	Athletics & Physical Activity
Sports- I belief the schools should have trained physical education teachers. Music- it creates variety	Athletics & Physical Activity
sports in school allows kids to try sports they may not have tried otherwise	Athletics & Physical Activity
More Physical Education opportunities Maintain health of students	Athletics & Physical Activity
Outdoor learning upgrades Enhanced opportunities to engage with natural world, provide cultural education and connect pupils to food systems	Athletics & Physical Activity
School sports, socials and foods class School sports because its a chance for students to grow in a physical activity and be a team and be apart of the school	Athletics & Physical Activity
Kids to be connected to nature Kids to learn how to do manual activities	Athletics & Physical Activity
Sports sports are important to be active and build new relationship	Athletics & Physical Activity
Better lunch programs & longer lunch breaks to allow for increased outdoor/physical activity & less stress there is not enough time to eat and play. Healthy food is becoming more expensive. Unhealthy options are cheaper & easier. Short lunch breaks create unnecessary stress & force kids to choose.	Athletics & Physical Activity
More outdoor activities Green space is healthy for the kids, learn by doing and adventure.	Athletics & Physical Activity
Learning opportunities outside of traditional classroom (community engagement, hands-on experiences, spending time in nature) This can strengthen connection to environment and community, which can make learning more meaningful and engaging, and can strengthen mental health.	Athletics & Physical Activity
Athletics We have a diverse student body who need a safe place to be after school.	Athletics & Physical Activity
PE Specialists in Elementary school and middle school PE Specialists will know how to teach students fundamental movement skills to allow them to continue participating in life long physical activity.	Athletics & Physical Activity
There is nothing to rave about not to mention the LACK of sports for children Grades 6 & under. So SAD! Sports should be an option for all ages and all schools. TEAM spirit, bonding, learning skills and being one as a TEAM is important.	Athletics & Physical Activity
Development of athletics Kids who want to pursue playing post secondary are behind.	Athletics & Physical Activity
Not spending on screen based education but instead on teacher lead and student interactive education. The music teacher is amazing at our school Connection between students and each other as well as their teachers is key to positive growth and mental health.	Class Size & Teacher Resources
I want my child's teacher to feel appreciated, as well as provided with the necessary supports to ignite a lifelong love of learning in my child. A content teacher provides a positive experience of learning to children, a stressed teacher has a negative impact on a child's school experience.	Class Size & Teacher Resources
More classroom support One teacher in a class of 22-30 is insane. There are too many behavioural and learning needs for one person to give enough support to all the students	Class Size & Teacher Resources
Keeping class sizes small allow students to still build social skills, but also receive the needed instruction from teachers (to learn)	Class Size & Teacher Resources
Providing more support for teachers Lack of class support due to ratios has made it hard for students to get individual help, I would like to see greater support for improved education.	Class Size & Teacher Resources
Lower class sizes With large classes, it isn't possible to meet the needs of all students. Reducing class size is the most optimal way to create success in schools.	Class Size & Teacher Resources

<b>THOUGHTS: As the District plans the 2026/2027 Annual Budget for the next school year, considering the educational programs and services that are currently provided at your school, what is most important to you and why?</b>	
<b>Thought (translated)</b>	<b>Theme</b>
Ensure classrooms have enough staff, materials, and technology so teachers can support all students effectively. Invest in student wellness and counseling services to help students feel safe, supported, and ready to learn.	Class Size & Teacher Resources
Smaller, balanced classrooms that support individual learning needs. Large classes limit support for varied learning needs; smaller, balanced classes help teachers keep all students engaged and progressing.	Class Size & Teacher Resources
Support for in class teaching of students (with & without additional learning challenges) to ensure all can maximize their academic & social success All students deserve the best possible opportunities for learning and support to achieve long term success.	Class Size & Teacher Resources
Class size and composition When classes are too big or if there are too many student needs in a class, it is impossible to teach curriculum effectively	Class Size & Teacher Resources
Teachers being supported	Class Size & Teacher Resources
Teacher child ratio Not all students needs can be met	Class Size & Teacher Resources
Great teachers Supported teachers	Class Size & Teacher Resources
class composition students fall through the gaps or distract the learning of others if there are too many students that require more attention	Class Size & Teacher Resources
small class sizes students are not appropriately engaged with class sizes above 24 students	Class Size & Teacher Resources
small class sizes ability for the teacher to reach each student where they are and not be overwhelmed	Class Size & Teacher Resources
Smaller class sizes A school district's main purpose is to educate kids and this is best done with smaller class sizes. Especially in elementary schools.	Class Size & Teacher Resources
Smaller classroom sizes would be beneficial for better learning and reduced burnout for teachers, which may mean more funds towards hiring and staff wellness	Class Size & Teacher Resources
Staff Support - teachers are burning out and leaving the profession Student Support - populations are declining because parents get more support at private schools	Class Size & Teacher Resources
Supporting student learning It is the entire point of the school system	Class Size & Teacher Resources
Proper funding/salaries for teachers and support staff They're both vital to the success of students	Class Size & Teacher Resources
Smaller class size and composition Teachers can report abuse more effectively, refer for mental health, and offer accommodations for diverse student populations when not overloaded.	Class Size & Teacher Resources
Manageable class sizes It is vital every student gets the support they need. This cannot happen in classes that have 28+ students with many designations and complexities.	Class Size & Teacher Resources
Non enrolling teachers and CEAs are replaced when absent. Smaller class sizes for my child.	Class Size & Teacher Resources
Personalized support Helps close learning gaps, helps them engage, gives them tools for long term success.	Class Size & Teacher Resources
having the staff and keeping things running smooth	Class Size & Teacher Resources
One on one support I say many students struggling to adjust to the current system and teachers struggling to support them, while teaching "all" students.	Class Size & Teacher Resources
Prioritize classrooms - teachers and CEAs As with any budget, we move funding to where it is needed most - everything else can wait for better days	Class Size & Teacher Resources
There are not programs to support growth and enrichment of highly intelligent students Society needs to enable our brightest minds be their best. When these students are not engaged in school, they disengage and give up.	Class Size & Teacher Resources
Support for advanced learners/all learners Smart kids who don't cause problems are falling through the cracks, which is causing disengagement at best. The school district is failing these kids.	Class Size & Teacher Resources
More classroom support Teachers are burning out	Class Size & Teacher Resources
Learning supports Students falling behind, students with challenges not getting support and affecting learning of other students in their class	Class Size & Teacher Resources
The most important priority in the district budget is investing in direct student supports staffing in classroom for support services has the greatest and most immediate impact on student learning, well-being, and overall success	Class Size & Teacher Resources
Enhance "tiered" learning so we do a better job of placing kids with similar learning abilities together. Eliminate the need for multiple lesson plans in the classroom. Eliminate smart kids boredom and kids with learning troubles being left behind.	Class Size & Teacher Resources
Not all kids fit into a box. It's important to try different learning styles and learn to adapt based on different kids' needs A one size fits all style that isn't working for a certain child causes that child to be singled out. This results in anxiety for the child.	Class Size & Teacher Resources
Teaching and learning Supporting professional learning	Class Size & Teacher Resources
My child can get help from teachers/staff when needed Some students need a lot of extra help, which can take away from students not as high need getting the attention they deserve	Class Size & Teacher Resources
More teachers	Class Size & Teacher Resources
More teachers, less admins education needs teachers, not bureaucrats	Class Size & Teacher Resources
The wages of teachers Because they teach us	Class Size & Teacher Resources
Ensuring 'equity' benefits some but at the cost of students who do not require 'equity', more could be done to fully support academic potential I hear this concern from many parents but most feel reluctant to voice this concern	Class Size & Teacher Resources
teachers in the district in classrooms all the time supporting students	Class Size & Teacher Resources
Teacher training If classroom teachers had a basic understanding of neurodiversity, all kids could benefit.	Class Size & Teacher Resources
Less split classes Kids in the higher grade are not being challenged	Class Size & Teacher Resources
Community building spending for individual teachers So they do not feel like they need to use subject-based funds to do enriching programs.	Class Size & Teacher Resources
More prep time for high school teachers So that we can deliver high quality education to our students and have time to look after their individual needs, contact parents, etc	Class Size & Teacher Resources
Increase in teaching salary Additional classroom support	Class Size & Teacher Resources
Remove split classes Impeded on learning	Class Size & Teacher Resources
Critical thinking The incredible amount of active online disinformation and AI means that students need to be equipped to learn critical thinking skills.	Critical Thinking & STEM Education
Critical thinking skills These skills will become more and more important in the future workforce with the advancement of AI	Critical Thinking & STEM Education
More money on STEM learning Unless Canada can keep its technological edge, we'll be left behind	Critical Thinking & STEM Education
Science and Technology These two focuses will best serve the students in obtaining valuable careers which benefit themselves and society.	Critical Thinking & STEM Education
Focus on STEM It's fundamental to education	Critical Thinking & STEM Education
Schools need enrichment programs for high-achieving students. STEM/computer science curriculum, and inclusive, non-streaming, or inquiry-based models All kids need to thrive even academic achievers. And there is not enough support for them.	Critical Thinking & STEM Education
Digital Citizenship & Technology: Understanding online safety, including content, contact, and conduct, along with using technology for learning. It's critical for safety and security, for wellness, future preparedness. Our world is increasingly connected and digital - the skills are essential.	Critical Thinking & STEM Education

<b>THOUGHTS: As the District plans the 2026/2027 Annual Budget for the next school year, considering the educational programs and services that are currently provided at your school, what is most important to you and why?</b>	
<b>Thought (translated)</b>	<b>Theme</b>
Science and math programs Because those two subjects can help people in almost every career path they can choose.	Critical Thinking & STEM Education
Text interpretation and critical thinking. Empowers them to analyze and question the information they receive, which is crucial today, with the amount of misinformation on internet.	Critical Thinking & STEM Education
Core programs designed to teach children to THINK. This will lead to skills that can be used in the job market to secure employment. We have to compete with other countries, to sell our services & products. Children that are indoctrinated, instead of being able to think, can't work	Critical Thinking & STEM Education
STEM Teaches kids useful skills so they can contribute to society and prosper.	Critical Thinking & STEM Education
The extracurriculars, trades, hands on learning courses (forestry etc.) These are actually equipping kids to problem solve, think creatively, and apply themselves.	Curriculum & Programming
Math, English and science should be taught all year , linear is better . Student struggle to memorize complex subjects in a small time frame. They also forget what they have learned when there is a big gap in leaning.	Curriculum & Programming
Better education that is challenging Basic knowledge and life skills	Curriculum & Programming
dual credit programs they work for so many students, and provide a great opportunity	Curriculum & Programming
More courses that will prepare students for post-secondary As competition for post-secondary spots continue to increase, preparation is also going to be important	Curriculum & Programming
Continued Focus on Careers Programs & Dual Credit Opportunities One of the main goals of education is to prepare children for the workforce. Keeping the Careers and Dual Credit programs properly funded is crucial.	Curriculum & Programming
quality of learning develops students to think for themselves rather than directly giving them what they want, as is the case now.	Curriculum & Programming
Availability for academic advancement Some children need to be challenged	Curriculum & Programming
Anti bullying programs Cyber online respect	Curriculum & Programming
Dual credit Getting post secondary credits in high school	Curriculum & Programming
Increasing academic challenges for strong students My child is often bored and frustrated as she is extending in all subjects and wanting to keep learning and being challenged.	Curriculum & Programming
Elementary children should receive exams. I don't understand why they don't come home with a little bit of homework ever to study for tests. We as parent struggle to help our children when I don't have the information to assist them. Also, children don't have the same moral without tests.	Curriculum & Programming
Families need to connect with schools when they have questions about curriculum few people take the time to try understand the reality of what is taught in school. Schools primary focus IS the core subjects, not the other stuff	Curriculum & Programming
Socials I think it's very important to know your countries history	Curriculum & Programming
general learning I like to focus on curriculum development	Curriculum & Programming
Find ways to keep learning fun for the kids When learning is fun, kids learn. When it's boring, kids turn it out	Curriculum & Programming
A lot is important. Regular curriculum to enrichments. Creating a fun learning environment for kids. Having them follow rules as their real jobs We are helping them find themselves. Find their path. Figure out their likes and dislikes.	Curriculum & Programming
Leadership: from what my son is telling me, it has some of these qualities The Science department's "old school" grading is vital. It establishes clear Performance Metrics, teaching students to navigate objective standards an	Curriculum & Programming
Homework and tests Let's prep the primary kids for secondary and post secondary work. These things also help parents know how their kid is doing.	Curriculum & Programming
I find that ASL is an important opportunity. A lot of people are willing to learn but dont have the opportunity	Curriculum & Programming
culinary program is incredible nutritional food and skills	Curriculum & Programming
Academic development I see that the quality is lower than when I was a child and academic development provides freedom for choosing how to live as adults	Curriculum & Programming
love that kindergarten students learn from and meet with students from the high school, generally mixing grades is a good thing arts, music and sports	Curriculum & Programming
Relevant and inclusive for a highly globalized world. Forward looking with progressive concepts taking priority.	Curriculum & Programming
Wednesday enrichments at cms It provides variety, fun and learning, and makes our kids excited to attend school.	Curriculum & Programming
Standardized Tests Standardized testing is the most important factor in getting a consistent picture of how a child is progressing year over year.	Curriculum & Programming
Replace social justice classes with political science and economics to better prepare students for careers, finances, and civic life. Classes should be neutral and open to debate; students should not be exposed to a teacher's personal political views.	Curriculum & Programming
Political and Polarizing Programs/Activities/Initiatives Should Be Cut Way Back Let's ensure the budget is prioritizing programs that parents are most concerned about. Many parents and students are tired of the political nonsense.	Curriculum & Programming
Cultural and diverse education Learning about different cultures through the arts and exposing children to diversity at a young age broadens the mind and supports diverse thinking.	Diversity, Equity & Inclusion
Things that benefit most kids, not just one or two. Everyone deserves time, money and attention.	Diversity, Equity & Inclusion
True Diversity & Inclusion ALL cultures & religions need to be represented/respected. We ALL matter and have value, whether or not we are Indigenous. Christmas is not offensive	Diversity, Equity & Inclusion
The value of diversity We've recently moved here and are shocked by the overt racism, homophobia and right-wing nationalism that needs to be dismantled for student safety	Diversity, Equity & Inclusion
Supports that facilitate student belonging of those most marginalized These student deserve quality education as much as any others and their exclusion is detrimental to others' learning	Diversity, Equity & Inclusion
Inclusivity Important to consider diverse needs	Diversity, Equity & Inclusion
Diversity of students from different culture Exposes children to a variety of perspectives and ethnicities	Diversity, Equity & Inclusion
Indigenous services Kids need to learn the history of indigenous people	Diversity, Equity & Inclusion
Indigenous Student support and opportunities for land based learning and cultural connections. The population of high school students of Indigenous ancestry dumped at Central school mut stop with money into culturally relevant support.	Diversity, Equity & Inclusion
Learning support for literacy and numeracy skills. Indigenous and other cultural learning inclusion ie Black history. Social emotional learning. I think a focus on everyday relational skills is essential	Diversity, Equity & Inclusion
Equal opportunities to all for education whether for citizens , PR, or Temp migrants. Education is universal not status.	Diversity, Equity & Inclusion
all are important, if we believe in Indigenizing education, and you believe part of Indigenous teachings is the Medicine Wheel, then balance is key balance honours all learners and all aspects of life. Yes Math, English, Science and Socials are important but not to the exclusion of balance	Diversity, Equity & Inclusion
Increase an authentic Indigenous presence in our school systemic racism is still prevalent in the school institution	Diversity, Equity & Inclusion
Arts and Indigenous They provide unique opportunities for learning through a different lens. I also think it's important to teach Indigenous to help stop the racism	Diversity, Equity & Inclusion
Reconciliation We are in the Syilx territory	Diversity, Equity & Inclusion
Variety of courses is amazing, but the lack of teachers qualified to actually teach the topics is concerning. More direct training by indigenous peoples for any teacher teaching a First Nations studies class.	Diversity, Equity & Inclusion

THOUGHTS: As the District plans the 2026/2027 Annual Budget for the next school year, considering the educational programs and services that are currently provided at your school, what is most important to you and why?	
Thought (translated)	Theme
More Deaf Awareness Many kids are interested in learning Sign Language, and it's the most inclusive language	Diversity, Equity & Inclusion
Indigenous studies It is important for children to understand the lands we use and live on. Many children have a very low understanding and negative attitude.	Diversity, Equity & Inclusion
Inclusion & Diversity We should be inclusive of all cultures and identities. Careful how you teach SOGI & Indigenous curriculums - they promote exclusion of other people.	Diversity, Equity & Inclusion
fixing run down buildings preventative maintenance saves costly repairs	Facilities
At Rutland Elementary, what is most important to me is ensuring students have a clean, safe, and welcoming learning environment. Because clean, safe schools support student health and focus, helping them feel valued, comfortable, and ready to learn.	Facilities
Quality of learning spaces Our school is very old, and there is no pride of ownership. It is very sad to see how much nicer newer schools are.	Facilities
Replace RMS with a new school. One of the oldest in the District. No elevator. Aesbestos.	Facilities
KLO middle school is overcrowded. Quality of education and experience.	Facilities
Better quality facilities It impacts my daughters experience every single day.	Facilities
More Cleaning Schools are dirty (so so dusty, floors sticky, door handles/sinks barely cleaned) and illness runs wild.	Facilities
Aging school that is at / over capacity and needing to be replaced or expanded. Our community is growing (Lake Country) and more families are moving there putting our schools stretched for space and resources.	Facilities
bigger locker s fit more stuff	Facilities
French immersion A second language is profoundly important for a developing brain	French Education
Maintaining the French immersion offerings. It allows divers learning opportunities for students.	French Education
Ensure french immersion teachers are qualified Provide support to teachers and students as needed	French Education
French education We are bilingual country.	French Education
More \$ and time for LAT support in Immersion More transportation bus coverage per family who buses	French Education
French immersion Improves diversity	French Education
More upper year Math in the French programs.	French Education
French Its better for people to learn a second language at a young age	French Education
French language Equitable access to learning French-bussing for these kids, more French supports.	French Education
The school my son goes to only offers English in elementary. I think it would be nice if by grade 3 they started working a little on a second language My son goes to school on native land.Perhaps learning animals/numbers in Cree /French/Spanish or something. More inclined 2want2 take it later in life	French Education
Resources/supports for diverse learners in French Immersion Children with designations often don't go into the FI program. There should be more supports available to encourage longevity.	French Education
More emphasis on French. We are a bilingual country.	French Education
French Education	French Education
Allowing kids into french emersion from other grades who are excelling in the English program Would benefit children who are interested in the program and finding english program easy	French Education
Stop funding French Immersion with my tax dollars Instead put the money towards better English programs and STEM resources. Kids will be better equipped for their future.	French Education
Add French Emersion to Canyon Falls	French Education
Strong classroom support and reasonable class sizes so every student gets the right level of challenge and help. When classes are well-supported, teachers can give attention to both struggling and advanced students.	Inclusive Education & Learning Support
As a staff member it would be nice to have our resource department staffed efficiently. We are always short positions and we rarely get coverage. students should have the supports they are entitled to. The goal at our school is for students to love, learn and thrive.	Inclusive Education & Learning Support
learning support Student learning complexities are on the rise.	Inclusive Education & Learning Support
CEA support in classrooms So many diverse learners	Inclusive Education & Learning Support
CEAs They keep classrooms running	Inclusive Education & Learning Support
Support for at risk students within the classrooms. Support teachers by hiring and having more support teachers and CEAs available. Shared support hurts all students. Students are not receiving the support they require and need. Higher more CEAs and support all students.	Inclusive Education & Learning Support
Better classroom composition and more CEAs. Our classes are way too complex. We need a cap on designations per classroom and more support staff/CEAs.	Inclusive Education & Learning Support
Not continuing the ongoing practice of decreasing CEA hours for resource students.	Inclusive Education & Learning Support
Access to supports for struggling learners Resources	Inclusive Education & Learning Support
More support staff Students can get help and support when needed	Inclusive Education & Learning Support
Ensuring classroom support for diverse abilities helps everyone perform at the optimum level. Smaller class sizes also support teachers meet all the students needs in the class.	Inclusive Education & Learning Support
Support staff for ALL students to access. All students should get the opportunity to work with support staff on any subjects that they are not strong in.	Inclusive Education & Learning Support
Increased Support staff and Inclusive teachers. Ex. full time school Counsellor focused on mental health, ARC with family supports in home. New teachers quit & experienced teachers are going on stress leaves due violent student behaviour and TOO many student needs and not enough support.	Inclusive Education & Learning Support
Learner supports Classrooms filled with students with learning disabilities, behaviour, ELL, etc need additional learning supports, and compliance with local language.	Inclusive Education & Learning Support
Improve support for gifted learners. These are students who have diverse learning needs, and require additional support	Inclusive Education & Learning Support
More cea funding So many kids are getting passed over for support. 4 designated kids to one cea. Not enough behavior support for severe behaviour	Inclusive Education & Learning Support
Supporting all learners and funding in a responsive way to meet needs that are growing. We have an ever increasing and diversifying population and not nearly the supports needed to ensure that these individuals are kept at the center.	Inclusive Education & Learning Support
inclusive supports and access to district supports (i.e. behavior consultants, OT etc... in a timely manner, increased CEA support inclusive in the classroom is important however many students need more support in these settings	Inclusive Education & Learning Support
Support staff for those who struggle so they don't disrupt all the other students that are trying to enjoy being at school. The future of mental health and success of our children relies on teachers and support staff to educate the children and parents.	Inclusive Education & Learning Support
We need more support staff (LATs, CEAs) Our classes are complex and we need enough support staff to keep them running smoothly.	Inclusive Education & Learning Support
Support for dysregulated students Because teaching a class with dysregulated students is very difficult. One dysregulated student can derail an entire class.	Inclusive Education & Learning Support

<b>THOUGHTS: As the District plans the 2026/2027 Annual Budget for the next school year, considering the educational programs and services that are currently provided at your school, what is most important to you and why?</b>	
<b>Thought (translated)</b>	<b>Theme</b>
Additional in class supports so that high needs students are supported allowing other students to thrive as well. Too many disruptions in the class affect all learners.	Inclusive Education & Learning Support
Increase CEA hours for kids, especially in the Elementary grades. CEA services help the Resource kids as well as the classroom by helping to manage behaviors BEFORE things escalate to eruptions. This allows the kids	Inclusive Education & Learning Support
CEAs We need more money, incentive and value.	Inclusive Education & Learning Support
Increase CEA hours, Increase CEA hours to help kids to manage behaviors BEFORE things escalate to eruptions. This allows the kids to integrate with peers easier.	Inclusive Education & Learning Support
Meeting the needs of every child's learning even the more complex ones whom don't fall under the umbrella of funding from the Government. Children's learning is falling through the cracks because of not enough support and classroom sizes are to big.	Inclusive Education & Learning Support
A welcome/warm environment including the LAT staff and support room Child has an IEP and communication/support feels stretched thin. This is where significant change and emotional regulation really needs to be a priori	Inclusive Education & Learning Support
Hiring more CEAs We need more CEAs to properly support our inclusive vision for SD23.	Inclusive Education & Learning Support
Prioritizing consistent funding for Education Assistants (EAs) and Learning Support Teachers to maintain Watson Road's "Model of Support." With 600+ students, our kids need stable, one-on-one support to meet the school's goals in literacy and inclusive learning.	Inclusive Education & Learning Support
Classroom support for teachers to be able to focus on kids. EA's make a big difference in children's learning outcomes.	Inclusive Education & Learning Support
more funding for CEAs CEAs for needs-based support, those students with designations are having their funding redirected to others with SEL concerns	Inclusive Education & Learning Support
School Team Support There are so many diverse needs. I believe that all schools need large school teams to support individualized learning and to support the classroom en	Inclusive Education & Learning Support
Support for diverse learners. So that all students can learn and thrive.	Inclusive Education & Learning Support
Direct classroom support for students students have complex needs all day - they need support all day	Inclusive Education & Learning Support
Replace absent teachers and CEAs Divert funds from somewhere else and make this a priority	Inclusive Education & Learning Support
Schools need more CEAs to support all learners Some students with no designations require 1:1 CEA support. This pulls support from designated students.	Inclusive Education & Learning Support
classroom support/ratios of staff to students need opportunities to support transfer of skills learned with specialists (e.g., SLP, OT, LD teachers)	Inclusive Education & Learning Support
Designated student support We need more CEA's on call	Inclusive Education & Learning Support
Speech and resources support Inconsistent or non regular schedules currently. Case loads too high	Inclusive Education & Learning Support
Hiring and retaining reliable CEAs. Individual kids build relationships of trust with CEAs, often the key to their success at school. When (CEA) is away, it hurts their learning.	Inclusive Education & Learning Support
Inclusion not enough support in classrooms	Inclusive Education & Learning Support
ELL and support When students get too far behind, it is difficult to help them catch up & learn basic skills that they need. They're not prepared for middle school.	Inclusive Education & Learning Support
C.E.A.s - more personnel, top to bottom (non-enrolling to enrolling). The more adults you can put in a classroom, the better. The more non-enrolling staff members in a school, the better. Solution: personnel.	Inclusive Education & Learning Support
CEA supporting afterschool learning programs (LIF hours) Provides additional support for struggling learners AND allows for CEAs to access extra hours which could retain CEAs in our district.	Inclusive Education & Learning Support
Equitable supports, staffing, mental health, assessments, and transition programs for all students. Ensures timely interventions, inclusion, and success for students with diverse needs.	Inclusive Education & Learning Support
CEA and Inclusion staff are needed to provide support for students with mental health issues. Since the province doesn't properly fund this, critical and creative thinking/planning is needed at the District level.	Inclusive Education & Learning Support
Inclusive schools need CEAs CEAs help support the whole class by freeing the teacher to focus on teaching instead of managing behaviour for a few students	Inclusive Education & Learning Support
Being able to utilize CEA's to assist children that are struggling. It helps the child feel more confident. Added support for questions they're struggling with. Teacher's don't have time to help everyone on their own.	Inclusive Education & Learning Support
Support - Counsellors, LAT We need to be able to meet the complex needs of the students, but currently there aren't enough supports to meet the needs of all students.	Inclusive Education & Learning Support
More support staff	Inclusive Education & Learning Support
Special need support Help many as early as possible when kids young to build a better life future	Inclusive Education & Learning Support
IEP and support programming Because a lot of kids are falling behind and need extra support	Inclusive Education & Learning Support
Is inclusion working? I think we need to look at this model and its effectiveness.	Inclusive Education & Learning Support
Special education for diverse needs There is so many children with special needs nowadays, as well as learning disabilities and behavioural issues that need more support	Inclusive Education & Learning Support
More and separate help for kids with special needs I appreciate the fact that there are kids with varied needs, what i dont appreciate is this impacting my child's ability to learn	Inclusive Education & Learning Support
EAs being paid more They support vulnerable students that need them.	Inclusive Education & Learning Support
inclusive classes not all classes are a good fit for the diverse students	Inclusive Education & Learning Support
more specialists positions students are not receiving the amount of service required to affect change/caseloads are too high.	Inclusive Education & Learning Support
The learning assistance support needs to be offered to students with ADHD that are behaving well not just to those that misbehave My child deserves the same support as those that misbehave. Just because my child does well down mean he needs help and can do better	Inclusive Education & Learning Support
Inclusion Teacher Support They support staff, students and families with UDL	Inclusive Education & Learning Support
CEAs Direct support for students	Inclusive Education & Learning Support
Get IH to start coming to the schools for assessment's ! shorten the process for getting 1-1 supports approved ! it shortens the wait period which is currently 4.5 years, that's how long my son has been waiting for his assessment.	Inclusive Education & Learning Support
Flexible options for activities/creativity and places to go when overstimulated. My son is ASD/ADHD and is sometimes overwhelmed with conventional play time. Having the opportunity to do stem at recess or a quiet space is key.	Inclusive Education & Learning Support
Balanced classrooms in K-5 school settings Balance allows all student needs to be addressed	Inclusive Education & Learning Support
appropriate spaces for itinerant staff in schools Services are limited and must be as effective as possible-this requires spaces conducive to learning (quiet, minimal distractions, convenient)	Inclusive Education & Learning Support
Proper use of teacher resources Teacher deal with kids of all skill levels, ensuring they have proper resources to help kids with IPEs that does not take away from others	Inclusive Education & Learning Support
Better support services for students with designations such as autism, adhd, leaning disabilities ect These students are often left behind and/or don't get the support they need to succeed.	Inclusive Education & Learning Support
Helpers in the classroom My child struggles with the structure of school and needs reminders to stay on task. Without them he becomes dysregulated and doesn't compete tasks	Inclusive Education & Learning Support

<b>THOUGHTS: As the District plans the 2026/2027 Annual Budget for the next school year, considering the educational programs and services that are currently provided at your school, what is most important to you and why?</b>	
<b>Thought (translated)</b>	<b>Theme</b>
Providing better support and more resources for ell students There are increasing numbers of ell students coming to this district	Inclusive Education & Learning Support
Inclusive Education & social emotional supports There are a number of students who would benefit from these services regardless if they have a ministry designation or not	Inclusive Education & Learning Support
Help to keep children in the french immersion program by providing more French speaking LATs & support services. Push our children to do better - hold them to a higher standard.	Inclusive Education & Learning Support
Put more money into inclusive education	Inclusive Education & Learning Support
Library books All kids have access to resources	Learning Resources & Technology
Library Resources for children	Learning Resources & Technology
Learning Resources (ie. curriculum materials, assessment tools, library, classroom supplies etc). Teachers depend on good books, materials, and tools just to keep everyone learning and supported. It's a constant battle for thier attention.	Learning Resources & Technology
That technology and screens use is limited There is enough data confirming that the damages caused by technology far outweighs its benefits.	Learning Resources & Technology
Have more physical resources available for learning. Not everything needs to be learned through a screen when the kids are at home. There is not a lot of homework that can be done; Google Classroom is limited. Some kids needs to practice, and at school isn't enough time	Learning Resources & Technology
The equipment used in science classrooms and art classrooms. For students to properly understand a subject, equipment is a big part of that experience	Learning Resources & Technology
More and improved technology for teachers and students our school does not have enough tech and it is very old, outdated and broken	Learning Resources & Technology
Technology should be standard through schools ( ie broken smartboards and projectors replaced without a lengthy wait.	Learning Resources & Technology
Increase the LTS tech budget to properly handle refresh and replacement of staff and student devices. Our computers are getting really old and we've had their replacement bumped for 3 years now due to budget cuts in LTS.	Learning Resources & Technology
We need more Chromebooks So they teachers aren't fighting over them and students aren't missing out on important opportunities to learn	Learning Resources & Technology
Any education programs that teach applicable life skills to our youth student body They will apply these skills throughout their post secondary and work careers, parenting, etc.	Life Skills & Financial Literacy
good education and budget planning for the future, real life skills Students graduate and are not prepared to create a budget and pay bills	Life Skills & Financial Literacy
hands-on, practical applications it prepares students for the real world	Life Skills & Financial Literacy
Financial literacy These skills necessary for society and to set kids up for future financial success regardless of their financial upbringing. Must be school taught.	Life Skills & Financial Literacy
More life skills Life skills are not adequately taught in schools.	Life Skills & Financial Literacy
Literacy Financial literacy	Life Skills & Financial Literacy
Preparing students for practical life Linking the study to reality	Life Skills & Financial Literacy
Learning practical skills it's the point of public education, and you're failing beacuse you focus on other things instead	Life Skills & Financial Literacy
Providing children with more courses regarding nutrition and meals, as well as courses explaining how children can plan and save for their future. These are real life issues that not all parents support for and teach to their children.	Life Skills & Financial Literacy
Basic Life Skills Self explanatory.	Life Skills & Financial Literacy
Money for more life skills opportunity	Life Skills & Financial Literacy
Reading Intervention All students have the ability to learn to read and deserve the intervention to become readers	Literacy & Numeracy Support
basic education kids can't read, spell, or deal with a hard exam	Literacy & Numeracy Support
Maths and English Because it's education	Literacy & Numeracy Support
More academic help My daughter is said to be doing well but she isn't understanding the material. It's like no one is checking	Literacy & Numeracy Support
Prioritize direct, evidence-based instruction in literacy and numeracy. Evidence-based direct instruction is critical for parents because it provides the systematic, proven "toolkit" of phonics and number sense.	Literacy & Numeracy Support
Literacy, Numeracy, Social-Emotional Learning. All 3 are life skills. Students are no longer consistently taught basic foundational academic skills in primary grades.	Literacy & Numeracy Support
Reading writing arithmetic So many students need the Three "R"s"	Literacy & Numeracy Support
Literacy is the most important and providing parents the effective tools needed(instructions) for providing children necessary support at home If parents can understand how to teach the work at home kids are learning in the class everyone will be more successful	Literacy & Numeracy Support
Math help Reading and writing help	Literacy & Numeracy Support
Books Literacy is the gateway to everything.	Literacy & Numeracy Support
Basic English and math. Teach financial literacy. Our students aren't equipped with the basics.	Literacy & Numeracy Support
One-on-one learning support for reading and math My kid utilizes this at Shannon Lake Elementary and helps with his math and reading/writing.	Literacy & Numeracy Support
Education - reading groups, math groups for all levels Friendship groups	Literacy & Numeracy Support
Prioritize English, Math & Career Programs Core academics are the most crucial and applicable to everyday life. Students need to have a mastery of English and Math, and to be ready for work.	Literacy & Numeracy Support
Supplies and supports for early learning	Literacy & Numeracy Support
Before or after school reading programs were available at DWE for a while, but then stopped. It would be nice to bring them back With the current class sizes and diverse levels within classes, this extra help was so valuable to our family, particularly being at the school	Literacy & Numeracy Support
needs to be a focus on fundamental learning in elementary. Cursive teaches ease of left to right formation of letters. X facts make everything easier Students who can't print/spell neatly have very low output of work. The ones who haven't memorized X facts think math is hard = unwilling to try	Literacy & Numeracy Support
Consistency of homework exercises across each grade, starting from Grade 1 Canada's school system lags behind other countries. The lack of consistent spelling, reading, & math homework for earlier grades is very noticeable.	Literacy & Numeracy Support
Early learning	Literacy & Numeracy Support
School counsellor in each elementary school To help case manage more effectively, to teach school wide SEL to help with mental health.	Mental Health & Social Emotional Learning
More mental health care in schools. Because students are demonstrating mental health needs that go well beyond what a classroom teacher can address.	Mental Health & Social Emotional Learning
Social-Emotional Learning (SEL): Developing emotional intelligence, resilience, self-discipline, and the ability to handle emotions. Strong social emotional skills are critical in many other areas - academics, student wellness and safety, mental health, relationships etc.	Mental Health & Social Emotional Learning

<b>THOUGHTS: As the District plans the 2026/2027 Annual Budget for the next school year, considering the educational programs and services that are currently provided at your school, what is most important to you and why?</b>	
<b>Thought (translated)</b>	<b>Theme</b>
increase support services for children- counsellors, CEAS so children get an equitable education and mental health support to be able to actually attend to school work	Mental Health & Social Emotional Learning
Kids feel safe at school: anti-bullying and strict enforcement if students are found bullying Small class size: no more than 20 and mentor programs to ensure the children maintain good academic results. Plus sporting facilities at the school	Mental Health & Social Emotional Learning
More counselling and EAs Our kids are suffering due to additional classroom supports and supports outside the classroom. Get students connected earlier to supports.	Mental Health & Social Emotional Learning
I need to know that counselling and services for youth being bullied in schools will be made priority and acted on quickly, including online bullying. Bullying in schools can impact our kids for the rest of their lives, or worse can lead to mental health issues and/or suicide.	Mental Health & Social Emotional Learning
Communication, emotion and support Kids can learn quicker and more deeply when they learn to communicate well.	Mental Health & Social Emotional Learning
Hiring more SLPs/Counsellors/OTs/psychologists as caseloads are too large. Student and parents deserve more support, and the employees deserve manageable caseloads (better staff retention & satisfaction, reduce burnout)	Mental Health & Social Emotional Learning
mental Health support Food for students	Mental Health & Social Emotional Learning
Anti bullying measures The schools need to do better and take more accountability. Often parents are left dealing with these issues on our own with the other parents.	Mental Health & Social Emotional Learning
Counselling/Inclusive Education Support Children with neuro diversities struggle to participate with neuro typical children and without a child can fall behind academically.	Mental Health & Social Emotional Learning
Social and Emotional Learning- Creating crucial programming in every school in the district. The needs of our students have changed dramatically in the last 5-6 years due to social media and Covid. Our students need extra supports in the class	Mental Health & Social Emotional Learning
Health and wellness services Supports student health and well-being	Mental Health & Social Emotional Learning
Increasing the presence of School Counselors and mental health clinicians to support student social-emotional wellbeing. Classroom complexity is rising; students cannot focus on academics like writing and math if their mental health needs aren't met first.	Mental Health & Social Emotional Learning
Meaningful response to bullying and other behaviour issues giving students SEL lessons doesn't fix the cruelty that many students face - remove the bully	Mental Health & Social Emotional Learning
A school counsellor in every building Kids are anxious, tough economy equals high stress home environments	Mental Health & Social Emotional Learning
We have appreciated Social-Emotional learning and support Without this, good test scores and the like don't amount to much.	Mental Health & Social Emotional Learning
Ensuring equitable access to resources and support for all students, especially those who are underserved, is essential for fostering a fair learning Expanding mental health services is crucial for supporting students' well-being and enabling their academic success.	Mental Health & Social Emotional Learning
Having enough manpower to help our students Since pandemic, we are seeing a surge in needs and mental health with our students that requires one on one support for them.	Mental Health & Social Emotional Learning
Student Connections Proactive approach to preventing events such as Tumbler Ridge.	Mental Health & Social Emotional Learning
mental health counselling support Neurodivergent CEAs who can train others from their own lived experiences	Mental Health & Social Emotional Learning
Safety We want our children to be more secure safety in the school zone with every teachers in the class that provide the best supports for all kids.	Mental Health & Social Emotional Learning
More focus on children's mental health and programs and groups children can be apart of. Many don't know the resources available My child has struggled with mental health and could have used some extra information at the student level.	Mental Health & Social Emotional Learning
Community outreach and connection is important for our most vulnerable families. Connecting communities will bring people together and reduce conflict. The more positive connections we make, the more we support one another.	Mental Health & Social Emotional Learning
More counselling time My kids have had a hard time accessing in school support	Mental Health & Social Emotional Learning
Not all schools within the district practice the SEL skillset, more SEL training is needed for teachers to gain a better understanding of student need Behavior is communication. To be proactive and teach students SEL skills is a better approach than having behavior rooms for discipline.	Mental Health & Social Emotional Learning
More one on one time with students Too many students feel a disconnect from schools once they go into middle/high school	Mental Health & Social Emotional Learning
Behavior Safety and well being for all students	Mental Health & Social Emotional Learning
Student support Allows students to learn in the best way possible	Mental Health & Social Emotional Learning
Children need consequences for poor behaviour that disrupts class time. Misbehaving kids are taking over valuable class time. Teachers need a standard playbook for dealing with kids. Consequences are required.	Miscellaneous
More money directly funding student learning Public education is not a business. We don't need a CEO or a CFO. Management wages have gotten completely out of hand.	Miscellaneous
Parents need to take responsibility for their child's education and ensure their child is up to date on assignments etc. When parents aren't taking responsibility then the teachers valuable time and resources are spent on doing parenting work for a student instead of tea	Miscellaneous
Before and after school care Because we have to work, why not make it doable for us?	Miscellaneous
Look at ways to reduce costs at all schools- have incentives for schools to save money instead of 'use it or lose it' school budgets... Unnecessary spending of public funds	Miscellaneous
For me the school environment and working effort in class is important. Because these two things makes me improve my work effort and feel comfortable to educated in school.	Miscellaneous
Principal changes mid-year are disruptive It is very challenging for students and families when the principal or vice principal is changed in the middle of the year without warning.	Miscellaneous
Support for staff If there is no support for staff why should they keep bending over backwards for you???	Miscellaneous
Education less down time Kids are being pushed through and are failing	Miscellaneous
Parent conferences Timing needs improvement. Not in the first month of school. After each report cards. Also, stop student led conferences.	Miscellaneous
Services should be free if they are going to be offered	Miscellaneous
Shut down eSchool23. In the age of Provincial Online Schools, it is no longer needed. Spend more money on assessing and re-certifying teachers on a yearly basis.	Miscellaneous
Too much money wasted It just increases our taxes	Miscellaneous
Fees that are waived need to be reimbursed to schools When fees are waived, either other students or the school must cover the costs. That is not fair, given the policy to waive fees for financial reason	Miscellaneous
Proof of income for lunches and groceries. This is a need not a right. Some of that money could be put back into schools for any of the other asks. Teachers shouldn't be put upon to help our children. We need proper funding.	Miscellaneous
Focusing on improving my sons skills It's very helpful	Miscellaneous
Before and after school in the schools more care for kids and more hours for staff	Miscellaneous
At school before and after childcare More stability for kids and parents	Miscellaneous

<b>THOUGHTS: As the District plans the 2026/2027 Annual Budget for the next school year, considering the educational programs and services that are currently provided at your school, what is most important to you and why?</b>	
<b>Thought (translated)</b>	<b>Theme</b>
Better distribution of school holidays that aligns more with working families (i.e., shorter term breaks and summer break) Less disruptive to family units. More productive for both overall (provincial/national) and family economics.	Miscellaneous
lunch time is important so important that 40 mins is not long enough and we need an hour and 30 mins lunch break because I need to eat to grow	Miscellaneous
Introduction of school uniforms Gr 1-11 to reduce the obvious gap between 'haves' and 'have nots'. Less pressure on parents to 'keep up with the Jones' when the cost of living is getting more expensive for most.	Miscellaneous
Offer more	Miscellaneous
There are too many manager and assistant positions in sd23 and cuts should be made to these positions first. The learning of kids is the purpose of a school district and therefore learning conditions should be protected from budget cuts.	Miscellaneous
A lot of money is spent on food for administrators at COLT meetings and the annual admin retreat to resorts. Cuts need to be made from the top down. This money doesn't directly benefit students. It creates a hierarchy among employees. CUPE is treated as third rate.	Miscellaneous
Variety of core classes and skilled trade classes Provides options to all students of various interests	Student Choice & Electives
Support co-curricular programs like music, fine arts, sports, and electives. Students should be exposed to many things and have the opportunity to express themselves.	Student Choice & Electives
Variety of Activities/Field Trips/Sports Keeps kids engaged, active and healthy	Student Choice & Electives
Elective programming These are often the classes that provide students skills and focuses on passions. And they are often the first programs to be cut.	Student Choice & Electives
Extra-curricular activities not only sports Students may not have opportunities outside school.	Student Choice & Electives
Diversity in exposure and experiences. Arts, sciences, languages, cultures, class trips.	Student Choice & Electives
Enrichment programs Give kids a real world experience	Student Choice & Electives
Variety of electives So students can explore as many different subject areas as possible	Student Choice & Electives
the electives because they have courses that I need to develop in the future	Student Choice & Electives
Electives I like that the students can try different things to find what they are interested in.	Student Choice & Electives
Electives are fun and appreciated by the kids Field trips are ample	Student Choice & Electives
Continue to prioritize student choice in their educational experience. It allows students to explore their passions. It keeps them engaged and empowers them to have agency in their learning.	Student Choice & Electives
Extracurricular activities that provide challenges beyond classroom requirements Academic expectations are currently too low	Student Choice & Electives
The most important thing to me is the vast number of programs that are offered. The number of different programs allows students to follow any of their dreams and interest.	Student Choice & Electives
District level opportunities for students to connect, learn from each other and meet others outside their school We have very few opportunities for students to engage with each other outside their own school, outside very competitive athletics.	Student Choice & Electives
Safety and Security of students is our number one priority Because to save the many lives and maintain peace in our community .	Student Safety & Wellness
Safety of children Without safety, they aren't safe.	Student Safety & Wellness
Food programming Too many of our kids are going to school hungry	Student Safety & Wellness
Stop the vaping for the sake of our lungs I DON'T want a face full of moist, cotton candy flavoured air as I'm washing my hands	Student Safety & Wellness
free snacks because lots of students cant afford as much food as others	Student Safety & Wellness
Nutritional programs Children need to be educated on what is nutritional eating as well as more food needs to be offered for students coming without proper nutrition	Student Safety & Wellness
providing food to students/families that don't have enough Students can't learn if they are hungry	Student Safety & Wellness
Services such as, hot lunches, school buses, and physical education should take priority over woke agendas. Health and accessibility	Student Safety & Wellness
Student success and safety If my children aren't successful or safe, SD23 isn't succeeding.	Student Safety & Wellness
It is important for me to know that students are not hungry when they are at school. Students need to have food for the brains to be able to fully engage. With the cost of groceries now, healthy choices seem to be the most expensive	Student Safety & Wellness
Student food programs Kids who don't eat, don't learn	Student Safety & Wellness
School Cafeterias Invest in them. They can be money makers.	Student Safety & Wellness
Crossing guards at all Elementary School cross walks The safety of our children is paramount. Parents are often flustered, distracted and rushed before & after school. Our children are small and unseen.	Student Safety & Wellness
Feed the kids, not the staff. Feed the kids, not the staff.	Student Safety & Wellness
Implement a clear, enforceable zero-tolerance anti-bullying policy for all students, in place of SOGI (Sexual Orientation Gender Identity) programming Schools should focus on preventing harmful behaviour and enforcing clear consequences, rather than promoting ideological content.	Student Safety & Wellness
I would support increased investment in buses and qualified drivers so we can ensure the safe transportation of our children to school. Our children should not have to walk long distances, past homeless camps and drugs to get to school.	Student Transportation
bus services should not be the price they are It is not always possible to get students from homes far away from the school to the school. There should also be a family rate, not a per child rate.	Student Transportation
Busing - both full-time working parents	Student Transportation
Busing Reduces traffic congestion around schools	Student Transportation
bus service I can actually get to school	Student Transportation
more funding for transportation-busing it is too expensive for families	Student Transportation
Increase safety around the school and into the community Improving safety will allow for better alternative ways to get to/from school than driving and decrease caregiver safety concerns.	Student Transportation
Bus fees need to drop. Especially if canyon middle school is such a nice building and area maybe have bus services in less desired areas less	Student Transportation
Bus service for French immersion students This should be offered to all students	Student Transportation
Cheaper bussing costs for field studies Cheaper bussing will mean field studies are not as expensive for the student to participate in.	Student Transportation
school bus transportation for our students is important. Students feel safe and the transportation is reliable. The kids love their bus driver.	Student Transportation
the busses because if someones bus is cancelled just let them go on	Student Transportation
Bussing for french students if they are out of catchment. French is an official language of Canada.	Student Transportation
Bussing for French immersion students Without it, the program is inaccessible to some families	Student Transportation

Q2: What modifications to programs, services and/or activities would you like the District to consider as the 2026/2027 Annual Budget is developed?		
Respondent	Response	Theme
Community Member	Less spending at the Board office and special appointments and committees.	Administrative Spending
Community Member	Reduce the number of managers.	Administrative Spending
Parent	The school board should cut positions at the board office. The last several years the district has struggled to balance its budget, but they still create high paid board office positions that have seemingly little to do with the teaching and learning of students. The government should perform a forensic audit on this school district to find out where all of the money is going.	Administrative Spending
Parent	This district is SOOOOOO top-heavy. Way too many people in upper management	Administrative Spending
Parent	Decrease in top administration positions and more money for support services.	Administrative Spending
Parent	Freeze top level admin salaries. You can't control unionized worker wages due to bargaining, but you can control exempt staff salaries. Reducing admin operations costs, supplies in admin offices, etc. Look at software licenses, are they really needed? Do we really need all these apps? Increases to direct student supports, EAs, counsellors, etc.	Administrative Spending
Parent	Scale back administrative bloat	Administrative Spending
Parent	Reduction of administrative staff at district level.	Administrative Spending
Parent	More funds in schools, less funds directed towards district principals.	Administrative Spending
Parent	Remove funding for back to school gifts for staff. Besides, not all schools get this. Use that money for resources for kids.	Administrative Spending
Parent	I am concerned about spending priorities, particularly the use of District funds to cover overnight hotel stays for senior administration and board office staff at locations approximately 45 minutes from Kelowna. At a time when the District is communicating budget shortfalls, implementing cuts, and increasing bus fees for families, these expenditures appear inconsistent with the message of financial constraint. Before increasing costs to students and families or reducing classroom supports, I believe the District should carefully review discretionary administrative expenses, including travel and accommodations for meetings that may not require overnight stays. If difficult financial decisions are necessary, they should prioritize maintaining student services and minimizing impacts on families rather than supporting non-essential administrative travel.	Administrative Spending
Parent	Less district principals and assistant superintendents so more school level programs can be funded. Money distributed on an as-needed basis, not "equally" so schools with higher needs get more supports. Fund programs for at risk kids within their own schools rather than sending them to a centralized program. More educators (teachers and ceas) put into classes. A cap on students with IEPs in each room (maximum 3). More testing so more kids can get support (more psychologists doing psych-ed).	Administrative Spending
Staff	Prioritize funding boots on the ground positions where students can feel the direct impact of the support in the schools rather than positions that don't work directly with students and staff in the schools.	Administrative Spending
Staff	As always, fewer district level supports and more supports in schools.	Administrative Spending
Staff	As the District plans the 2026/2027 budget, there is a growing need to refocus on the core purpose of public education by prioritizing direct student services and the staff who deliver them, as increasing administrative layers have become difficult to measure in impact while frontline programs and supports continue to face ongoing cutbacks and mounting pressure	Administrative Spending
Staff	Reduction in senior district staff positions. Lay off half of the senior staff at Hollywood road.	Administrative Spending
Staff	Stop hiring so many managers	Administrative Spending
Staff	The district needs to cut back on upper-level administrative positions. SD23 is very top heavy, and this is expensive. Save money by cutting positions and routing the money saved to the schools and programs for students. The SEL programs throughout our district need to be cut. We have become an extension of Interior Health and that is not our job. We need to teach kids how to read, write, math and science: that is all. Our funding cannot include mental and emotional support. This is a health issue.	Administrative Spending
Staff	Lessen the raises to the higher ups and put the money into education and the students. The burdens on teachers are a lot with growing needs and large classes.	Administrative Spending
Parent	Music program at Peter Greer Elementary.	Arts & Music Education
Parent	Keep the music program at Peter Greer and all elementary schools. These should be permanent programs.	Arts & Music Education
Parent	One on One support for reading and writing. In school teams/sports Music/Art options	Arts & Music Education
Parent	More funding for music programs. Music is so important to so many children and is where many kids thrive and grow. The music program has virtually no budget in my child's school and the music teacher relies entirely on government grants to purchase any kind of instruments.	Arts & Music Education
Parent	Music at Peter Greer Elementary	Arts & Music Education
Parent	Integrate music programs into school hours.	Arts & Music Education
Parent	Music in primary schools. Supports for foster kids	Arts & Music Education
Parent	a proper music and choir program for each school. Extra curriculars for students at all ages, track and field, basketball, volleyball, etc. STEAM programs for all levels.	Arts & Music Education
Parent	I want to keep the music program at our school (Peter Greer Elementary).	Arts & Music Education
Parent	No modifications but keep programs such as music	Arts & Music Education
Parent	More music program for Peter Greer to be bigger. More programs/clubs to be offered for all types of physical, arts	Arts & Music Education
Parent	Keep the Peter Greer music program.	Arts & Music Education
Parent	Please continue to grow the music programs. It is the highlight of the week at Peter Greer. Continue to invest in cultural performances.	Arts & Music Education
Parent	More funding for extra-curricular activities such as music and art. More funding towards support staff knowledgeable in educating learners that are neurodivergent.	Arts & Music Education
Parent	focus on social and emotional learning, music, and sports	Arts & Music Education
Parent	Mandatory music programs in all elementary schools	Arts & Music Education
Parent	I'd love to see an expanded arts and digital arts program that helps train our kids up on modern creation tech.	Arts & Music Education
Parent	Continued focus on arts in schools including music, drawing, and drama. Supporting PACs or allowing PACs to do certain installations (such as bike racks) themselves to save the district money and ensure timeliness of installations.	Arts & Music Education
Parent	Keep the music and arts programs running. A lot of children don't get the opportunity outside of school and these programs can really give children a broader cultural and emotional understanding.	Arts & Music Education
Staff	Support for elementary music programs - these should be mandatory. Increased LAT funding.	Arts & Music Education
Staff	I would like to see increased investment in Fine and Media Arts programs. Arts education supports student engagement, well-being, creativity, and critical thinking, and provides inclusive pathways for students who may not thrive in traditional academic settings. Specific considerations could include increased funding for classroom supplies (we have the same budget as everyone else, but we go through so much more expensive materials and I have to buy out of pocket a lot) A lot of other teachers also come to my room to use supplies. Support for exhibition and performance opportunities that allow students to share their work with authentic audiences would also be great.	Arts & Music Education
Staff	I would like to see more Music in the Elementary and Middle School model. Having been a teacher in a district that has an elementary Music Specialist in every Elementary school, it is disheartening to come to a district that does not value Music as a powerful way to engage students, provide cross curricular teaching through music, and offer an outlet for students to experience music at a young age. Music should be taught from the youngest age possible by the highest qualified educators. The current model used by this school district has students from some elementary schools receiving a quality music education from kindergarten up and other elementary schools receiving little to none, and if they are receiving music, it is often being taught by a non-specialized teacher. Music Education provided by a qualified specialist who is allowed to job share, making up their FTE by working in two schools rather than one, would allow this to happen.	Arts & Music Education
Parent	More in-school recreational activities and sports for younger children	Athletics & Physical Activity
Parent	More supervision during recess break times. Or allowing parent volunteers to supplement contracted staff. STEM based extra curricular activities Sports such as basket ball, volley ball, smash ball, with teams competing against other school. Especially on the Westside, there doesn't seem to be an established "league"	Athletics & Physical Activity
Parent	more after school sports and activities	Athletics & Physical Activity
Parent	More teacher and more sport coaches	Athletics & Physical Activity
Parent	My children get gym class once a week. They should be moving daily.	Athletics & Physical Activity
Parent	More local sports programs	Athletics & Physical Activity
Parent	Extra curricular sports in elementary school	Athletics & Physical Activity
Parent	More budget for gym gear.	Athletics & Physical Activity

Q2: What modifications to programs, services and/or activities would you like the District to consider as the 2026/2027 Annual Budget is developed?		
Respondent	Response	Theme
Parent	More funding, time and effort into extra curricular activities (sports teams)	Athletics & Physical Activity
Parent	Student Ski Program for elementary kids Investments into RMS Rutland Sports Fields lighting and field upgrades have recently pushed back by the Kelowna City council due to poor planning and bidding processes. Requiring aggregate to be hauled from Vancouver is a waste of resources.	Athletics & Physical Activity
Parent	More sports and after school activities for youth	Athletics & Physical Activity
Parent	More physical education in elementary school	Athletics & Physical Activity
Parent	More sports/arts/trades focused learning and less "book" courses.	Athletics & Physical Activity
Parent	More physical activities	Athletics & Physical Activity
Parent	More physical fitness	Athletics & Physical Activity
Parent	A ski program to silverstar More academic help Counseling services	Athletics & Physical Activity
Parent	Athletic and outdoor programs	Athletics & Physical Activity
Parent	more outside time and active time for kids - social interactions. More awareness for difference in teaching/learning for girls and boys in elementary	Athletics & Physical Activity
Parent	Much more emphasis on physical activity and outdoor activities in schools. Build an indoor and outdoor environment that encourages this	Athletics & Physical Activity
Parent	More outside activities and more learning through doing. More field trips and more funding for the outdoor "outside of normal curriculum".	Athletics & Physical Activity
Parent	We currently have hockey academy at OKM where parents pay for extra training. With volleyball growing why do we not have beyond sport volleyball academy like SD22 has. Immaculata also offers a program. OKM has nothing to develop junior and senior volleyball players academy wise, but everything for hockey. Our players are falling behind when other schools offer this, and it hurts them for university. Even with school volleyball it is limited to two practices a week and we fall behind in provincials. It is also a stream of revenue for sd23. We need q volleyball academy.	Athletics & Physical Activity
Staff	Resource and athletics need to have more funds. As well as CEAS	Athletics & Physical Activity
Student	I think arranging more competitive sport activities. It involves leadership, a great opportunity for learning. It also gets more people in the community together.	Athletics & Physical Activity
Student	weight training gym class	Athletics & Physical Activity
Student	more into the other less well known sports like rugby, ultimate frisbee, swimming instead of most of it going to football and sports like that	Athletics & Physical Activity
Student	More broader sports and courses to bring light to every hobby and/or interest students have.	Athletics & Physical Activity
Student	Maybe more sports opportunities or extra curriculums.	Athletics & Physical Activity
Student	more support for physical education programs (e.g funding for a dedicated physical education teacher)	Athletics & Physical Activity
Student	I think that the school should invest in getting more mats for the gym so that the games played can be more diverse and open new opportunities.	Athletics & Physical Activity
Student	Reopening MMA room/club and fixing portable ventilation	Athletics & Physical Activity
Parent	Before and after school care at the schools be provided for all students	Childcare & Out-of-School Care
Parent	Before and after school programs	Childcare & Out-of-School Care
Parent	Spring break should be 1 week More after school care programs at schools	Childcare & Out-of-School Care
Parent	Services: before and after school care.	Childcare & Out-of-School Care
Parent	School meal programs and in school childcare before and after school.	Childcare & Out-of-School Care
Parent	-before/after school care programs. -scheduling parent/teacher interviews once school is out so all parents can attend. -scheduling school concerts outside of school hours so parents can attend.	Childcare & Out-of-School Care
Parent	Afterschool programs within the same school	Childcare & Out-of-School Care
Parent	More preschool or after program to support working parents.	Childcare & Out-of-School Care
Parent	- more affordable afterschool care options available in schools, not offsite - more time outdoors for kids - change the Bellevue Creek/Dorthea Walker configuration, with children staying in one school for all of their primary years	Childcare & Out-of-School Care
Parent	The only suggestion I would have would be before and after school care at Glenmore but that might not be possible.	Childcare & Out-of-School Care
Staff	More support for students in the classroom and before and after school care in schools	Childcare & Out-of-School Care
Community Member	Smaller class sizes	Class Size & Teacher Resources
Parent	Class sizes are too big! When there are too many kids in a class and too many needs, how is the teacher supposed to support my child properly? There also needs to be more in school and in class support workers. There should be more counselors and learning assistants to support children.	Class Size & Teacher Resources
Parent	Smaller class sizes to allow students to get more individualized instruction.	Class Size & Teacher Resources
Parent	More funding for smaller classrooms, and new teachers so that staff aren't burnt out, but can actually be kind to kids. More funding for programs that involve hands on learning and nature, instead of sitting behind a tablet or watching screens in class.	Class Size & Teacher Resources
Parent	Smaller class size	Class Size & Teacher Resources
Parent	Smaller classrooms	Class Size & Teacher Resources
Parent	Smaller class sizes	Class Size & Teacher Resources
Parent	Focus on increasing on class supports and decreasing class sizes from the maximums.	Class Size & Teacher Resources
Parent	I would like to see some addition to the teachers breaks so that kids don't have to be watching tv while eating their lunch so teachers can have a break.	Class Size & Teacher Resources
Parent	There should be more in classroom support for the teachers to be able to incorporate learning approaches integrating skills based learning. This includes, curriculum assessment and structural learning, upgrading technology, and new modern technologies to be introduced for coding.	Class Size & Teacher Resources
Parent	More in class support	Class Size & Teacher Resources
Parent	More teachers and support staff	Class Size & Teacher Resources
Parent	My main concern is that students get the right level of support in core subjects, whether they're struggling or ahead. My son is in kindergarten, and I want to make sure there are enrichment options as well as strong supports for kids who need extra help.	Class Size & Teacher Resources
Parent	More funding for direct supports in schools	Class Size & Teacher Resources
Parent	Healthy teacher programs - fitness, nutrition etc. Some teachers seem stressed/frustrated and don't know what's happening with the students when an event occurs in the classroom.	Class Size & Teacher Resources
Parent	Providing more support to students who are doing well academically so that they are challenged in the classroom and can go beyond a minimum standard that caters to all.	Class Size & Teacher Resources
Parent	I would like to see better resources for one on one support for kids struggling in any of the core academic subjects.	Class Size & Teacher Resources
Parent	Teacher support with students in the classrooms	Class Size & Teacher Resources
Parent	Actual funded support for advanced learners who works benefit from better support. These students are falling through the cracks because they aren't causing problems. They are not being served by the school district. Music and Arts programming at all schools but especially across all elementary schools.	Class Size & Teacher Resources
Parent	Increase support for students in the school through hiring more teachers and CEAS. Reduce the number of management positions within the district.	Class Size & Teacher Resources
Parent	I would like that the District focus on improving the teaching process with training, engaging resources and enriched content, also keeping requirements of student performance and learning assessment. Maintain equity in levels of not holding back on top performances and also not letting whoever need more assistance to flourish to fail to receive support. That's difficult considering the schools' capacities and resource limitations. Mainly, focus on academic development and let parents educate their children on how to be good citizens and neighbours. I strongly disagree with any effort, time, initiative, resources and spent focused on political agendas, there are many nowadays and non of them will ever secure the development of children, they mainly polarize ways of thinking instead of promoting understanding of diverse opinions and ideas that the political spectrum can summon.	Class Size & Teacher Resources
Staff	Reduce class sizes. Consider community outreach to support high-risk and vulnerable families.	Class Size & Teacher Resources
Staff	More support for teachers, smaller class sizes. More time for teachers/ support staff to collaborate and prepare.	Class Size & Teacher Resources
Staff	Smaller class sizes, more prep space for teachers, more qualified support staff to help students thrive, more celebration of non-athletic school activities	Class Size & Teacher Resources

Q2: What modifications to programs, services and/or activities would you like the District to consider as the 2026/2027 Annual Budget is developed?		
Respondent	Response	Theme
Staff	Need to increase FTE as our classes are too crowded; the student:teacher ratio is too high Need to increase the number of support teachers in the schools as class complexities are increasing at a rate higher than can be attended to in schools. Need to increase food budget and availability for students, as the number of struggling families is increasing and this is putting strain on schools. Need to decrease the number of new initiatives every year - it is resulting in too many staff, at too many levels, being spread too "thin" and overburdening everyone with meetings, emails, etc. while increasing the need for an ever increasing number of administrators to lead the different initiatives.	Class Size & Teacher Resources
Staff	More prep time for high school teachers	Class Size & Teacher Resources
Staff	More focus on supporting ongoing professional learning in schools.	Class Size & Teacher Resources
Staff	Classroom composition balance - creating safe, well-supervised spaces for all students.	Class Size & Teacher Resources
Staff	More supports directly to students and classrooms	Class Size & Teacher Resources
Staff	Budget for new classes	Class Size & Teacher Resources
Staff	Before spending money on district wide educational opportunities for teachers, please check with staff to find out what they think is needed. Currently programs offered by the LIT are based on things we've been doing for years in SD23 and they are not new. This is not using the budget wisely.	Class Size & Teacher Resources
Staff	more focus on direct classroom improvement, district level initiatives that connect to direct classroom instruction. Over arcing concepts are great but then they can take a long time for teachers eventually get that influence into the actual classroom. Do we need to send VPs to Florida, and then not report back in and directly share what they learned	Class Size & Teacher Resources
Staff	More money into schools and classrooms directly. Anything to decrease class size and complexity; Learning and Innovation team costs a lot and is not financially worth it (not worth the bang for the buck); money being spent that isn't directly helping students	Class Size & Teacher Resources
Staff	The district needs a strong mentorship program for new teachers that support release time for experienced teachers to work with new teachers. The current univeristy education program is not adequately preparing teachers for the realities of current classrooms.	Class Size & Teacher Resources
Staff	Targeted collab time for teacher wellness Inquiry time for teacher groups More cea support (1 per primary classroom as promised by Eby)	Class Size & Teacher Resources
Community Member	More focus on learning math,science, language etc	Curriculum & Programming
Community Member	Philosophy, critical thinking, emotional regulation	Curriculum & Programming
Parent	Focus on trades / skills	Curriculum & Programming
Parent	I'd like to advocate for replacing social justice classes with political science and economics, as these subjects provide practical tools that better prepare students for careers, finances, and civic participation.	Curriculum & Programming
Parent	Field trips, mental wellness, occupational therapy, sports equipment, and stem sciences.	Curriculum & Programming
Parent	Id like the district to consider shifting some balance in the budget. While celebrating indigenous history can be important, focus on strengthening stem programs, career pathways and tech access to ensure everyone receives a future ready education should be priority.	Curriculum & Programming
Parent	Tutoring after school (french immersion, math, science, reading, homework help) Supplemental classes after school - art, drama, etc.	Curriculum & Programming
Parent	Alignment on curriculum. Currently at Webber Road Elementary there are two sets of, about, 20 students in two classes. One set is getting home work and is reading every day, the other is not. Huge disadvantage for those that are not.	Curriculum & Programming
Parent	Focus on fundamental studies including Reading Programs, Writing Programs, Mathematics, and the Sciences. All other political, or special interest programs should be reduced or eliminated.	Curriculum & Programming
Parent	Continued support of the cultural arts, technology access in schools, and coding support for young kids.	Curriculum & Programming
Parent	The curriculum needs to be adjusted to increase knowledge and align it with other levels of knowledge. What the kids learn now is too easy. Stop all the computer game focus in learning Kids who have more needs need their own space and attention instead of holding back the rest of the class	Curriculum & Programming
Parent	Provide opportunities for advanced middle school students to be challenged appropriately (advanced / honours classes).	Curriculum & Programming
Parent	More academic challenges for strong students	Curriculum & Programming
Parent	More emphasis on excellence, more emphasis on academic achievement	Curriculum & Programming
Parent	I'd like to see an emphasis on economics taught to students	Curriculum & Programming
Parent	More outside activities and field trips	Curriculum & Programming
Parent	Kids should learn world history and geography.	Curriculum & Programming
Parent	More STEM	Curriculum & Programming
Parent	Return to letter grades	Curriculum & Programming
Parent	provide grades earlier than grade 10	Curriculum & Programming
Parent	Increase practical experience and craft professions	Curriculum & Programming
Parent	More flexibility in middle school core course levels (streaming, advanced courses)	Curriculum & Programming
Parent	Programs for children excelling in their grade, the focus is on children that struggle or need extra help and nothing for children that need to be challenged.	Curriculum & Programming
Parent	Less time on soft social subjects and more time on learning academics. Please stop obsessing on who the kids are attracted to, forcing them to define who they are, and making everyone feel bad about who lived where and when. Give more tests and more homework. Kids are tough. They will survive the test and homework.	Curriculum & Programming
Parent	Less education via tablets	Curriculum & Programming
Parent	I would like to see the curriculum become more rigorous, with greater oversight, particularly at the high school level. There appears to be an overemphasis on reflection-based activities, with fewer rigorous assessments that require students to demonstrate strong knowledge and skills. Students should be expected to earn their grades through meaningful academic work, not primarily through reflection. As a parent of one child now attending UBCO and another about to graduate, I am concerned that high school courses are not consistently preparing students for post-secondary expectations. This concern was especially noticeable in some courses related to Indigenous Education, based on my children's experiences. They described frequent walks, circle discussions, and repeated reflections, with limited academic challenge. They would have benefited more from explicit instruction in writing, essay organization, and preparation for post-secondary learning, particularly in English courses.	Curriculum & Programming
Parent	Our kids excel in school and are not being challenged to their full ability. Is there a way to challenge students who are excelling beyond their grade level while still leaving no one behind?	Curriculum & Programming
Parent	Focus more on the basics - English, math, science. Not ideology.	Curriculum & Programming
Parent	I would like to see grades back and not the competencies.	Curriculum & Programming
Parent	focusing on delivering the core curriculum and eliminating special programs. Students need a solid foundation of english, mathematics, social studies and science to be successful at life. Courses such as board games and chess etc. should not exist, students can enjoy those at home, the time in the classroom is very limited these days and every moment should be used wisely and efficiently. In my opinion in a typical school day there is a lot of wasted time that should be used for learning and teaching.	Curriculum & Programming
Parent	Focus not only for professional courses but also for skills and trade ones	Curriculum & Programming
Staff	I believe we should stick to basic teaching, Academics, English, Math, Socials, Science, Physical Education.	Curriculum & Programming
Staff	(1) Increased prioritization of English and Math learning and supports (2) Continued focus on Career Programs (2) Academic subjects, Arts and Sports are also important to support (but the budget should most heavily focus on English, Math and Career education) (4) Politically-charged and motivated courses and programs can be REALLY toned down. Parents are starting to feel frustrated with the amount of instruction that is politically based. If any politics are taught, ALL sides of the argument should be presented to students so that they can learn to think critically.	Curriculum & Programming
Staff	More health and wellness services and grade 12 sexual health. Fewer ILT positions, and more support services for students.	Curriculum & Programming
Staff	I would like to see the development of more hands on courses in the district, especially at the secondary school level.	Curriculum & Programming
Staff	more class differentiation. fundamental math, eng, science etc. Workplace math is not a catch-all for students who need the basic math skills taught. resource home ec/tech Ed.	Curriculum & Programming
Parent	Let's take politics out of our schools. It's not the schools job to be teaching kids about gender ideology, transgender, etc. focus on math, English, science and social studies.	Curriculum & Programming
Community Member	More focus on Indigenous education for Indigenous and non-Indigenous students. Both in classroom and extra-curricular.	Diversity, Equity & Inclusion

Q2: What modifications to programs, services and/or activities would you like the District to consider as the 2026/2027 Annual Budget is developed?		
Respondent	Response	Theme
Parent	Indigenous, Fine Arts and well funded student support	Diversity, Equity & Inclusion
Parent	Open up the indigenous teaching to all students	Diversity, Equity & Inclusion
Parent	Continue to increase inclusion and accessibility to all aspects of education.	Diversity, Equity & Inclusion
Parent	More funds available for teachers to work with local Sylix community members and bring community int the schools.	Diversity, Equity & Inclusion
Parent	Perhaps not a modification, but ensure that programs related to DEI are NOT cut - current political realities are actively seeking to remove protect for vulnerable groups. Rights for BIPOC and LGBTQ2S+ students need to be upheld in the District	Diversity, Equity & Inclusion
Staff	A Strong SOGI presence with learning activities for all staff members. Anti-racism training for all staff members. More learning and action taken on TRC recommendations and money for land based learning for Indigenous students.	Diversity, Equity & Inclusion
Staff	the funding of indigenous education, the programs such as Landbased learning	Diversity, Equity & Inclusion
Staff	Add funding for more indigenous presenters in classrooms. We used to be able to have one session a year per class Add a fruit program in our school (am snacks) for each class, once a week	Diversity, Equity & Inclusion
Parent	better maintenance of the schools	Facilities
Parent	Remove red tape a roadblocks for school and playground upgrades. If you have willing parents willing to invest time and labour, the should be allowed. Some of our schools need serious updates.	Facilities
Parent	I think more emphasis needs to be made at replacing furniture that is broken. This is a service the school/board should be providing.	Facilities
Parent	Renovate RMS - it has been too long ignored. More support staff and help for classrooms extra help	Facilities
Parent	High school in Glenmore-Clifton	Facilities
Parent	Open George Pringle . Offer more courses .	Facilities
Parent	Playground restructure/updating esp in central okanagan.	Facilities
Parent	A High School in the Glenmore area More elementary schools More merit-based and outcomes-based financial incentives for good teachers to stay teaching	Facilities
Parent	New Glenmore highschool.	Facilities
Parent	More seating areas where kids can sit and eat lunch that's not on the floor. Covered outside tables maybe ?	Facilities
Parent	Consideration of 'space'. My daughter's class is in a portable and is very large. It's not a well-designed space. Lack of windows (only small), very poor acoustics, etc. We believe that it significantly amplifies challenges related to her learning differences. So that is a significant challenge impacting her daily experience and capacity as a learner. Better access to specialized supports. Enhanced STEM education and opportunities.	Facilities
Parent	No pay increases for executive. Put the money to the needs of the actual students. Be realistic with capital projects. Not sure why every construction project with the SD is late. The Dr Knox expansion is now 1.5 years late. Is that due to a bad management of the project? Changing direction when a project has already started? Okanagan College (also publicly funded) has completed 3 major builds in 2025 on time and on budget. 3 more are currently underway for completion in 2026 an 2027, all on time and on budget. Not sure how the SD projects are so mis managed.	Facilities
Staff	Adding more portables provides immediate classroom space in high-growth areas (eg. KSS), preventing overcrowding and keeping class sizes manageable (problematic). This would allow schools to meet enrollment needs quickly while long-term building expansions or new schools are still in planning or construction (eg. Westside, Parkinson).	Facilities
Staff	Opening more schools and having less or no portables!	Facilities
Staff	More money to schools and students rather than to the Board Office building (example the \$50,000 screen in the big room). Less spending for extravagant Pro D for admin like Sparkling Hills.	Facilities
Staff	Replace existing portables with habitable infrastructure that are clean, safe, and inclusive spaces for students and staff to learn in.	Facilities
Staff	More accessibility throughout the buildings.	Facilities
Staff	Making more space available for students to learn	Facilities
Staff	Replace RMS with a new school.	Facilities
Staff	As the District develops the 2026/2027 Annual Budget, it would be helpful to consider frontline operational realities — particularly from employees who maintain facilities daily. First, custodial staffing levels should be reviewed against actual square footage, usage rates, and after-hours demands. Many buildings operate beyond standard hours, increasing wear, waste volume, and sanitation requirements. Budget assumptions should reflect real utilization, not historical baselines that may no longer apply. Second, deferred maintenance creates hidden costs. When aging flooring, washroom fixtures, HVAC systems, and exterior surfaces are not replaced on schedule, custodial time shifts from preventive work to reactive cleanup. This reduces efficiency and increases long-term expenses. A lifecycle asset management approach will produce measurable savings. Third, supply chain volatility and inflation continue to impact cleaning products, paper goods, and equipment parts. Budget forecasts shou	Facilities
Staff	More money for janitorial cleaning and sanitation - schools are DIRTY! Think Covid cleaners. More money to landscaping - it is a noticeable difference from last year. More money towards inclusive ed. , imagine a world where funding wasn't necessary to support kiddo's (that's provincial I know)	Facilities
Student	I would like to see the amount of budget put into the space for students in the building to be improved.	Facilities
Student	that we have bigger classrooms and that the food isn't ass expensive as it is now	Facilities
Parent	Stop spending money on alternative schools like French immersion. Instead put the money towards better English programs and schools.	French Education
Parent	Increased instruction of core classes in French in middle/high school. Consider incentivizing French teachers through advertisements in Quebec.	French Education
Parent	Add a French grouping at canyon falls so that the kids from BCE and DWE can follow the same educational path as their English peers. This would cause less pressure on KLO middle, and enable this very precarious age group to maintain more sense of consistency in their friend group and remove the disparity of the last year for kids at DWE being grade 5 or 6. That was the purpose of keeping English and French curricula together rather than making that split back when BCE was first reopened, was it not?	French Education
Parent	More upper year Math in the French immersion programs.	French Education
Parent	I would like the district to bring in more supports for diverse learners in the French Immersion program. Often times, the LATs, ITs and CEAs don't speak French. Yet, there are many children in the French immersion stream who need support, and then move to the English stream because the supports aren't available in the language.	French Education
Parent	I think French 9 should be offered on line if there are not enough students in the class. This happened to my GMS student and now they will not have any french during high school years which is very disappointing.	French Education
Parent	Increased support for ADHD students	Inclusive Education & Learning Support
Parent	Providing better support to ell students	Inclusive Education & Learning Support
Parent	fund inclusion practices - if all students are to be in class, it needs to be properly funded and supported so it's actually inclusion. When inclusion isn't funded, nobody wins.	Inclusive Education & Learning Support
Parent	more space for kids, additional supports in the school for behavioural/occupational and support programs for children with accessibility challenges that are accessible in a more timely manner	Inclusive Education & Learning Support
Parent	Accessibility and additional supports for children such as EA, speech, counselors.	Inclusive Education & Learning Support
Parent	More classrooms support for a neurodivergent students, as the teachers are pulled in too many directions and all students suffer.	Inclusive Education & Learning Support
Parent	More education for staff on how to work with high-functioning neurodiverse students. More support and resources for those students as well. Help to bring the bar up instead of lowering it!	Inclusive Education & Learning Support
Parent	Educator training on neurodivergence supporting neurodivergent students.	Inclusive Education & Learning Support
Parent	Please consider adding ABA (Applied Behaviour Analysis) consultants and classroom assistants to your roster of staff. ABA Consultants are critical for helping development behaviour support plans for children with autism and other support needs.	Inclusive Education & Learning Support
Parent	More access to school psychologist psych ed! We have been waiting 2 years for assessment and support and have been told it will be at least another two!!	Inclusive Education & Learning Support
Parent	More classroom supports in schools, more support for counseling/speech/learning challenges	Inclusive Education & Learning Support
Parent	More resources for children with ADHD, and neurodivergent.	Inclusive Education & Learning Support
Parent	Dedicated classrooms to neurodivergent kids that need more of the teachers attention and are better equipped for that	Inclusive Education & Learning Support
Parent	More programs dedicated to children with adhd and learning disabilities	Inclusive Education & Learning Support

Q2: What modifications to programs, services and/or activities would you like the District to consider as the 2026/2027 Annual Budget is developed?		
Respondent	Response	Theme
Parent	More support for students with designations, such as Autism, providing therapy in schools	Inclusive Education & Learning Support
Parent	Stop making political ideology school district policy. Drop DEI initiatives, and treat all students THE SAME with dignity and respect, but not giving preferential treatment based on race, gender etc.	Inclusive Education & Learning Support
Parent	Inclusion doesn't work for everyone. Some kids don't need to be forced to attend a regular public school. 1-1 CEAs are a wasted resource when they could be helping many more kids rather than babysitting one.	Inclusive Education & Learning Support
Parent	More resources for schools to access SPL, counsellors, IEPs, help to see if children could have dyslexia, autism, which seems to be more pronounced once children start school, etc.	Inclusive Education & Learning Support
Parent	Children with ADD & ADHD struggle to stay attentive and tend to give up when times are tough. If the teacher had the support of a CEA that could work with all the children that are struggling. I felt it would really help all the children in class stay focused and on track.	Inclusive Education & Learning Support
Parent	ASD funding that goes to the school district be reallocated to the students that they are ment for, not just into a pot and used for other students that might need services. These other students don't have a diagnosis so it is not medically proven that they need the support.	Inclusive Education & Learning Support
Parent	Schools need more CEA support badly. They are way over worked and under paid. I wpuld not do what they do for the peanuts you psy them.	Inclusive Education & Learning Support
Parent	Give back the original funding for Jordans principal... as well as get MORE EA's in the class rooms, allow for more kids to have one to one supports with out needing a full designation especially if they have a pending assessment with IH. You could further their education/ make their future a much smaller uphill battle to catching up by giving that temporary help prior to diagnosis. Once they are too far behind you have created a future drop out by pushing them through to the next grade. My son is at a k/1 level in grade 4 because he hasn't gotten an assessment done for ASD even though he is ADHD and NEEDS a one to one. Stop renoing schools and then moving the play ground 2 years later after it was already built ! stop doing costly "improvements" to cause us to lose parking making accidents more frequent and less safe for students.	Inclusive Education & Learning Support
Parent	Services - there is not enough support in classrooms. While I understand that every child has a right to an education, it is not fair for one child to take that away from many others. It may be offensive to some but at what point do we actually address the elephant in the room and say that not all kids should be in public schools and that our government needs to open new facilities for them.	Inclusive Education & Learning Support
Parent	Hire more CEA's to help out in classrooms	Inclusive Education & Learning Support
Parent	CEAs should be funded for all classrooms to support learning. More money needs to be given for LAT support. Canyon Falls now has a reputation in the district that students are coming out with lower math skills than other middle school students. I would like to know how numeracy skills can be supported for middle schoolers at Canyon Falls.	Inclusive Education & Learning Support
Parent	i suggest an amendment to the current implementation of the resource and inclusion program to better support student learning and safety. While inclusion is a shared value, the present model has resulted in unintended outcomes in some classrooms. Students with significant behavioural needs are being fully integrated without sufficient supports, requiring CEAs to provide near-constant supervision. This leaves students with moderate learning disabilities, who are capable of completing coursework with support without meaningful assistance. Additionally, persistent behavioural disruptions are impacting classroom safety, instructional time, and the learning of the majority of students. At present, there appears to be limited accountability or review when placements prove ineffective or unsafe. I propose greater flexibility in placement decisions, clearer criteria and review processes for full inclusion, and dedicated behavioural supports.	Inclusive Education & Learning Support
Parent	More CEA's, more life and social skills curriculum	Inclusive Education & Learning Support
Parent	Hiring more ceas and paying them better, smaller class sizes, more specialist teachers, more It teachers, more counsellors	Inclusive Education & Learning Support
Parent	More and better inclusive education, fully staffed.	Inclusive Education & Learning Support
Parent	I believe the system as a whole is OUTDATED. We need our system to be updated, more support CEA's & the schools should also be supplying ALL students with Breakfast and lunch AS AN OPTION!	Inclusive Education & Learning Support
Parent	More CEA's in schools so that all students (ministry designated or undesignated) receive support, rather than students who have a designation getting no CEA support because of the significant behavioural challenges of undiagnosed students taking ALL THE CEA TIME! My daughter has an autism designation and receives only a shared 30min block of CEA time currently. She is not a behaviour at school, but students with behaviour and no designation are receiving constant CEA supports throughout the day. Her "masking" (anxiety) at school leads to explosive BIG emotions at home. There needs to be more CEA supports throughout the school - at least 1 CEA per classroom to help support the needs of ALL LEARNERS!	Inclusive Education & Learning Support
Parent	There needs to be more support within the classrooms/ schools, more support staff to help with all the learning disabilities and disruptions. So that those kids who want to learn are actually given the right opportunity to do so. Right now there is not much learning happening in the classroom. It's turning into a giant daycare with a bit of learning here or there. It's a failed system at the moment, not preparing children for the future at all.	Inclusive Education & Learning Support
Parent	At our kids elementary school it feels that some of the teachers are under skilled to support the mental health and growth of the students. I'd like to see more training for them as well as more support in the classroom if it has children with extra care needs as this can take away from the other learners if not properly supported.	Inclusive Education & Learning Support
Parent	MORE CEA support!!!! Absolutely ridiculous the amount of needs in the school district and the lack of support!	Inclusive Education & Learning Support
Parent	More student support LA, counsellors, CEAs in classes	Inclusive Education & Learning Support
Parent	Higher standards for classroom behaviour and student expectations, with consequences, so there is less demand on current CEAs/teachers (assuming budget will prohibit an increase in teacher supports, so effect change from the other direction).	Inclusive Education & Learning Support
Staff	Ensure proper supports and services are provided to allow all students to flourish, especially those who would be labelled as outside pins in the work of Shelley Moore. Focus on supporting the diversification of our community and the extra challenges that this brings.	Inclusive Education & Learning Support
Staff	Provide additional resources and funding to address complex classrooms	Inclusive Education & Learning Support
Staff	More support for designated and undesignated students in the classroom.	Inclusive Education & Learning Support
Staff	Increase funding for inclusivity	Inclusive Education & Learning Support
Staff	It's obvious that the language of the collective agreement needs to change in order to better facilitate the complexity that exists in our classrooms. I'm tired of being told that it is a personnel issue; that the district is finding it difficult to hire enough C.E.A.s Please find a solution to this that obviously includes increasing the funding to pay the C.E.A.s a more livable wage and get more of them in more classrooms. If you are going to commit to the ideolgov of inclusion, commit to the idea of responsibly supporting it.	Inclusive Education & Learning Support
Staff	More support in schools for the increasingly diverse student needs.	Inclusive Education & Learning Support
Staff	Increase to LA and resource departments	Inclusive Education & Learning Support
Staff	Stability around Inclusion Teachers- ensuring we keep them in all elementary schools. Having a vice-principal in all elementary schools	Inclusive Education & Learning Support
Staff	More accessible programs for Resource students	Inclusive Education & Learning Support
Staff	Increased spending on academic intervention services. Increased access to school psychologists for psych Ed's	Inclusive Education & Learning Support
Staff	Classroom composition and there must be more staff for resource students.	Inclusive Education & Learning Support
Staff	Even distribution of 1701 funding for schools. This includes IT/RT FTE and CEA Allotment.	Inclusive Education & Learning Support
Staff	CEA support for students who may not have the paperwork but are verified to be in need of support by a teacher, administrator, and/or other education professional. For instance, a student arrives from another province with no paperwork or parents refuse to seek assessment, yet the student is struggling and clearly needs support. Can we create a pathway to support all students?	Inclusive Education & Learning Support
Staff	As a Resource Teacher in School District 23 Central Okanagan, I recommend the District prioritize inclusive education supports in the 2026/2027 budget. Additional Resource Teachers, Learning Support Teachers, and Education Assistants are needed for growing, complex caseloads. Expanded mental health and counselling services, with community partnerships, address anxiety, school avoidance, and social-emotional needs. Professional development in trauma-informed approaches, autism strategies, executive functioning, and behaviour interventions strengthens classroom capacity. Increased access to assessments and specialists ensures timely support. Transition planning and alternative pathways provide flexible learning for students moving between school levels or preparing for post-secondary/vocational programs.	Inclusive Education & Learning Support
Staff	I would love to see more support for ELL student in the elementary levels. At the school I work at we consistently have new ELL students come every year, often in the middle of the terms. It can be very draining and time consuming to support new students that have no English speaking experience, especially if there are behaviours or designations as well.	Inclusive Education & Learning Support

Q2: What modifications to programs, services and/or activities would you like the District to consider as the 2026/2027 Annual Budget is developed?		
Respondent	Response	Theme
Staff	More support for students (CEAs, counsellors etc)	Inclusive Education & Learning Support
Staff	Raise to CEA support staff, they are seriously underpaid, therefore there is not enough of them. There seems to be an epidemic with students who now fall under the category of special needs, learning disabilities or behavioural issues. Teachers need support staff now more than ever, and sadly there isn't enough them. Please consider giving these workers more compensation.	Inclusive Education & Learning Support
Staff	More budget for inclusive ed. I was relocated to a new room this year and needed a lot of material to build it up. I was finished my budget by December/25. The budget only provides for basic needs and nothing else. We would like money for sensory and physical activity materials.	Inclusive Education & Learning Support
Staff	A bigger budget for CEAs in a classroom for demand needed for one on one with students' needs in a classroom.	Inclusive Education & Learning Support
Staff	Adding extra CEAs in every Kindergarten class	Inclusive Education & Learning Support
Staff	More hiring of CEAs to fill gaps	Inclusive Education & Learning Support
Staff	Remove unnecessary programs that do not support the complex needs of students. Money being spent on programs that have no direct link to services to support student that are struggling in the system.	Inclusive Education & Learning Support
Staff	please expand student support services staffing particularly inclusive education and counselling services.	Inclusive Education & Learning Support
Staff	more funding for our Student Support Services. The cuts to the CEA formula is leaving children unsupported and the CEA: Student ration sometimes at 4:13.	Inclusive Education & Learning Support
Staff	More CEA/Resource Support	Inclusive Education & Learning Support
Staff	Quit decreasing the number of CEA hours allocated to Resource students.	Inclusive Education & Learning Support
Staff	More CEAs and classroom support.	Inclusive Education & Learning Support
Staff	Inclusive education	Inclusive Education & Learning Support
Staff	More CEA support. Sports and clubs funding.	Inclusive Education & Learning Support
Staff	Do not take any money from Inclusive Ed supports. Ideally, allocate more funding to the hiring of CEAs and CEA subs. Our students with designations, and just as often, our students without designations, require support to be successful in inclusive settings. Saying that a district is inclusive, but not having sufficient supports to facilitate that inclusion properly, means that we aren't able to be truly inclusive. Also, what is up with the CEA Callout program? So many failure to fills for absent CEAs, yet CEA Subs are sitting at home, not getting calls. When this happens, students don't get the support they are meant to. Something is broken. Daily callouts should continue until all available CEA subs are placed. I'd be in support of allocating funds to fixing the programming behind how CEA Subs are called out, to support as many CEA subs as possible being assigned evenr day.	Inclusive Education & Learning Support
Staff	More inclusive education staff positions (SLP, OT) - caseload sizes are largely over the recommended limits.	Inclusive Education & Learning Support
Staff	More CEAs. There used to be a ratio of 1 CEA to 3 Resource students, now since if it's have 5 or 6 per class and then there's the ELI students and LAT students as well. We can't support all of them the way they need us too!	Inclusive Education & Learning Support
Staff	The district should focus its budget on direct student supports — including classroom teachers, certified education assistants, counsellors, learning support teachers, and Indigenous advocates and wellness workers. If changes are needed, administrative costs, consulting, and other non-classroom spending should be reviewed first. Funding decisions should prioritize student learning and well-being.	Inclusive Education & Learning Support
Staff	Improve hiring and retaining CEAs. A huge part of the value they provide is the relationships they build with individual children; when we can't retain CEAs and schedule reliably with the children who trust them, those children suffer emotionally and in their learning.	Inclusive Education & Learning Support
Staff	-Improved CEA support. At least one CEA per kindergarten classroom. -More specialists (specialist to student ratio is too low-SLPs, OTs) -better spaces for itinerant support staff (currently loud, small, distracting)	Inclusive Education & Learning Support
Staff	More funding for support teachers. I am at a school with very high needs, but there is not enough funding to hire teachers to support. This is unfair to students and does not set them up for success.	Inclusive Education & Learning Support
Staff	I think support for students and staff is vital. Teachers are struggling with their ability to teach the curriculum when there are so many mental health/physical health/behavior issues. More specifically, I think these supports are necessary to reach the district and the school's goals: 1. more learning assistance support 2. more counselling support 3. ILT that actually help you in the classroom 4. a music or arts program in every elementary school 5. allotted time for report card (WLU's) writing. I spend 25-30 hours of my time for EACH set of report cards. 6. vice-principals at smaller schools to share the load with the principals 7. more ELL support, especially for non-English speaking families	Inclusive Education & Learning Support
Staff	I would like a closer look at what the inclusion teacher roles are. For the salary of a teacher we could possibly have 3 CEAs to support in the schools, having support reach more needs in the schools.	Inclusive Education & Learning Support
Staff	With the shift to "needs based" in-class support; we are not being given "needs based" CEA support. Schools did a lot of work to present their individual school needs and received very little to no extra CEAs.	Inclusive Education & Learning Support
Staff	CEA substitutes sent. We have days where there up to 8 CEAs absent and no subs. Inclusion Teachers should have substitutes in order to support classrooms still. ESPECIALLY for a special circumstance or discretionary day.	Inclusive Education & Learning Support
Parent	More emphasis on ensuring phones are not being used during school time. The disregulation around the use of phones is detrimental to learning. I would also like to see a return to year round courses in the high school vs university style semester system. Brain development and attention span in the high school years does not support the extended classes and the research around "brain drain" and learning loss demonstrates the ineffectiveness of not doing a course for a year. This system was implemented during COVID as an emergency measure for health and safety and is not a reflection of best practices in teaching and learning. I would love to see it revisited.	Learning Resources & Technology
Parent	Resources to support teachers in the classroom so they don't need to rely on screen time as a distraction. More sports/outdoor time, the pilot after school program is great. Also please limit the use of AI as much as possible.	Learning Resources & Technology
Parent	Adequate funding to schools to purchase resources for teachers to use for school activities (including art projects, science, special occasion celebrations, field trips, etc.), rather than constant requests home to parents - or fundraising requests from PACs. While not REQUIRED by parents, we know that contributing will allow our children to have more engaging and better learning experiences that the teacher/school can't otherwise afford to make happen. But finances are incredibly tight for most families these days as well, even if not in such serious circumstances as needing to request 'financial hardship' from the school, which also places the burden back on the school that doesn't have enough funds either. Public education should be funded publicly, not with costs downloaded onto parents!	Learning Resources & Technology
Parent	Take out all gaming enrichments. Kids are on screens enough outside of school. We know screens are a problem. We know mental health is declining due to it and yet schools allow kids to game for hours. There has to be more hands on enrichments. Life skills enrichments. I am pro no cell phone rule, thank you! But we need to take this even further. Kids are on screens enough with Google classroom. Let's get them learning how to fix things. Use tools. Sew. Simply put less screens.	Learning Resources & Technology
Staff	Classroom budgets for individual middle school teachers so they can do enriching activities surrounding core competencies (right now, budgets are separated into humanities, STEM, etc., but this does not allow for community-building activities).	Learning Resources & Technology
Staff	Classroom resources need augmentation. Missing manipulatives and other resources are a challenge for educators trying to provide a rich experience for their learners. Perhaps earmarking a portion of school budgets to augment and support this need	Learning Resources & Technology
Staff	Teachers need a budget for resources, as we cannot use our ProD funds for them, and spend so much money each year making our programs inclusive, engaging, and in line with current educational philosophies and trends.	Learning Resources & Technology
Staff	Increase the budget for Learning Technology Services. We need them to function and the cuts they've received over the last few years have put us into a bad place technologically.	Learning Resources & Technology
Staff	The current state of the equipment used by the staff for tech and cleaning.	Learning Resources & Technology
Staff	Increase funding to school libraries to support buying print resources and maintaining collections. The price of books has increased substantially.	Learning Resources & Technology
Student	I would like to see more spending on science for labs and experiments	Learning Resources & Technology
Parent	Emphasis on life skills. Earning and saving money, budgeting, working hard for desired outcomes, tax preparation.	Life Skills & Financial Literacy
Parent	Exceptional focus on STEM, Careers and Financial Awareness	Life Skills & Financial Literacy
Parent	I really like the careers class in high school. I think it would be even better if it thought students a basic household accounting and budgeting strategy. How to create a meal plan and put that into your budget. How to plan for clothing, work attire, medication, and you're hobbies. To understand what mortgages are and lending rates, interest. How debt affects you.. not just your bank account, but your mental wellbeing.	Life Skills & Financial Literacy

Q2: What modifications to programs, services and/or activities would you like the District to consider as the 2026/2027 Annual Budget is developed?		
Respondent	Response	Theme
Parent	Financial literacy in all grades. This is absolutely critical for our children's development. Partner with local Certified Financial Planners and they will bring curriculum and learnings to teach in schools. More sports equipment in the schools and available for outdoor play at recess (various types of sports balls). Emotional intelligence learning in elementary grades. After school recreation sports teams.	Life Skills & Financial Literacy
Parent	Programs to teach children healthy eating habits including showing children making proper healthy meals and how to break bread with others. Also, programs to teach children about how to save for their future with investments and details on how to save for and obtain a home and/or mortgage for a house.	Life Skills & Financial Literacy
Community Member	Focus on math and literacy	Literacy & Numeracy Support
Parent	Math help for elementary school	Literacy & Numeracy Support
Parent	Stick to the basics, namely reading, writing etc. get away from political and/or ideological	Literacy & Numeracy Support
Parent	Extra reading programs	Literacy & Numeracy Support
Parent	To address declining proficiency scores while preparing for a tech-driven economy, SD23 should prioritize budget allocations for structured literacy and numeracy interventions that rebuild foundational academic stamina. Simultaneously, the District must integrate AI literacy and "human-in-the-loop" skills into the curriculum, ensuring students can critically validate digital outputs and remain competitive in an increasingly automated Canadian workforce.	Literacy & Numeracy Support
Parent	More focus on the core subjects.	Literacy & Numeracy Support
Staff	Hire more SLPs or train SLP assistants to assist with supporting students with language-based learning. Consider contracting a Literacy Research and Intervention Specialist (example, what is the Catholic School in Kelowna doing?) to assist the whole district with Literacy programming in classrooms (Tier 1) and interventions (Tier 2 and 3). This will build capacity for all teachers and in particular reduce stress on individuals who currently find their own system of teaching literacy. Organization by way of an overall system for literacy and numeracy increases the efficiency for teachers and reduces stress.	Literacy & Numeracy Support
Community Member	More support for student mental health, teacher and staff mental health and burn out. The future looks different for our learners - we need to encourage diversity not everyone to be the same; Support for universal classroom strategies that support diverse learning needs/styles. Bring in Dr Shelly Moore for training. Consider sensory stress and make classrooms and learning spaces safe for everyone	Mental Health & Social Emotional Learning
Parent	Start: I recommend the District start implementing a more robust mental health framework by increasing the ratio of School Counselors and clinicians to students. I also suggest starting a review of "efficiency" measures to ensure that cuts do not fall on front-line student supports, particularly in early literacy and numeracy interventions. Stop: I request the District stop the further erosion of Education Assistant (EA) hours. Specifically, stop the practice of "distributing" hours so thinly that students with diverse needs lose the consistency of a dedicated support person. Continue: Please continue to prioritize and protect the "Equity and Excellence in Learning" portion of the budget. I also strongly support the continued use of the Student and Family Affordability Fund to ensure all students can participate in school activities regardless of their financial situation at home.	Mental Health & Social Emotional Learning
Parent	Elementary and Middle School Counseling needs to be focused on a RTI mental health model ...NOT behavior caseload manager on a part time basis.	Mental Health & Social Emotional Learning
Parent	Funding towards more counsellors who have the time to create relationships with students and be another adult who helps students feel safe in school.	Mental Health & Social Emotional Learning
Parent	Advocacy for preventative programs within Public School Districts. More programs on self care and support required for at risk youth. My children are not at risk. But prevention is required to combat the complex needs of homelessness and mental health in Canada. The District should be partnering with as many organizations as possible to get funding for reciprocal programs.	Mental Health & Social Emotional Learning
Parent	A counselor in an every school. A focus on SEL and foundational numeracy and literacy skills. Low tech at the elementary level. More support staff (RT's, IT's, classroom support, LAT) and CEA's	Mental Health & Social Emotional Learning
Parent	1. I firmly believe that all grade 5s should take a role in an "anti-bullying class." Something where they're taught to look out for each other and to stop children bullying. When I was in elementary, we had a program called "Butly Busters" that would help with playground supervision, to stop, prevent and report any bullying that was going on. I think it's a part of critical life skills, especially since they will be going to middle school the year after. 2. The kids go to Clubhouse Farms too much for field trips. My son has probably been there at least 10 times from grades K-4 so far. Its also expensive, almost \$17/per field trip. Take them anywhere else for that sort of money! What have they not learned at Clubhouse Farms that they need to keep going back?	Mental Health & Social Emotional Learning
Parent	Focus more on mental health support in the classrooms. Having Clinical Counselor (more than one) present to assist children. Also, focusing on academic development, supports for teachers in the classroom.	Mental Health & Social Emotional Learning
Parent	Support services like counselling for all children including those with neurodiversities are underfunded.	Mental Health & Social Emotional Learning
Staff	A school counsellor per school to help case manage needs better (as they are stretched thin between managing multiple schools) and teach more school wide SEL to help with mental health.	Mental Health & Social Emotional Learning
Staff	Mental Health programs for students.	Mental Health & Social Emotional Learning
Staff	I would like to see more mental health professionals in schools daily. I would also like to see less full time educators working at the district offices, and would rather see them with contact time with children.	Mental Health & Social Emotional Learning
Student	For the 2026/2027 budget, the district could focus on increasing funding for mental health, special education, and technology. Expanding extracurricular activities and environmental programs, along with strengthening community partnerships and teacher retention, would also be beneficial. Finally, exploring operational efficiencies and reviewing low-enrolment programs could help maximize resources.	Mental Health & Social Emotional Learning
Parent	Having improved facilities for students. Increasing community involvement to support members of the school and their families. This could be more opportunities for families to meet one another, hang out, socialize or it could mean ways to intake and distribute food to one another. We have lost a lot of ways to connect with each other. There was talk in our school about a walking bus program, but it didn't come to life. Ways to support each other in the community to build connections.	Miscellaneous
Parent	Shut down eSchool23. Both of my children attended eSchool23, and I found the education they received to be lacklustre at best. The teachers were either checked out, giving my son an A with a notation of Excellent, when he had only completed half the assignment, or were not interested. The materials they were given to work with were outdated, with some of the homework sheets having a copyright date of 1997. I am pretty sure some learning practices have changed in the last three decades, but you wouldn't have known it from the assignments they were given. When my daughter was struggling to get work done, they suggested we move to another online school that provided year-round learning. There wasn't much effort to support her; rather, they just moved her on to be someone else's problem. With the creation of Provincial Online Schools, is there an actual use case for online schools at the District level? Can't that money be better spent on the brick and mortar schools that are here?	Miscellaneous
Parent	More funding to sporting activities and more authority for schools to get things done. There needs to be a renegotiation of the SD23 union agreement and what they can do. The union operated like a cartel and with that kind of operation it's stifling the progress of schools. When a school has to wait on approval from the district for simple installations that are needed this creates frustration. How the SD23 does some things is too bureaucratic which leads to waist of time and tax payers money.	Miscellaneous
Parent	Public school used to be free. Now we as parents have to pay for busing (\$800 in Kelowna, yet less in West Kelowna, this is ridiculous especially when we live so close to school). We pay for cultural fees which from my understanding is assemblies, we pay for any activities, field trips, discovery days, sports etc, I can not believe what we have to pay for our children to participate on a school sports team, and the costs are so high. For the most part these costs are not voluntarily. These are mandatory services provided by the school and parents have no choice but to pay. When I have 4 children, its getting to be too expensive to even send your children to school. They kids spend more time out of school than they do in with all the holidays and pro D days, they no longer teach basic fundamentals learnings such as cursive which I think is absolutely ridiculous. Our children no longer use text books so they are not strong readers and they rely on the computer for everything.	Miscellaneous

Q2: What modifications to programs, services and/or activities would you like the District to consider as the 2026/2027 Annual Budget is developed?		
Respondent	Response	Theme
Parent	-Adjustment of school days and hours to fit more typical work hours i.e., 9-4 pm with a 1 hour lunch period. -1 week of spring break. -Pro-D Days incorporated into the summer break. -School administration to start 1-2 weeks before kids start the new year at school. -Shorter summer breaks, kids do not need 8-9 weeks of summer vacation to help on farms anymore. -Availability of an afterschool care program at every school with a reasonable amount of spaces relative to students at the school. -Implementation of school uniforms to reduce the obvious disparity of the 'haves' and 'have nots'. -School backing of a law reform to hold parents legally responsible, liable, and accountable for the minors in their care who do harm and/or damage to people and property. -School backing of a law reform to ban social media for under 16 year olds. -Better support for ADD/ADHD kids who do not have autism. The system only seems to step in when a diagnosis of both has been determined.	Miscellaneous
Parent	As the 2026/2027 budget is finalized, the District must prioritize Equity in Austerity. Budget cuts must be applied via a data-driven approach that ensures the Upper Mission does not receive disproportionate funding at the expense of other zones. Success is measured by student output, not neighborhood tax brackets. Furthermore, the District must pivot from "perceived enrichment" to High-Utility Life Skills. Resources should be reallocated toward: Financial Literacy; Moving beyond theory to practical debt management and wealth-building strategies. AI Integration: Teaching AI as a competitive tool for efficiency while maintaining rigorous ethical standards. Vocational Readiness: Equipping students with high-demand skills that translate directly to the workforce to prevent post-grad debt cycles. Focus on results that foster self-reliance	Miscellaneous
Parent	I would like to see grades come back to students, beginning in grade 7. Waiting until grade 10 is too long. More resources outside of Google Classroom. Preferably, printed workbooks and textbooks. Stricter enforcement of the cell phone policy. I know through our kids that other kids do bring their phones to class. I understand that phones can't be 100% removed from school grounds, but they should be banned from first bell until last bell. This would include lunches and breaks.	Miscellaneous
Parent	financial resources allocated to schools	Miscellaneous
Parent	ensure accessibility to programming	Miscellaneous
Parent	A more responsible and respectable spread of monetary resources to programs and services between neighbourhoods. That includes PAC fundraising where wealthy neighborhoods are by default much better off than middle and low income neighborhoods. The parity is horrid and I am from a wealthier catchment.	Miscellaneous
Staff	The Finance Software. CORES/CIMS use for payroll is old and cumbersome and not cost effective.	Miscellaneous
Staff	Redistribute students. Some schools have a lot of capacity while others have many portables. Why not change catchment lines, offer bussing, to fill up schools with empty classrooms?	Miscellaneous
Staff	Increase Trades wages to match the rest of the Province	Miscellaneous
Staff	I would like to see more meaningful training offered to clerical people for software that is regularly used, apart from MyEd. Also I would like to see 12 month head secretaries in middle and secondary schools offered 8 hours per day as the normal work day.	Miscellaneous
Staff	Increased strategic funding for operational Depts.	Miscellaneous
Student	cheaper services	Miscellaneous
Student	Add more infrastructure and more affordable field trip/activities for students. More group fundraising and such. Add some more smoke detectors to the bathrooms since there are too many kids who vape	Miscellaneous
Parent	More extra curricular	Student Choice & Electives
Parent	Would like to see increased agency for students to explore their interests and passions.	Student Choice & Electives
Parent	More extra-curricular field trips and out of school learning opportunities	Student Choice & Electives
Parent	I would like to see more programs the kids want to do. My son has gotten 1 of his chosen electives in the last 2 years. He is then forced into something that he has no interest in. That life, but it would be nice. I am not sure if it is too large of a project, but it would be nice for the school fields to be in good enough shape that the football games can be played at home schools. Parents have complained but it never makes the list.	Student Choice & Electives
Staff	To protect school-based funding in order to continue to provide programming, options, and skills for students.	Student Choice & Electives
Staff	I would like the District to consider the budgets for elective classes to ensure they are receiving enough money to provide students with the supplies needed to run a successful and enriched course and not the bare minimum. There seems to be some preferential spending and allotting of money, at least at this school, to elevate certain courses.	Student Choice & Electives
Parent	More opportunities built in schools for movement for kids, more thinking outside the box of setting up classroom learning style. Continue with cyber learning and massive enforcement on anti bullying	Student Safety & Wellness
Parent	Student safety should be top priority. Ensuring that students feel safe at school including taking action on behaviors such as bullying, theft, threats, etc.	Student Safety & Wellness
Parent	Quick response counselling for youth suffering from bullying in schools needs to be made a HIGH priority in School District 23. There should also be screeners done during school transitions (elementary to middle school, middle school to high school) checking in on the kids regarding their social well-being. This transition can bring many emotional adjustments for kids, including new social groups(or lack thereof) and new issues with bullying. Counselling for these kids should never be delayed, as we've seen what can result if it is with the recent loss of a 12 year old student (due to bullying). There should also be harsher punishments for bullying in schools, or a zero-tolerance mind set. Parents need to know our children are safe in schools and that educators and administrators will act appropriately against all bullying they witness or that's brought to their attention.	Student Safety & Wellness
Parent	We would like to increase the security of students in the school. School has to check the students bag packs or Scan their belongings at the school entrance to avoid any tragedies or devastating events. Like scanning their bags, No phones allowed during school hours , No Vaping in the school washrooms , Remove the Vaping shops near the schools . Near the RMS there is a vaping shoe which attracts lots of students and spoil their health. Regular checking washrooms by male and female security guards like any other high security buildings there should be high security in schools too so that kids avoid vaping in the school washrooms or bringing any substances or any dangerous objects.	Student Safety & Wellness
Parent	Focus on core competencies and teaching life skills (accounting, budgeting, etc) providing confidence to the students as they move out of the school system. Remove CRT and teach real world skills that will serve kids to thrive as they move into the real world. Online bullying/harassment is becoming more prevalent. Provide a safe space for anyone experiencing bullying. Listen to the kids; they need to know someone hears them and they are safe	Student Safety & Wellness
Parent	Busing in West Kelowna for kids going to Constable Neil Bruce is a huge issue. Kids are spending an hour each way either waiting for or being on the bus. This is a safety issue in the winter where my child has to walk home 1 km from the bus stop in the dark (no street lighting).	Student Safety & Wellness
Parent	Increase security a little. After the school shooting incident,	Student Safety & Wellness
Parent	Traffic control assistance at schools that have limited parking available and/or congested streets at the entrance / exit to the school. Hudson Rd Elementary as the main example, but there are many schools with the same issues. SD33 takes care of this extremely well with before and after school crossing guards at all cross walks in Chilliwack. School staff completes this, and is wearing hi-viz with a stop paddle in hand. Our children are small. Our children aren't seen easily. Our children are typically excited and unaware of their surroundings. All elementary schools should have adult crossing guards, especially when the cross walk is near an uncontrolled intersection, and especially during high volume traffic times (pick up & drop off). It would be a shame for an accident / tragedy to take place prior to preventative actions being taken by the school district.	Student Safety & Wellness
Parent	Increase to school lunch/breakfast facilities	Student Safety & Wellness
Parent	* more focus on bullying and empowering the district principals/teachers to step in when need be. * no phones allowed at schools until high school—reduce social media interaction * Sun safety: In Kelowna we have a very hot summer; however, at my son's school, Chief Tomat, there is no shade above the playground. Policy in place: no hat, no play. * Budget towards after-school care: There was only one spot provided this year for Chief Tomat school. The district should look at extended hours for working parents & staff accordingly. The board should look at a 3-3:30 end time like other provinces and then after-school care for parents that need it. Ideally, a survey should be sent to parents to see who needs this service, and then it should be budgeted in accordingly, ideally at a subsidized rate. * Smart investing: understand the basic principles of educating students on money, credit cards, interest rates, mortgages, etc. prepare them for the real world	Student Safety & Wellness
Parent	More funds put towards addressing bullying both at school and online. I'm not talking about pink shirts. This behaviour needs to be addressed directly and cannot be tolerated. The health and safety of our children are at risk. Bullies should face consequences and be treated seriously. It should no longer be cool to bully. Also more resources for students who struggle with anxiety and depression due to years of bullying in school. Coping mechanisms and a clear process for those who feel suicidal. Stop dealing with this in shadows. It helps no one.	Student Safety & Wellness

Q2: What modifications to programs, services and/or activities would you like the District to consider as the 2026/2027 Annual Budget is developed?		
Respondent	Response	Theme
Parent	Hot Lunch	Student Safety & Wellness
Staff	Improved distance requirements for bussing eligibility. It is too far for students to walk in some cases, even though they live "too close" to qualify for bussing, and the lack of sidewalks (despite being close) is a major safety concern (especially in Lake Country)	Student Safety & Wellness
Staff	I would like add few district with No Vaping in the Bathroom ; No gum stick under the chair, table, benches, etc.	Student Safety & Wellness
Staff	-additional SEL supports in classrooms - more programs to make food (healthy snack; granola bars, juice boxes, fruit and veggies) available to students at any time throughout the school day -	Student Safety & Wellness
Staff	More funding for food	Student Safety & Wellness
Staff	the breakfast program and giving groceries away for free.	Student Safety & Wellness
Staff	Feed the kids, not the staff.	Student Safety & Wellness
Student	lower the price of cafeteria food for people who cant always afford it as some are not as financially stable as others and it's a human right to have food at school or anywhere	Student Safety & Wellness
Student	I feel like they could give out free lunches	Student Safety & Wellness
Student	I think that the District should consider increasing the budget of foods programs in all schools.	Student Safety & Wellness
Parent	I've heard a lot about people being unable to afford bussing to school. My family isn't having a hard time paying for the bus, however, I can see where the extra cost of living in all areas of life right now might be putting pressure on a lot of families that are not considered low income to qualify for subsidies. We just had a bus price increase last year, I do hope you'll consider pausing any further increases for at least a few years while families adjust to the last price increase or adjust the eligibility structure so more families qualify for subsidy.	Student Transportation
Parent	School bus fees should not be increasing at the rate they are. More active counsellors in the schools.	Student Transportation
Parent	Earlier pickups or school specific pick ups rather than multiple school pickups- so students can make it to school with more than 2 minutes to the bell so they do not feel rushed.	Student Transportation
Parent	Bussing for French immersion students. Currently with no Bussing available for these students it means that for many families, the french immersion program is simply not accessible, especially given the lack of after school care options and the cost of after school programs.	Student Transportation
Parent	Please freeze the cost increases for the bus program. Many working families rely on buses to transport their children to and from school. The City bus is not a valid option for our community of West Kelowna. A school bus is an equitable, climate-conscious, safe way for kids to access education.	Student Transportation
Parent	French Immersion bussing. Not providing busses for French Immersion students discriminates families who do not have the luxury of drop off and pickup. Or ability to pay for additional after school care (if they are fortunate enough to secure a spot) I know that other districts offer bus from all over the city. I understand it may be limited to pick up and drop off locations, but it would still make French Immersion enrolment more accessible to all and allow parents the ability to work a longer day. I would also like a lighter focus on screens within the classroom. There are many studies that point to screens being negative for young minds. (never mind adults) I am hopeful to see the outdoor classroom be built at our school (Casorso) so that the kids can gain more movement and tactile learning.	Student Transportation
Parent	Ensure space on the school buses for middle school children or reevaluate walking distances based on roads especially for working parents	Student Transportation
Parent	Free bussing for all children	Student Transportation
Parent	Bussing to Canyon Falls Middle School from McClure Road.	Student Transportation
Parent	Improved classroom size and composition; increased supports for students with higher learning needs; and more robust enrichment or accelerated learning options for students who are ready to move ahead. Providing appropriate challenge for advanced learners helps prevent disengagement while ensuring all students receive the support they need.	Student Transportation
Parent	More funding for buses	Student Transportation
Parent	Cheaper bus fees. Some school districts are free. Upgrades to the neglected and forgotten Rutland Middle School.	Student Transportation
Parent	Outdoor learning space (capital enhancement), lunch programming, roll bus fees into other taxes as many other municipalities have to reduce pressure on parents both financially and in travel time thereby reducing carbon emissions as well!	Student Transportation
Parent	You need to support bussing for french immersion students, without restriction. You need to renovate KLO middle school. We likely need a new french immersion middle school, or additional middle schools.	Student Transportation
Parent	The school bus fees are ridiculously high. They need to be adjusted	Student Transportation
Parent	Revise catchment area for bussing in the upper mission to CMS. We are barely under 4km and have to pay for the service. It is way too far and dangerous of a route for our children to walk, with busy traffic and lack of sidewalks, plus wild life roaming in the area. It isn't safe to them to walk there alone.	Student Transportation
Parent	More affordable bussing transportation to/from school	Student Transportation
Parent	School bus service for French Immersion students.	Student Transportation
Parent	Bussing needs to be improved. Why can't kids be transported to their school if they take French? More field trips.	Student Transportation
Parent	Lower bus fees	Student Transportation
Parent	Bussing	Student Transportation
Parent	Bus service to French immersion students for catchment French immersion school. This is essential. We are paying the same taxes I would expect the same services to be offered to my child whether they are in English or French.	Student Transportation
Parent	Bussing for french students even if they are out of catchment. French is an official language of Canada.	Student Transportation
Parent	School busses should be free, and more councilors for mental health in school.	Student Transportation
Staff	Cheaper bussing costs for field studies	Student Transportation
Staff	Get rid of electrical buses. Cut back on management vehicles. Cut back on consultants	Student Transportation
Student	buses are less expensive	Student Transportation

Q3: What other information would you like the District to know that will help develop next year's (2026/2027) Annual Budget?		
Respondent	Response	Theme
Community Member	Reduction by one manager will provide a significant amount of money for direct to student programs	Administrative Spending
Parent	Spending should be directed INTO SCHOOLS (and enough school personnel) to make them safe, clean, and allow for engaging learning for students with extra supports for students that need them, rather than being spent on district administration.	Administrative Spending
Parent	Don't use tax payers money to pay for admin to travel for meetings. You have a board office or a BIG high school that accommodate your meetings. Don't complain about budget cuts when you are using tax payers money for inappropriate spending. Remember kids come first.	Administrative Spending
Parent	Less money for higher ups and more money spend to help kids	Administrative Spending
Parent	Too many high wage people on top. Less expensive meetings, travel, meals. Put the money where it belongs.	Administrative Spending
Parent	Lower the director and executives salaries and aim to get more teachers	Administrative Spending
Parent	I believe that the operation department could see less managers and staff and use some of those saving to support classroom.	Administrative Spending
Parent	Where is the accountability for how principal's are choosing to spend district money.	Administrative Spending
Parent	Consider the use of AI for cost reduction and to improve efficiencies in overhead/admin costs. This would allow for greater funds to be allocated towards education-enhancing programs.	Administrative Spending
Parent	Spend more on students and less on district positions	Administrative Spending
Parent	The less we spend on admin staff the more money for other things	Administrative Spending
Parent	We don't need so many managers / district principals. If you have capable administration you do not need to over staff the board office	Administrative Spending
Parent	I would like to see cuts made to manager positions before teacher and cea positions.	Administrative Spending
Staff	Decrease management	Administrative Spending
Staff	Any organization which prioritizes developing and expanding upper management positions necessarily loses touch with the work that it truly does.	Administrative Spending
Staff	More funds directed to in-class supports, less funds directed at district level consultants and administrators	Administrative Spending
Staff	Less higher up money spent and more money in the schools.	Administrative Spending
Staff	Less spending on upper level positions, reduced budgets for upper level positions with money returned to student learning and anti-racist, anti-homophobia training for all staff, K-12.	Administrative Spending
Staff	REduce the amount of managers to staff	Administrative Spending
Staff	When making cuts please start at the top. We do not need more managers and Directors of Instruction. We need more programs/ fine arts and funding for supporting our vulnerable students Would be nice to have an Indigenous program funded for all schools to promote and facilitate Reconciliation.	Administrative Spending
Staff	There are too many surplus teaching staff and district principal positions based out of Hollywood Road that aren't providing benefit to the students of our district. They're just glorified make-work positions to justify not having them in a learning/teaching environment.	Administrative Spending
Staff	If there are cutbacks to the budget, these cutbacks should be reflected at the Board Office. I don't think that 13% salary increases by our last superintendent and Professional Development at Sparkling Hills Resort is necessary. The cost for buses for field trips is unbelievable. I think the district should consider purchasing electric buses. Schools with mold/ant/asbestos/water issues should be a priority for replacement building. It seems like the Mission gets new schools sooner than Rutland schools, such as Rutland Middle School, Belgo Elementary School and South Rutland Elementary School.	Administrative Spending
Parent	Music, arts, technical training needs to be invested in.	Arts & Music Education
Parent	I'd like to see music for elementary school students. It is a low floors high ceilings environment that helps reduce stress and build confidence.	Arts & Music Education
Parent	Keep music at Peter greer elementary	Arts & Music Education
Parent	Music program at Peter Greer Elementary.	Arts & Music Education
Parent	Make music programs mandatory in elementary schools.	Arts & Music Education
Parent	When money is redirected away from services for students to other things you are doing a disservice to the students for whom the school system has been created to serve. Research has shown that this is the first generation where students will fail to surpass their parents academically and there is a direct relationship to the choices of how school districts direct programming. Bring back arts in education, such as music and visual art programs at the elementary school level, and remove unnecessary screen time, like at lunch or as a babysitter. <u>Demonstrate support for all students. not just three lowest denominator.</u>	Arts & Music Education
Staff	Consider job sharing for Music Specialists, this would allow for more schools to have access to quality music education, taught by qualified Music Education specialists and allow those who want full time to teach their specialty.	Arts & Music Education
Staff	I would like the budget to include funding for the music program at Peter Greer Elementary.	Arts & Music Education
Staff	More fine arts into elementary, visual literacy is just as important as other forms of literacy	Arts & Music Education
Staff	Arts programs are a high impact, relatively low cost way to improve student engagement, attendance, and overall school connectedness. Many arts classrooms rely on aging equipment, limited consumable supplies, and teacher-funded materials, which can restrict equitable access for students across schools.	Arts & Music Education
Parent	At your school there's an enormous decrease in girls playing sports (middle school). How can the school make sports and physical activity more attractive to young girls. It is so important for health, confidence, community, etc. Perhaps inviting female athletes as speakers or putting funds into finding coaches.	Athletics & Physical Activity
Parent	More contact with nature and freedom movement	Athletics & Physical Activity
Parent	Adding a Volleyball Academy like sd22 is an extra revenue stream.	Athletics & Physical Activity
Student	I would like to see more classes for gym in grade 11	Athletics & Physical Activity
Parent	Discussion with the city to see how much movement there has been over the last year in terms of population. This will give a better idea of what enrollment numbers might be light.	Budget Transparency & Equity
Parent	In developing the 2026/2027 budget, the District should account for contractual and demographic volatility, specifically preparing for the financial impacts of the ongoing BCTF bargaining over classroom conditions and a projected decline in student enrollment that directly affects per-pupil funding. Additionally, the District should leverage new provincial childcare mandates and regional economic shifts, such as the "Roadmap to Resiliency" and increased childcare subsidies, to secure alternative revenue streams and align facilities with the Central Okanagan's growing prime working-age population.	Budget Transparency & Equity
Parent	Cut funding for any policy or agenda , that should not be in public schools. Focus on the children and their education.	Budget Transparency & Equity
Parent	I think you're doing a great job on the budgets.	Budget Transparency & Equity
Parent	Continue to focus financial resources on the most important part; education.	Budget Transparency & Equity
Parent	Grants. Apply for as many grants as possible. Partner with as many organizations as possible for programs that already exist. Create a firm plan for all educators to follow with kids that misbehave. Children that misbehave are taking over classes. These aren't kids with clinical behaviour issues. These are kids that get away with misbehaving and have no consequences. Consequences are required for kids that are mean and take over a class just because they feel entitled to. Teachers need a clear playbook when parents aren't keeping their kids behaviour in line.	Budget Transparency & Equity
Parent	I would stress that a high level of transparency should be shown. The results of these surveys should be published and the changes to the budget should be shown so that we can determine if the budget is reflecting the suggestions from the survey.	Budget Transparency & Equity
Parent	Stop spending money on ridiculous items for certain schools while ignoring schools in need.	Budget Transparency & Equity
Parent	Consider providing funding support to students attending competitions or festivals on behalf of the school.	Budget Transparency & Equity
Parent	They need to be more serious about the budget.! To much wasted tax dollars on silly things like new lights, christmas trees and safe supply vending machines. Lets get this right government and SD23! DO Better.	Budget Transparency & Equity
Parent	Make sure you balance your budget.	Budget Transparency & Equity
Parent	Fundraising from students for cookies/chocolates.	Budget Transparency & Equity

Q3: What other information would you like the District to know that will help develop next year's (2026/2027) Annual Budget?		
Respondent	Response	Theme
Staff	Be more transparent about the budget. Staff are left in the dark about all of this and it is disrespectful; it's as if we don't have anything useful or intelligent to add. This includes school-based budgets as well. Where is the educational responsibility in NOT being transparent?	Budget Transparency & Equity
Staff	Many teachers feel like they cannot access the funds at their schools, especially new teachers. This information is not shared, and many new teachers struggle financially and end up being the ones to spend the most out of pocket.	Budget Transparency & Equity
Staff	If equity is a focus, there should be equity in all classroom environments that students are learning in. One section/building in a school cannot have radically asymmetrical learning, health, and safety conditions than another.	Budget Transparency & Equity
Staff	Increase the Operations budget to allow for Trades wage increase	Budget Transparency & Equity
Staff	I would like the higher ups to come and hang out in some of the less affluent schools to see where some money could be used.	Budget Transparency & Equity
Staff	Budget planning should be transparent and more focus needs to be on providing direct supports to students and staffing levels that are manageable.	Budget Transparency & Equity
Staff	Consultation, transparency, and working together to solve adaptive problems is very important.	Budget Transparency & Equity
Staff	Increase Staff Budgets	Budget Transparency & Equity
Staff	Over my 18 years working within the custodial department, I have witnessed a steady increase in operational pressure where simply 'getting by' has increasingly become the standard, which should never be the expectation within our District. There appears to be a growing disconnect between decision-making and frontline operational realities, where critical, constructive feedback from staff is not consistently utilized, while spending in other areas continues to increase. Encouraging transparent, two-way communication with frontline staff would help ensure more effective outcomes, stronger support for students and schools, and improved staff retention through fair compensation and sustainable workloads at the site level	Budget Transparency & Equity
Student	identifying priorities amidst rising inflation and operational costs.	Budget Transparency & Equity
Parent	I'd love to see some kind of after-school activity at their own school, like sports, reading sessions, or support with school subjects they're struggling with.	Childcare & Out-of-School Care
Parent	Childcare remains a challenge for parents still without care	Childcare & Out-of-School Care
Parent	After school care is almost impossible to find	Childcare & Out-of-School Care
Parent	After school activities for kids to engage in. As a parent I would be willing to spend money on the activities if they were planned by the school district. I personally would like to see STEM activities available that would engage with the kids and encourage them to learn and have fun while doing so.	Childcare & Out-of-School Care
Parent	After school program in the same school will be very helpful and easy on us and the children	Childcare & Out-of-School Care
Community Member	More assistance for struggling students.	Class Size & Teacher Resources
Community Member	Non enrolling teachers. Far too many	Class Size & Teacher Resources
Parent	Adequate staffing, reasonable class sizes, and access to learning support teachers and counsellors needs to be the focus.	Class Size & Teacher Resources
Parent	Smaller class sizes may help but many other classes/teachers seem to be doing ok, so we're unsure if class size is the issue or just specific teachers. Some classes are offering varied teaching styles and multiple learning programs to help younger children learn at their pace rather than just a one size fits all style.	Class Size & Teacher Resources
Parent	Smaller class sizes for teachers	Class Size & Teacher Resources
Parent	Teachers feel valued	Class Size & Teacher Resources
Parent	Increase the number of classes to avoid student overcrowding.	Class Size & Teacher Resources
Parent	Keep budgeting for proper supports (both extra personnel and learning materials) in classrooms so both teachers and students are able to thrive.	Class Size & Teacher Resources
Parent	Work toward the removal of split classes in schools.	Class Size & Teacher Resources
Parent	Classes seem under supported for how many needs there are.	Class Size & Teacher Resources
Parent	our teachers go above and beyond	Class Size & Teacher Resources
Parent	The needs are higher and the supports are fewer and hard to access with many kids being lost in the middle	Class Size & Teacher Resources
Parent	Money should be spent on creating a process for re-certifying teachers every year or two. Some teachers continue to teach the same way they did 10 or 20 years ago, without learning new teaching practices or being held accountable for how they assess children. There can be huge discrepancies in the assessment a student got leaving one grade and the assessment they get with a different teacher in their new grade. Holding teachers accountable for continued learning and updating their skill set should be required, and they should be reviewed and assessed on a regular basis.	Class Size & Teacher Resources
Parent	Put the money you receive into actually providing services for the kids not bureaucratic bs. The level of teaching and learning for kids continues to deteriorate.	Class Size & Teacher Resources
Parent	Students are struggling with complex issues, teachers have high workloads, supporting learners IN THE CLASSROOM will help alleviate workloads. Students need more supports. DO SOMETHING about the fact that PACs, parents, volunteers, etc., are unable to help with enhancements, this is absolutely unacceptable. Other districts, like West Van, do not have this same issue. I have read the collective agreements and believe strongly there are ways to deal with enhancement projects and requests while still operating under the CA. The district needs to get WAY more creative on solving these problems. You need to hire more diverse perspectives and thinkers to solve some of these wicked problems that are only going to get worse. Stop requiring teaching degrees for high level admin positions, bring people with skills and experience in certain fields.	Class Size & Teacher Resources
Parent	The purpose of a school district is to provide learning opportunities and support for all students. Students learning needs must be met. This includes supporting teachers with smaller class sizes and more CEAS in buildings. This also includes replacing non enrolling teachers and CEAS when they are absent.	Class Size & Teacher Resources
Parent	Your funding needs to be supporting teachers and students in actually having a safe learning space. Pay teachers more and get more staff in schools, as well as get more spaces for the growing population of children, otherwise you will not have children or a society.	Class Size & Teacher Resources
Parent	Supports: I believe students will always benefit from better student-teacher ratios. Students who need extra support, such as Certified Education Assistants, should also be considered. Facilities Can we begin to upgrade some aging facilities as well?	Class Size & Teacher Resources
Parent	We lost an amazing teacher because the enrolment numbers were not correct for the first week of school. My kindergarten child spent and entire week with this teacher before she was let go and then all teachers were shuffled. The effected French immersion catchment students from grade k-6. There should be better accounting of current and past students within the first day or two of school. There needs to be a better system in place.	Class Size & Teacher Resources
Staff	I would guess that most teachers would prefer more time and less students over more money. I can't speak for everyone else, but that is what I would prefer, so consider asking the question.	Class Size & Teacher Resources
Staff	When exceeding capacity it greatly affects the learning of our students in a negative way!	Class Size & Teacher Resources
Staff	Students can't be lumped into classes over their heads. Teachers can't properly support anyone when the learning range is too great	Class Size & Teacher Resources
Staff	smaller schools - too big schools, and students go missing in the mix.	Class Size & Teacher Resources
Student	have smaller classes	Class Size & Teacher Resources
Community Member	So spending money on non academic or no. sports	Curriculum & Programming
Parent	Focus on teaching the basics. Reduce the fancy stuff that doesn't improve our kids.	Curriculum & Programming
Parent	More STEM resources and teachers will produce kids better equipped for society and jobs that are in need.	Curriculum & Programming
Parent	Our child regularly reports feeling bored and unchallenged by the current curriculum and learning expectations.	Curriculum & Programming
Parent	Finally fix the 2.5 hour class times at KSS that are loathed by students, parents and teachers alike.	Curriculum & Programming
Parent	more educational opportunities with nature/outdoors as it is cost effective and helps with addictive onscreen problems	Curriculum & Programming
Parent	Focus on the basic curriculum, any special programs should be eliminated.	Curriculum & Programming
Parent	prioritize core academic mandates of schools	Curriculum & Programming
Parent	More funding allocated to creating a staffed program geared towards boys.	Curriculum & Programming

Q3: What other information would you like the District to know that will help develop next year's (2026/2027) Annual Budget?		
Respondent	Response	Theme
Parent	I feel our children need more education on saving for their future and retirement.	Curriculum & Programming
Parent	The district needs a overhaul of everything they do. Developing programs 10 years behind the world seems not to be the best way to keep operating. There's a misalignment with what's being taught in schools and what's happening in real life.	Curriculum & Programming
Parent	My daughter's never been on a field trip. She's been there two years. I feel like the program at Peter greer has dropped significantly over the years. There seems to be not too much done in the days. I would like to see an extreme amount of increase support in their behaviour supports. My daughter's evacuated out weekly, so many lock downs. The school needs a better understanding of behavior and how to support	Curriculum & Programming
Parent	My child, 9 is "doing well" at school but doesn't understand a lot of stuff. More time needs to be spent academically and less on the extra stuff	Curriculum & Programming
Parent	There seems to be no programs or supports or training for staff to support highly intelligent children and those children give up or pull back from education. These are the children who could make important discoveries or lead society in the future. We need to ensure they are engaged and enriched in their education or they will not be able to be their best. The use of the word equity doesn't seem to apply to these children.	Curriculum & Programming
Parent	Kids are becoming more violent, destructive, and lazy with less oversight from parents. Parents are burnt out and the system is failing both parties. There needs to be harsher consequences for both parents and children. The lesson from consequences is missing from the school system. The grading system has become more about not hurting students feelings and less about providing them with the fundamentals for academia AND life skills to help them cope operating in the real world, which includes rejection, failure, and conflict.	Curriculum & Programming
Parent	The District must prioritize Accountability and Strategic Optimization in the 2026/2027 cycle. To ensure fiscal health, I urge the Board to: Implement Outcome-Based Budgeting: Every dollar allocated to "soft skills" or "enrichment" must be stress-tested against real-world utility. If a program does not directly contribute to student financial independence or technological proficiency (AI/Digital Ethics), its ROI must be re-evaluated. Standardize Equity Audits: Provide clear data demonstrating that funding cuts in lower-income zones are mirrored by equivalent reductions in the "Upper Mission" administrative or non-essential perks. No zone should be "too big to fail." Debt-Free Pathways: Prioritize funding for dual-enrollment and vocational certifications. The goal is to produce graduates who are assets to the economy on Day 1, not liabilities burdened by predatory student debt. Efficiency is not optional; it is the mission.	Curriculum & Programming
Parent	There should be a focus in middle and high school on real life skills to prepare kids for adulthood. For example, learning to budget money or learning about what is required to qualify for a mortgage, etc.	Curriculum & Programming
Parent	Given the financial pressures currently being placed on adults, and the likelihood that these are only increasing for the generation currently within the primary school system (bad policy, increasing public debt, foolish platitudes), students should be graduating better equipped with the skills to help them 1) Budget and manage their finances in a proactive way; 2) Enter the work force with skills and motivation to embark on careers which benefit improvements in the Canadian standard of living. (Sciences and Technology).	Curriculum & Programming
Parent	Improve outdoor spaces and reading and numeracy outcomes. Remove financial support for international travel for students	Curriculum & Programming
Parent	They offered a reading club in the mornings last year (at his elementary school) for children struggling with learning abilities. Unfortunately, they don't have the funding this year. I'm hoping they'll offer a summer program to assist these children with reading/writing/math. I work with him each weekend but it seems the teachers have a much better system.	Curriculum & Programming
Parent	Id like the district to know many families would appreciate more individualized learning plans for students, also focus on boosting critical thinking skills, activities that develop problem solving and analytical skills would be especially helpful. I also feel many students are struggling with literacy.	Curriculum & Programming
Parent	French immersion, financial literacy and music are such great programs.	Curriculum & Programming
Parent	French immersion should not be considered a program of choice in a bilingual country.	Curriculum & Programming
Staff	Get back to teaching the basics. Stay out of the politics. The majority of high school students don't even know how to spell.	Curriculum & Programming
Staff	Programs, activities and initiatives that are quite political and polarizing in nature should be scrutinized and re-evaluated. There are probably many that could be eliminated without much push-back from the parent community. This could help ensure the budget is supporting the programs that parents are most concerned about.	Curriculum & Programming
Staff	ask teachers, schools and staff about different programs and their effectiveness; there is a lot of money spent in some areas that isn't directly supporting students	Curriculum & Programming
Student	spend less money and time focusing on the needs of athletic students, Luke basketball and football players, to get them into colleges with scholarships and more time with the smart kids who want to get into prestigious colleges.	Curriculum & Programming
Student	More diversity in specific sciences, and more educational trips that are thematic to those sciences. For example, if a student enjoys taking marine biology, getting out into where it originates might help some students understand better.	Curriculum & Programming
Parent	The commitment to reconciliation is important and needs to be part of the budget in a meaningful way.	Diversity, Equity & Inclusion
Parent	discussion around genders	Diversity, Equity & Inclusion
Parent	If DEI is a focus, it is not evident. Having one day per year to talk about cultures does not make students feel like they belong. Let's get some Pride events, and lunar new year events, diwali, etc etc!	Diversity, Equity & Inclusion
Staff	there are groups that are not a priority	Diversity, Equity & Inclusion
Parent	Reduce the extra spending if unnecessary items to have the dollars go farther... eg downgrade the finishes for new and renovations of buildings so more can be done for the money allotment	Facilities
Parent	After supports for teachers and students to have better learning options I'd suggest working on making the environment healthy. From the air in the buildings to the parking lots full of idling cars directly in front of the school entrances, I see many opportunities to improve the physical and emotional spaces at our kids school.	Facilities
Parent	Need to have more physical space/buildings for students to work	Facilities
Parent	Rutland Middle School needs updates. How did Canyon Middle School get such a prime area and building? This is outrageous as it divides society further.	Facilities
Parent	Rutland Middle school needs updating	Facilities
Parent	We need more money for cosmetic improvements to schools. How can a kid be inspired to learn in an absolute dump of a school?	Facilities
Parent	Upgrade Glenmore Elementary!	Facilities
Parent	Replace Rutland middle school.	Facilities
Parent	AME for example has been on a list for playground updating (PAC has the funds) just waiting on approval- I'm sure many other Okanagan schools also waiting on updating of playgrounds- would like to see that done.	Facilities
Parent	Upgrade to old elementary schools	Facilities
Parent	Our school was given an audit from the fire and safety team and we incurred substantial costs to come to code and remove flammable materials from walls and furniture etc. meanwhile, we have a gas stove in the kitchen with a perpetually open flame. The district will not replace to electric or something less hazardous and instead has chosen to require families to come learn how to safely use the gas stove... this is absurd. No gas stoves in schools, please. No adding responsibility to parents that may/may not be planning to use the stove, thanks.	Facilities
Parent	My son sat in a desk and it feel under his weight, so have pictures of said desk and am unhappy items that are unsafe are not removed and replaced prior to injury. Please allocate some of the budget to KLO middle school, the new cafeteria has been completed but desks and chairs remain broken and damaged.	Facilities
Parent	Giving teachers autonomy to know what they need in their classrooms vs. having to jump through many hoops to assist the functionality of their student dynamics. Items like wobbly stools should not need a child's diagnosis to realize that it can help them focus and not disrupt the rest of the classroom.	Facilities

Q3: What other information would you like the District to know that will help develop next year's (2026/2027) Annual Budget?		
Respondent	Response	Theme
Parent	Our school needs some updates outdoor equipment and we have been told grounds crews are backlogged and we cannot add any new equipment to our outdoor space. We have the money but no one who will do the work.	Facilities
Parent	Dr Knox is so crowded. Enrolment went up by 100 students this year and the new wing is still not open. The hallways are impassable. Put funds toward the students, capital that is properly managed. No more salary increases for administration. All other public service areas are on a wage freeze for exempt and executive salaries.	Facilities
Parent	There's no parking at any elementary school in the Okanagan for parent pick up/drop off. Might be nice to add even small lots for busier schools in neighborhoods with limited street parking	Facilities
Staff	We are a growing district, please plan accordingly.	Facilities
Staff	Replace RMS with a new school.	Facilities
Staff	We don't need to spend money ripping out trees just to put in a picnic bench, or making new schools look super fancy. We need more money to hire staff on contacts and school supplies.	Facilities
Staff	Is there any possible budget for a new middle school in Rutland?	Facilities
Staff	We need more schools! RMS needs to be rebuilt. Stop only thinking of weatherier parts of Kelowna	Facilities
Staff	Things need to be maintained and up kept, or replaced. Not duct taped	Facilities
Staff	KSS is facing serious over-enrollment pressures, leaving no available space, worsening parking congestion, increasing student misbehaviour due to strained teacher-student ratios, and amplifying issues like vaping and safety concerns given the campus's close proximity to Okanagan College.	Facilities
Staff	Please prioritize outdoor learning spaces!!	Facilities
Student	put a cage around the soap dispenser so that people cant take them off the wall and the paper towels	Facilities
Parent	More training for ADHD, Anxiety disorders and ASD for all teaching staff! Mental health is a huge concern and will continue to be unless properly trained and educated to help all students.	Inclusive Education & Learning Support
Parent	More classroom support for teachers to be able to support the children. Efforts to bring in more mental health support workers to work with children. Academic programs to enhance children's learning and skills.	Inclusive Education & Learning Support
Parent	More support staff	Inclusive Education & Learning Support
Parent	More support for the students that might be struggling.	Inclusive Education & Learning Support
Parent	Education and capabilities for neuro-diverse students in elementary schools is severely lacking. SD23 needs to invest MUCH more into extensive retraining for teachers both experienced and novice. Even more is needed for administrators, again, especially in elementary schools.	Inclusive Education & Learning Support
Parent	More classroom assistances are needed	Inclusive Education & Learning Support
Parent	EAs being paid more for their support to students	Inclusive Education & Learning Support
Parent	Support Deaf & Disability service requires interpreters service for children of the deaf ( CODA ).	Inclusive Education & Learning Support
Parent	Classroom support for kids with diagnosis is critical. Both for that child, but also for everyone else in the class. When a class is constantly disrupted, the learning levels drop substantially. One teacher can't do it all, and they are left dealing with behaviours and catering to the lowest common denominator as opposed to supporting kids who actually want to be there and be pushed in their learning.	Inclusive Education & Learning Support
Parent	Expanding students supports and cultural supports.	Inclusive Education & Learning Support
Parent	To support development of the 2026/2027 Annual Budget, it is important the District recognize the growing gap between the intent of inclusive education and its day-to-day implementation in classrooms. Insufficient funding for dedicated behavioural supports impacts classroom safety, learning conditions, and teacher capacity. When severe behavioural challenges are managed in general classrooms without appropriate staffing or alternative placement options, the learning of the majority is compromised. Budget planning should prioritize dedicated behavioural supports, flexible placement options, and alternative resource models.	Inclusive Education & Learning Support
Parent	More support staff and CEAs.	Inclusive Education & Learning Support
Parent	Kids are more emotional dysregulated than ever. We need to acknowledge that SEL is important of learning, even if not explicitly in the curriculum. I wish the district would invest more in SEL programs for our district. Kids cannot learn if they aren't regulated	Inclusive Education & Learning Support
Parent	CEA's need to have a wage above the poverty line.	Inclusive Education & Learning Support
Parent	Continued, active support for vulnerable student populations	Inclusive Education & Learning Support
Parent	Stop determining designation funding at a district level. Use that funding for the exact kid it is intended for in that exact context. For example, why is PAC buying a speaker for a classroom that has two students with hearing impairments? The district should be providing this from the money they receive.	Inclusive Education & Learning Support
Parent	I want the District to know that while I recognize the challenge of a projected enrollment decline, the complexity of needs in our classrooms has not decreased. Decisions should be made based on classroom composition—including the high number of ELL and neurodivergent learners—rather than just raw headcounts.	Inclusive Education & Learning Support
Parent	There needs to be more supports for classroom teachers- CEA's in the classroom supporting individualized learning.	Inclusive Education & Learning Support
Parent	More supports are needed in the elementary years as supported learning for students with needs at early ages supports best practices in closing gaps and ensuring students are more able to be successful in later years of education. Early diagnosis, targeted support is essential.	Inclusive Education & Learning Support
Parent	More supports for high needs students will allow teachers to extend learning and time for students who do not have a designation so that they are not losing out on time that their teacher needs to spend on behavioural issues.	Inclusive Education & Learning Support
Parent	Considering offering CEA's extra hours for before and after school care programs to increase hours and staff retention	Inclusive Education & Learning Support
Parent	Funding for CEAs	Inclusive Education & Learning Support
Parent	The funding the district gets for students that have a designation, such as Autism, let's use that funding for those students to help support them better in school	Inclusive Education & Learning Support
Parent	We need better class composition - more support staff and CEAs and less designations in each room.	Inclusive Education & Learning Support
Parent	We need more resources in schools for the neuro divergent. The school district is pouring money into useless land based learning where kids are wandering around picking up sticks and matching them to the color of a paint chip. While students are being violent hurting staff and students, destroying classrooms, and causing emotional harm due to the lack of funding in inclusive education.	Inclusive Education & Learning Support
Parent	Could more money be put towards programs like Deaf Awareness, individuals personal history, Lake Country history (not just aboriginal history in this area). It would also be lovely if there were funds for participants in school spirit day. IE, those who participated in PJ Day, earn a small token	Inclusive Education & Learning Support
Parent	Our students need more access to student supports especially with the extensive waitlist for designations	Inclusive Education & Learning Support
Parent	Re focus on EA's and smaller class sizes, giving 1 to 1 support especially with kids that have pending Assessments with IH. It isn't fair they lack the support they need as well as the strain it puts on the teacher (which I'm sorry, shit rolls down hill for lack of better wording) resulting in the other kids in the class suffering as well . our country's education minimums are at an all time low and it is a direct result of this lack of structure and support from the system in place. No more renos hire more support staff! Your lack of support in those class rooms has a direct link to the growth of our future homeless populations and school drop outs. It starts with elementary supports balance your budgets by your highest paid employees taking a cut where it counts. Your future of potential politicians and care takers depend on it. remember these kids are the ones looking after you yourself and others when you are sick and ill and too old to do so in the years to come.	Inclusive Education & Learning Support
Parent	More support for teachers. I almost think you should have one teacher and 2-3 CEAs per class. Teachers have their hands full!!	Inclusive Education & Learning Support

Q3: What other information would you like the District to know that will help develop next year's (2026/2027) Annual Budget?		
Respondent	Response	Theme
Parent	Ensuring there is sufficient staff to actually support the number of students. We are in a community with an extremely high number of non-english speaking members, high needs children, and low income families. Enclusion of such community members should not result in decreased education for students that go to public schools. I have seen and heard first hand on how one or two students with high needs distract other students or take multiple staff members attention and focus. This doesn't help for carrying out proper in class lessons.	Inclusive Education & Learning Support
Staff	Designated student support is the issue most important to me.	Inclusive Education & Learning Support
Staff	Classrooms are becoming more complex with longer wait times for assessments and increasing ELL students.	Inclusive Education & Learning Support
Staff	please consider all staff. Please consider the needs of all of our diverse students in classrooms throughout the district. Please consider the support staff needed.	Inclusive Education & Learning Support
Staff	More support time for classrooms to lessen the ratio of adults to students.	Inclusive Education & Learning Support
Staff	The number of students entering Kindergarten with more diverse needs is increasing so more support is needed to ensure success.	Inclusive Education & Learning Support
Staff	Behaviours in younger children are becoming more challenging	Inclusive Education & Learning Support
Staff	More CEA budget for support in Class rooms.	Inclusive Education & Learning Support
Staff	CEAS need more. You are losing them so quickly. We need more money, and value.	Inclusive Education & Learning Support
Staff	We need to accept the fact that schools and classrooms are getting more and more difficult. Whether it is increased learning needs or the significant increase in behaviours. This means we need more people in front of kids, working with kids. We need to cut some programs that are not DIRECT service to kids.	Inclusive Education & Learning Support
Staff	I would like the District to know that student needs are increasingly complex and diverse, requiring targeted support in both academics and social-emotional development. Schools rely heavily on Resource Teachers, Education Assistants, and specialists to provide individualized interventions, early mental health support, and timely assessments. Investing in staffing, professional development, mental health services, and transition programs is essential to meet these needs, reduce learning gaps, and ensure all students have equitable access to the supports necessary to succeed.	Inclusive Education & Learning Support
Staff	As stated before, just more compensation for support workers and CEAs. Offering more of an incentive to gain more workers such as higher salaries, summer pay, better, pensions, etc..	Inclusive Education & Learning Support
Staff	CEA services help the Resource kids as well as the classroom by helping to manage behaviors BEFORE things escalate to eruptions. This allows the kids to integrate more successfully with their peers.	Inclusive Education & Learning Support
Staff	All across the SD, the behavior and aggression is increasing, we need more support staff to address this. We have students whose behavior is so severe that they require basically 1:1 support and removal to a safe space at times, yet doing this leaves multiple children without support in classes. We have some students whose behavior has lead to then not being welcome in resource rooms, student support rooms as well as gathering rooms. We need more spaces and we need more support! Without that, the rise will continue.	Inclusive Education & Learning Support
Staff	More money spent on hiring CEAs	Inclusive Education & Learning Support
Staff	Budget for presenters for Inclusive Education for Professional Development. All professionals, Occupational Therapists, Speech & Language Pathologists, Licensed School Psychologists and Counselors have expertise to support students' Social-Emotional Learning. Budget for monthly meetings at each school (after teaching hours). "Extended School Based Team" meetings still happen in some districts though to my knowledge they have never happened in SD23. It is important for these to happen after school hours because the all team members (SBT and itinerants) are then free to work with students. ESBT meetings allow all those professionals to support the School Based Team together which takes weight and stress off of individuals and builds capacity.	Inclusive Education & Learning Support
Staff	Classroom learning, for all students, is deeply impacted by ongoing disruptions within our learning environment due to an increasing number of students who are unable to regulate themselves in a social-setting (K-12). Learning, even in optimal conditions (without disruptions, quieter environments where humans can think/process/create and have conversations) is very hard work that takes great focus. And yet we are not acknowledging the damage ongoing disruptions are having to the learning process and youth skill development. Levels of care/learning for children from 0-4 years old, as well as unaddressed and addressed medical conditions (psychological and physiological) have created this reality. Its so sad. Our schools, though, are wonderful, inclusive spaces with highly trained staff, resources and effective teaching skills (than ever seen in history). Unfortunately, its a societal issue. Our district is amazing. Canada needs to sort this out. Other countries have.	Inclusive Education & Learning Support
Staff	More money on supporting students with complex needs and dysregulation. Put more bodies in the schools. Eliminate programs that are not directly linked to supporting students with needs.	Inclusive Education & Learning Support
Staff	Budget more LIF hours for CEAs, with needs in classroom learning.	Inclusive Education & Learning Support
Staff	Better classroom composition - we have too many designated students in one room. More CEAs. More alternative education programs.	Inclusive Education & Learning Support
Staff	Pay CEAs properly so you can hire and retain people	Inclusive Education & Learning Support
Staff	There are many students with mental health issues, trauma, or other needs that present as disruptive behaviours, which negatively affects the entire class's learning. There are not enough appropriately trained staff to assist these students. Classroom teachers are overwhelmed with the depth, variety and number of needs in each room.	Inclusive Education & Learning Support
Staff	Students with communication needs are not getting adequate services (insufficient frequency, wait times) due to large caseloads and inefficient administrative systems-referral process, forms, access to resources, orientation/employee support	Inclusive Education & Learning Support
Staff	more ceas, and provide them with more hours to help retain then so we are not short staffed	Inclusive Education & Learning Support
Staff	There are many funded students (1701) that are not being serviced due to lack of allocated resources.	Inclusive Education & Learning Support
Staff	The ongoing CEA shortages is causing havok in our schools. A strategy to attract and retain CEAs is vital.	Inclusive Education & Learning Support
Staff	Hire more QUALIFIED CEAs	Inclusive Education & Learning Support
Staff	Train principals to follow through with consequences for violent students and not send them back into the classroom.	Inclusive Education & Learning Support
Parent	Ensuring teacher have the supplies they need to complete opportunities for learning to be based off children interest.	Learning Resources & Technology
Parent	There isn't enough materials being provided. Why am I having to pay annual school fees for classroom supplies, assemblies, field trips, etc. School is supposed to be paid for by my taxes and instead I have to supplement this with hundreds of dollars every year which was proven in court to not be allowed. Stop finding creative ways to force parents to pay extra for school - if my child needs a pencil for class I can buy that for them instead of having to pay a relatively huge supply fee	Learning Resources & Technology
Parent	Education around internet safety	Learning Resources & Technology
Parent	Technology is being overused in schools.	Learning Resources & Technology
Parent	Working to upgrade schools to similar technology standards	Learning Resources & Technology
Staff	Higher budget for start up classes	Learning Resources & Technology
Staff	Some information I would like to add for the District to know that will help develop next year are Do Not use Phone Device during class time to pay more attention ,improve on work to achieve a better grades.	Learning Resources & Technology
Staff	We are running out of basic school supplies each year before the year is done. Mainly paper (all kinds), pencils, and some other basics. School furniture is pretty grim (student desks, tables, and chairs- oftentimes too big for small students too, ie. feet can't touch floor, table/desk too high for chair, and not adjustable). Some school facilities are in very rough shape and need updating/fixing and improvements to how classrooms function nowadays. Many layouts don't make sense anymore.	Learning Resources & Technology
Staff	Many families can not afford to buy books for their children because of rising costs and it is important for students and families to have access to good quality up-to-date literature in schools and to borrow for at home.	Learning Resources & Technology
Staff	We need more support with technology. We need more access to Chromebooks/computers and more support with limiting cell phones.	Learning Resources & Technology
Staff	Teachers are using computers that are old, outdated, don't hold a charge. We need to put more money into old schools	Learning Resources & Technology

Q3: What other information would you like the District to know that will help develop next year's (2026/2027) Annual Budget?		
Respondent	Response	Theme
Staff	There are differences between Elementary and High School. Budgets need to reflect that. Elementary schools require more pencil/paper activities to practice writing, high schools require more technology. Budgets need to reflect that.	Learning Resources & Technology
Staff	We need more Chromebooks	Learning Resources & Technology
Student	funding and consideration for how technology is used inside of the classroom e.g. vetting apps and only using educational tools that are researched to be beneficial, not just the next thing that comes out. Do we know the impact of gamifying learning constantly? What is the impact of all these dopamine hits when students are already struggling with attention. These issues should not be ignored. Also, funding and consideration for "bell - to - bell" no phone policies. Students should not have access to their phone throughout the day. The impact is so significant on their attention and social development	Learning Resources & Technology
Student	Working chromebooks	Learning Resources & Technology
Community Member	There is a mental health crisis amongst our youth - we need support, resources and changes to our school environment and spaces to address this crisis	Mental Health & Social Emotional Learning
Parent	With mental health challenges increasing, the diversity and need for supports have not kept up with demand.	Mental Health & Social Emotional Learning
Parent	Bullying in high schools, and a lack of inclusion, is alive and well. Anti-bullying programs are needed, even for Grades 11 and 12.	Mental Health & Social Emotional Learning
Staff	there are mental health crises across BC, Canada, and the world. We need to support students with their wellbeing. This is the first step towards engagement in classroom learning. More programs should support bio-psycho-social-spiritual health in classrooms and schools.	Mental Health & Social Emotional Learning
Staff	Address staff retention and mental health	Mental Health & Social Emotional Learning
Staff	Once a few years ago there were SEL posters in staff bathrooms (facing us when using the toilet and sink) that were updated regularly. They were really helpful in teaching us about the importance and inner workings (e.g. neuroscience) of SEL in child development. A small effort that made a huge difference! This could be applied to other things outside of SEL.	Mental Health & Social Emotional Learning
Staff	Cut the SEL programs	Mental Health & Social Emotional Learning
Staff	- allocating more space within the school for all students who need a break from the classroom, not just students with designations. A quiet, calm room for students who may be struggling with mental health.	Mental Health & Social Emotional Learning
Staff	Some schools have way too much to deal with and people are burning out - especially counsellors, LAT, support teachers, school administrators. This is particularly the case in an overcrowded school like MBSS.	Mental Health & Social Emotional Learning
Staff	Teacher burnout is at an all-time high. Schools are in crisis mode. More support is required	Mental Health & Social Emotional Learning
Community Member	Teachers should be given the right to discipline kids	Miscellaneous
Community Member	The head of the bc public service is considering early retirement for those in the public service. Is the school district following suit	Miscellaneous
Parent	Know your scope - it is baseline skills, nothing more	Miscellaneous
Parent	School has become a glorified daycare. Teachers need to care more. Students need more real world learning.	Miscellaneous
Parent	Overall, everything is fine.	Miscellaneous
Parent	Focus on the kids and putting in correct supports for all learners!	Miscellaneous
Parent	We've had good experiences in the district the past 3+ years.	Miscellaneous
Parent	Perhaps as a society parents can be compensated for teaching their kids at home so that the over crowding can be alleviated.	Miscellaneous
Parent	The level of education is dumming down the children. Look at statistics and studies.	Miscellaneous
Parent	More and more studies are showing that children need human interaction, empathy, and nature. Instead of treating them like chattel in cages, we should enable them to feel heard, learn what they are truly interested in, in a way they are interested. Let's let people breathe instead of boxing them. The world needs more people who can think for themselves and have love and kindness towards all beings and the planet.	Miscellaneous
Parent	High school: start time should be 10, studies show teens need the sleep in the morning. High school also needs to switch to linear classes. Neuroscience proves that people can't learn in 2+ hour classes every other day. All of this means High schools need to be funded differently. Stop prioritizing money over human brains.	Miscellaneous
Parent	Providing household appliances for students who do not have them to facilitate their studies	Miscellaneous
Parent	I think that professional development days should be held in the first week of summer and not on weekdays when finding daycare for children is difficult.	Miscellaneous
Staff	Shared catchments create issues with people feeling some schools are better than itgers	Miscellaneous
Staff	Ensure focus stays on teaching and learning.	Miscellaneous
Staff	Clearly communication.	Miscellaneous
Staff	Our district needs to figure out how to operate without the need for an ever increasing number of international students. While the diversity that these student bring is great, these students often have higher needs from teachers and staff, as well as contributing to the over-enrollment in our schools. I appreciate that they are a vital income source for our district, but there needs to be attention paid to the negative impact these students have on our schools' operations.	Miscellaneous
Staff	Please consider the needs of support staff, which usually come last.	Miscellaneous
Staff	that everyone should be treated the same no matter what back ground you have to spoil one over another is crap	Miscellaneous
Staff	Offer 4 day work weeks, or job sharing. You will have less people on stress leave. More cost effective.	Miscellaneous
Staff	Large high schools need more support in the office than in smaller high schools. 12 month employees need coverage when sick or taking vacation. Coming back from a week's vacation to a week's work plus the regular work is unfair and does not make sense.	Miscellaneous
Student	Inform students that any property damage and misconduct would result in their personal compensation to allow simple needs to be met more regularly.	Miscellaneous
Parent	Stop spending money needlessly on special interest groups, treat all groups equally.	Miscellaneous
Parent	There is a crisis in schools, with student behaviours interrupting learning regularly.	Student Safety & Wellness
Parent	The increased cost of living is impacting a growing number of people in our district. This makes a difference in equitable accessibility to resources, which then will impact the student's ability to learn. The district may need to increase their resources to support these families.	Student Safety & Wellness
Parent	I hope the District continues prioritizing student safety and family access. Snow and ice removal around school sidewalks and entrances is essential to prevent falls and ensure safe drop-off and pick-up, and I encourage strong coordination with municipal partners to make this a priority. Basic building upkeep, even small things like clearing cobwebs, helps maintain a welcoming environment, though quality instruction should remain the core focus. I also encourage the District to advocate for more affordable before and after school care which is vital for working families and supports the local economy.	Student Safety & Wellness
Parent	More security in schools	Student Safety & Wellness
Parent	We would like the district to remove the vaping shoe near RMS	Student Safety & Wellness
Staff	Cut back on expensive lunches. Provide cheaper variety.	Student Safety & Wellness
Staff	Feed the kids, not the staff.	Student Safety & Wellness
Staff	add safety features and fob a second back door closer to our school playground And we can have access to the doors we keep closed at all times	Student Safety & Wellness
Student	More put towards free lunches	Student Safety & Wellness
Student	Add some more smoke detectors to the bathrooms since there are too many kids who vape. Please. They never use the smoke pit	Student Safety & Wellness
Parent	Considering safe routes to schools and ensuring there are enough support staff so teachers have what they need.	Student Transportation

Q3: What other information would you like the District to know that will help develop next year's (2026/2027) Annual Budget?		
Respondent	Response	Theme
Parent	Bussing should be covered. I grew up here and it was ALWAYS free for kids that needed to take a bus. KSS serves so many areas of Kelowna that are not walkable and public transit is not reliable	Student Transportation
Parent	Find a way to make school bussing more affordable (cut the pay of the superintendents and put it back into the different systems ie cover some bussing costs, hiring more staff etc) for families with multiple children. Children ride the city bus for much cheaper but many are unable to because they do not service many outlying areas or the services are not efficient so kids miss school- why am I paying when school buses are late, or not showing up due to staffing- have better living wage so people want to do this job.	Student Transportation
Parent	Accessibility through transportation such as bussing is vital in getting children to school	Student Transportation
Parent	Free or reduced provincial public bussing for high school students. This would enable bus service for elementary students and needed Inclusive middle and high school students.	Student Transportation
Parent	I would like to see school buses serving the entire catchment, including for French students, as a second bus or extended trip could quickly transport kids from AME to the other elementary schools, and if a French program was brought to CMS, buses could also facilitate those students getting there rather than the extended trip to KLO.	Student Transportation
Parent	Free bussing for all children	Student Transportation
Parent	Bussing for french students even if they are out of catchment. French is an official language of Canada.	Student Transportation
Parent	That parents, particularly single working parents, often find it hard to afford school fees, transportation, and supplies for their student(s)	Student Transportation
Parent	More bussing for students.	Student Transportation
Parent	I would support increased investment in buses and qualified drivers so we can ensure the safe transportation of our children to school.	Student Transportation



# Memorandum

**Date:** April 17, 2026  
**To:** Board of Education  
**From:** Finance and Planning Committee  
**Prepared by:** Delta Carmichael, Secretary Treasurer/CFO and David Widdis, Planning Manager  
**Information Item:** **Opening of École George Pringle Secondary School**

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## 1.0 ISSUE STATEMENT

The opening of École George Pringle Secondary School requires the Board of Education's direction concerning the placement of secondary students on the Westside between École George Pringle Secondary School and Mount Boucherie Secondary School. Clear communication of revised catchment boundaries is required to support balanced student enrolment, reduce capacity pressures at Mount Boucherie Secondary School, and provide families with adequate time to understand secondary school placement prior to École George Pringle Secondary School opening for September 2027.

## 2.0 RELEVANT BOARD MOTION/DIRECTION

See Appendix A.

## 3.0 BACKGROUND

Over the past decade, the Westside Family of Schools has experienced steady student enrolment growth. This increase is due to ongoing residential development, demographic changes, and more students moving into the area. As a result, Mount Boucherie Secondary School has faced significant capacity challenges. To address this, the Board of Education pursued support from the Ministry of Infrastructure to build a second secondary school in West Kelowna.

Beginning in 2021, the Board of Education approved several motions to prepare for the development of a second secondary school in West Kelowna.

The motions are listed in Appendix A and include the following:

1. Repurpose the École George Pringle Elementary School site for a new secondary school.
2. Relocate affected students and programs to other school sites.
3. Conduct a comprehensive review of all catchment boundaries for the Westside Family of Schools.

The Board of Education made these decisions after holding several public consultation meetings and public committee meetings and public Board of Education meetings.

In 2022, the Ministry of Infrastructure approved the development of École George Pringle Secondary School. Following this approval, an opening date of September 2027 for the school was identified and the earlier approved Board of Education motions set out the plan for the opening of a second secondary school in West Kelowna.

The motions included the following Board decisions:

1. Elementary school boundaries are to remain unchanged.
2. Shannon Lake Elementary will feed into École Glenrosa Middle School instead of Constable Neil Bruce Middle School.
3. The change for Shannon Lake has an option for a small neighborhood near Ensign Way to choose either to attend Constable Neil Bruce Middle School or École Glenrosa Middle School in 2027 (2025 students; Gr 5 = 12, Gr 6 = 13, Gr 7 = 13; total 38 students in this area).
4. The catchment boundary for École George Pringle Secondary School will be formed from the boundaries of École Glenrosa Elementary, Helen Gorman Elementary, Peachland Elementary, Webber Elementary, and Shannon Lake Elementary.

These catchment adjustments aim to balance student enrolment between the two middle schools, make better use of existing facilities, and support future growth. Catchment boundaries are the main tool for assigning students to schools and maintaining balanced student enrolment.

Since the Board of Education motions in January 2022, student enrolment trends in West Kelowna have shifted from earlier projections. Middle and secondary school student enrolment has stabilized, while some elementary schools are seeing flat or declining numbers. These changes no longer align with the original Board of Education motions and affect efforts to balance student enrolment in West Kelowna.

Current student enrolment projections show that the Constable Neil Bruce Family of Schools are expected to decline. Chief Tomat Elementary, École Hudson Road Elementary, Mar Jok Elementary, and Rose Valley Elementary currently have a combined enrolment of 1,330 students, which is projected to decline to 1,197. Shannon Lake Elementary is expected to maintain its student enrolment between 398 to 420 students over the next ten years.

The Glenrosa Family of Schools is projected to remain stable, with student enrolment ranging from 780 to 840 students. This area is expected to experience some modest growth over the next ten years.

With Shannon Lake Elementary shifting to École Glenrosa Middle School, École Glenrosa Middle School is projected to reach or exceed capacity, while Constable Neil Bruce Middle School's student enrolment is expected to decline.

In the future, Mount Boucherie Secondary School is projected to see a decrease in student enrolment, while École George Pringle Secondary School will start with a small enrolment in September 2027 and is expected to grow to 1,000–1,100 students by 2032.

If Shannon Lake Elementary does not shift to École Glenrosa Middle School, projections indicate that middle school student enrolment could balance out. However, secondary schools would see Mount Boucherie Secondary School reach up to 1,200 students (capacity 1,325), while École George Pringle Secondary School would only reach up to 850 students (capacity 1,200).

The District recognizes that changes to catchment boundaries can be challenging for families and is committed to clear communication, effective transition planning, and ongoing monitoring of enrolment trends as the new school opens.

#### **4.0 POINTS FOR CONSIDERATION**

- The opening of École George Pringle Secondary School provides additional secondary capacity in West Kelowna, reducing student enrolment pressure at Mount Boucherie Secondary School, Constable Neil Bruce Middle School and École Glenrosa Middle School and improving overall utilization of school facilities.
- Catchments are designed to align with the Long Range Facility Plan's objective of maximizing permanent capacity, balancing student enrolment, and deferring the need for additional temporary accommodation.
- The revised boundaries may reduce travel distance and transportation complexity for students residing closer to École George Pringle Secondary School.
- The establishment of the new École George Pringle Secondary School catchment provides greater capacity to respond to continued population and housing growth in West Kelowna.
- Board approved motions may result in some students attending a different secondary school than anticipated, creating transitional and community impacts.
- While secondary and middle school capacity will improve, temporary student enrolment pressures may be evident at some elementary and middle schools.
- Student enrolment projections indicate continued growth in some areas of the City of West Kelowna which will require ongoing monitoring and potential future adjustments.
- More consistent application of Board Policy 405 (Student Placement) and 405R (Student Placement Regulations), requiring students to attend their catchment when they transition from elementary to middle to secondary school, will improve long-term planning alignment but potentially separating established peer groups and increasing requests for exceptions.

#### **5.0 OPTIONS FOR ACTION**

- a. Direct the Superintendents of School to implement Board motions listed in Appendix A.
- b. Direct the Superintendent of Schools to provide more information and analysis.
- c. Direct the Superintendent of Schools to explore alternative scenarios to those described in Appendix B.

## **6.0 SECRETARY TREASURER/CFO COMMENTS**

Appendix B outlines three scenarios for consideration. Scenario #1 shifts Shannon Lake students to École Glenrosa Middle School (per current Board of Education motions) to relieve pressure at Constable Neil Bruce Middle School and align middle-to-secondary feeder patterns but may increase travel and create transitional impacts for some families.

Scenario #2 maintains the current middle school pathway for Shannon Lake, which supports continuity but reduces flexibility to address capacity pressures and may require additional boundary or accommodation changes over time.

## **7.0 APPENDICES**

Appendix A – Summary Timeline of Westside Catchment Changes since 2021

Appendix B – Westside Scenarios for Consideration

## APPENDIX A

### Summary Timeline of Board Motions for Westside Catchment Changes since 2021

#### [May 26, 2021 - Public Board Meeting](#)

##### **Recommendation for New Westside Secondary School Site**

###### **Main 21P-075**

THAT: Subject to funding approval by the Ministry of Education that the École George Pringle Elementary School site be repurposed for a new Secondary school.

###### **Main 21P-076**

THAT: The Board of Education relocates the École George Pringle Elementary School English program to the Webber Road Elementary School site effective September 2022.

###### **Main 21P-077**

THAT: The Board of Education conducts a comprehensive community consultation starting in the Fall of 2021 to establish the elementary French Immersion Program site(s) on the Westside for the start of September 2022.

###### **Main 21P-078**

THAT: The Board of Education conducts a comprehensive community consultation starting in the Fall of 2021 to establish new elementary, middle and secondary catchments for the Westside family of schools.

###### **Main 21P-079**

THAT: The Board of Education develops a clear and measurable plan to address the needs of students transitioning from George Pringle Elementary School prior to the relocation.

##### **Motions Carried**

#### [June 9, 2021 - Public Board Meeting](#)

##### **Secondary French Immersion Program on the Westside**

###### **Main 21P-089**

THAT: The Board of Education receive and approve the Long Term Facilities Plan, as attached to the Agenda, and as presented at the June 9, 2021 Public Board Meeting.

###### **Main 21P-090**

THAT: Public consultation occur in the Fall of 2021 as to whether a Secondary French Immersion program be offered on an interim basis at Mount Boucherie Secondary School, effective the 2023-24 school year, with a permanent location for the program in West Kelowna to be determined upon completion of a second secondary school in West Kelowna.

##### **Motions Carried**

[September 15, 2021 - Public Board Meeting](#)

**Timeline for Westside Catchment and French Immersion Programming Review**

**Main 21P-121**

That: the Board of Education Approve the timeline for the Westside catchment and French Immersion programming review, as attached to the Agenda, and as presented at the September 15, 2021 Public Board Meeting.

**Motion Carried**

[October 13, 2021 - Public Board Meeting](#)

**Westside Catchment and French Immersion Programming Review Update**

The Board reviewed the preliminary survey results. Considerations will be presented at the Planning and Facilities Committee Meeting on Tuesday, November 16, 2021 and public engagement sessions are planned for late November 2021.

**Update Completed**

[October 13, 2021 - Public Board Meeting](#)

**École George Pringle Secondary School**

**Main 22P-141**

THAT: The renovated/reconstructed Westside secondary school returns to the name École George Pringle Secondary School.

**Motion Carried**

[January 12, 2022 - Public Board Meeting](#)

**Westside Catchment and French Immersion Programming Review Recommendations**

Recommendation of the Planning and Facilities Committee - January 5, 2022

**Main 22P-004**

THAT: Effective the 2022/23 school year, the Board of Education moves the elementary English catchment for a portion of Tallus Ridge from Mar Jok Elementary School to Shannon Lake Elementary School, as presented in Appendix D.

**Main 22P-005**

THAT: Subject to the final approval of the capital funding for the Westside Secondary School by February 28, 2022: Effective the 2022/23 school year, the Board of Education moves the elementary English catchment for the new subdivision in Smith Creek from Webber Road Elementary School to Shannon Lake Elementary School, as presented in Appendix D.

**Main 22P-006**

THAT: Subject to the final approval of the capital funding for the Westside Secondary School after February 28, 2022: Effective the 2022/23 school year, the Board of Education moves the elementary

English catchment for the new subdivision of Smith Creek from École George Pringle Elementary School to Shannon Lake Elementary School, as presented in Appendix D.

**Main 22P-007**

THAT: Subject to the final approval of the capital funding for the Westside Secondary School by February 28, 2022: Effective the 2022/23 school year, the Board of Education moves the elementary English catchment for the new subdivision of Goat's Peak from Webber Road Elementary School to Peachland Elementary School, as presented in Appendix D.

**Main 22P-008**

THAT: Subject to the final approval of the capital funding for the Westside Secondary School after February 28, 2022: Effective the 2022/23 school year, the Board of Education moves the elementary English catchment for the new subdivision of Goat's Peak from École George Pringle Elementary School to Peachland Elementary School, as presented in Appendix D.

**Motions Carried**

[January 26, 2022 - Public Board Meeting](#)

**Westside Catchment and French Immersion Programming Review Recommendations**

Recommendations of the Planning and Facilities Committee - January 19, 2022

**Main 22P-023**

THAT: Effective on the opening of the new Westside Secondary School: The middle years English catchment within the boundaries of the elementary English catchment for Shannon Lake Elementary School is moved from Constable Neil Bruce Middle School to École Glenrosa Middle School;

AND THAT: The boundaries of the secondary English catchment for Mount Boucherie Secondary School are aligned with the middle years English catchment for Constable Neil Bruce Middle School;

AND THAT: The boundaries of the secondary English catchment for the new Westside Secondary School are aligned with the middle years English catchment for École Glenrosa Middle School.

AND THAT: The immediate area surrounding Constable Neil Bruce Middle School, as presented in Appendix D, is designated as an optional attendance boundary for either middle school. Students that choose École Glenrosa Middle School will be directed to the new Westside Secondary School and students that choose Constable Neil Bruce Middle School will be directed to Mount Boucherie Secondary School;

**Main 22P-024**

THAT: Any students currently enrolled in a school and that reside in an area with a catchment change shall retain their enrollment priority as "catchment or French Immersion catchment area students who, in the previous year, attended the school". These students shall retain their current transportation eligibility as long as they attend their current school and live at the same residence;

AND THAT: The siblings of students who retained their catchment area priority shall be considered as "siblings of catchment or French Immersion catchment area students", if their sibling is currently registered at the school;

AND THAT: Grades 9 and 10 students that are enrolled at Mount Boucherie Secondary School the year prior to the new Westside Secondary School opening shall be exempt from this motion and will be designated to attend their catchment secondary school when the new school opens.

**Main 22P-025**

THAT: Effective the opening of the new Westside Secondary School, the Board of Education establishes a Grade 9 and Grade 10 French Immersion program at the new Westside Secondary School;

AND THAT: An additional grade is added to the new Westside Secondary French Immersion program each year until the school offers a Grades 9 to 12 French Immersion program.

**Main 22P-026**

THAT: Subject to the final approval of the capital funding for the Westside Secondary School by February 28, 2022: Effective the 2022/23 school year, the Board of Education moves the French Immersion program at École George Pringle Elementary to programs that are established at Glenrosa Elementary School and at Hudson Road Elementary School;

AND THAT: Effective the 2022/23 school year, Glenrosa Elementary School is renamed to École Glenrosa Elementary School;

AND THAT: Effective the 2022/23 school year, Hudson Road Elementary School is renamed to École Hudson Road Elementary School;

AND THAT: Effective the 2022/23 school year, the boundaries of the French Immersion catchment for Glenrosa Elementary School are established as the area of the English middle school catchment for École Glenrosa Middle School and the English elementary catchment for Shannon Lake Elementary School, as presented and attached in Appendix E;

AND THAT: Effective the 2022/23 school year, the boundaries of the French Immersion catchment for Hudson Road Elementary School are established as the area of the English middle school catchment for Constable Neil Bruce Middle School, with the exception of the English elementary catchment for Shannon Lake Elementary School, as presented and attached in Appendix E.

**Main 22P-027**

THAT: Subject to the final approval of the capital funding for the Westside Secondary School after February 28, 2022 but before February 28, 2023: Effective the 2023/24 school year, the Board of Education moves the French Immersion program at École George Pringle Elementary to programs that are 10 established at Glenrosa Elementary School and at Hudson Road Elementary School; AND THAT: Effective the 2023/24 school year, Glenrosa Elementary School is renamed to École Glenrosa Elementary School; AND THAT: Effective the 2023/24 school year, Hudson Road Elementary School is renamed to École Hudson Road Elementary School;

AND THAT: Effective the 2023/24 school year, the boundaries of the French Immersion catchment for Glenrosa Elementary School are aligned with the English middle school catchment for École Glenrosa Middle School and the English Elementary catchment for Shannon Lake Elementary School, as presented and attached in Appendix E;

AND THAT: Effective the 2023/24 school year, the boundaries of the French Immersion catchment for Hudson Road Elementary School are aligned with the English middle school catchment for Constable

Neil Bruce Middle School, with the exception of the English elementary catchment for Shannon Lake Elementary School, as presented and attached in Appendix E.

**Motions Carried**

**APPENDIX B**  
**Westside Scenarios for Consideration**

**Scenario #1**

**Shannon Lake Elementary Feeds to École Glenrosa Middle School (Current Board Motion)**

Definition	Summary	Pros	Cons
Students residing in the Shannon Lake catchment would be directed to attend École Glenrosa Middle School, with École Glenrosa Middle School continuing to feed École George Pringle Secondary School in 2027.	This option shifts Shannon Lake students westward within the Westside Family of Schools, redistributing student enrolment away from Constable Neil Bruce Middle School and making greater use of available or potential capacity at École Glenrosa Middle School.	<ul style="list-style-type: none"> <li>• Relieve student enrolment pressure at Constable Neil Bruce Middle School.</li> <li>• Supports balancing student enrolment across Westside middle schools.</li> </ul>	<ul style="list-style-type: none"> <li>• Increase travel distance and transportation complexity for some Shannon Lake families.</li> <li>• Represents a change to established feeder patterns, which may impact student transitions and community expectations.</li> </ul>

### PROJECTED STUDENT ENROLMENT ANALYSIS

#### ELEMENTARY Feeder Schools to École Glenrose Middle

HISTORIC AND PROJECTED ENROLMENTS: WESTSIDE - GLENROSA MIDDLE FAMILY OF SCHOOLS																
School	Op Cap	Enrolment				Projections										
		2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	
		K-5	K-5	K-5	K-5	K-5	K-5	K-5	K-5	K-5	K-5	K-5	K-5	K-5	K-5	
Glenrosa Elementary - All Enrolment	328	319	321	295	262	255	243	239	230	225	227	224	224	224	224	
George Pringle Elementary	415	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Helen Gorman Elementary	268	169	196	206	216	221	244	239	243	252	246	256	251	257	255	
Peachland Elementary	241	250	254	248	240	230	222	220	221	219	223	225	227	221	221	
Webber Road Elementary	128	168	182	172	168	164	159	155	154	149	144	137	132	132	135	
Shannon Lake Elementary	370						397	396	386	377	376	380	373	373	371	
<b>Total Enrolment</b>		<b>906</b>	<b>953</b>	<b>921</b>	<b>886</b>	<b>870</b>	<b>1,265</b>	<b>1,249</b>	<b>1,234</b>	<b>1,222</b>	<b>1,216</b>	<b>1,222</b>	<b>1,207</b>	<b>1,207</b>	<b>1,206</b>	
<b>Total Op Capacity</b>		<b>965</b>	<b>965</b>	<b>965</b>	<b>965</b>	<b>965</b>	<b>1,539</b>	<b>1,539</b>	<b>1,539</b>	<b>1,539</b>	<b>1,539</b>	<b>1,539</b>	<b>1,539</b>	<b>1,539</b>	<b>1,539</b>	
<b>Total Utilization (%)</b>		<b>94%</b>	<b>99%</b>	<b>95%</b>	<b>92%</b>	<b>90%</b>	<b>82%</b>	<b>81%</b>	<b>80%</b>	<b>79%</b>	<b>79%</b>	<b>79%</b>	<b>78%</b>	<b>78%</b>	<b>78%</b>	
<b>(Shortfall)/Surplus</b>		59	12	44	79	95	274	290	305	317	323	317	332	332	333	
204 Webber Rd Addition																

#### ELEMENTARY Feeder Schools to Constable Neil Bruce

HISTORIC AND PROJECTED ENROLMENTS: WESTSIDE - CONSTABLE NEIL BRUCE MIDDLE FAMILY OF SCHOOLS																
School	Op Cap	Enrolment				Projections										
		2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	
		K-5	K-5	K-5	K-5	K-5	K-5	K-5	K-5	K-5	K-5	K-5	K-5	K-5	K-5	
Chief Tomat Elementary	419	306	304	296	293	280	274	263	263	259	250	254	252	260	260	
Hudson Road Elementary	241	352	362	366	355	360	360	337	328	322	313	308	311	320	324	
Mar Jbk Elementary	419	453	443	432	424	384	356	338	341	334	328	344	353	353	357	
Rose Valley Elementary	313	316	302	288	261	246	216	217	206	210	211	209	216	215	221	
Shannon Lake Elementary	370	422	431	425	420	394										
<b>Total Enrolment</b>		<b>1,849</b>	<b>1,842</b>	<b>1,807</b>	<b>1,753</b>	<b>1,664</b>	<b>1,206</b>	<b>1,155</b>	<b>1,138</b>	<b>1,125</b>	<b>1,102</b>	<b>1,115</b>	<b>1,132</b>	<b>1,148</b>	<b>1,162</b>	
<b>Total Op Capacity</b>		<b>1,761</b>	<b>1,761</b>	<b>1,761</b>	<b>1,761</b>	<b>1,761</b>	<b>1,610</b>	<b>1,610</b>	<b>1,610</b>	<b>1,610</b>	<b>1,610</b>	<b>1,610</b>	<b>1,610</b>	<b>1,610</b>	<b>1,610</b>	
<b>Total Utilization (%)</b>		<b>105%</b>	<b>105%</b>	<b>103%</b>	<b>100%</b>	<b>94%</b>	<b>75%</b>	<b>72%</b>	<b>71%</b>	<b>70%</b>	<b>68%</b>	<b>69%</b>	<b>70%</b>	<b>71%</b>	<b>72%</b>	
<b>(Shortfall)/Surplus</b>		(88)	(81)	(46)	8	97	404	455	472	485	508	495	478	462	448	
219 HRE capacity increase																
132 CTE capacity increase																

**MIDDLE School Projected Student Enrolment**

HISTORIC AND PROJECTED ENROLMENTS: WESTSIDE - MIDDLE SCHOOLS															
School	Op Cap	Enrolment				Projections									
		2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035
Constable Neil Bruce Middle	750	6-8 843	6-8 872	6-8 882	6-8 927	6-8 958	6-8 905	6-8 795	6-8 646	6-8 595	6-8 570	6-8 568	6-8 545	6-8 524	6-8 514
Glenrosa Middle - All Enrolment	750	6-9 686	6-9 683	6-9 711	6-9 751	6-9 778	6-9 663	6-8 732	6-8 812	6-8 825	6-8 828	6-8 802	6-8 806	6-8 783	6-8 788
<b>Total Enrolment</b>		<b>1,529</b>	<b>1,555</b>	<b>1,593</b>	<b>1,678</b>	<b>1,736</b>	<b>1,568</b>	<b>1,527</b>	<b>1,458</b>	<b>1,420</b>	<b>1,398</b>	<b>1,370</b>	<b>1,351</b>	<b>1,307</b>	<b>1,302</b>
<b>Total Op Capacity</b>		<b>1,500</b>	<b>1,500</b>	<b>1,500</b>	<b>1,500</b>	<b>1,500</b>	<b>1,500</b>	<b>1,500</b>	<b>1,500</b>	<b>1,500</b>	<b>1,500</b>	<b>1,500</b>	<b>1,500</b>	<b>1,500</b>	<b>1,500</b>
<b>Total Utilization (%)</b>		<b>102%</b>	<b>104%</b>	<b>106%</b>	<b>112%</b>	<b>116%</b>	<b>105%</b>	<b>102%</b>	<b>97%</b>	<b>95%</b>	<b>93%</b>	<b>91%</b>	<b>90%</b>	<b>87%</b>	<b>87%</b>
<b>(Shortfall)/Surplus</b>		<b>(29)</b>	<b>(55)</b>	<b>(93)</b>	<b>(178)</b>	<b>(236)</b>	<b>(68)</b>	<b>(27)</b>	42	80	102	130	149	193	198

**SECONDARY School Projected Student Enrolment**

HISTORIC AND PROJECTED ENROLMENTS: WESTSIDE - SECONDARY SCHOOLS															
School	Op Cap	Enrolment				Projections									
		2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035
Mount Boucherie Secondary	1,325	9-12 1,788	9-12 1,824	9-12 1,822	9-12 1,788	9-12 1,772	9-12 1,647	9-12 1,547	9-12 1,458	9-12 1,396	9-12 1,300	9-12 1,138	9-12 984	9-12 932	9-12 887
George Pringle Secondary School	1,200	0	0	0	0	0	442	642	832	916	990	1,066	1,139	1,161	1,140
<b>Total Enrolment</b>		<b>1,788</b>	<b>1,824</b>	<b>1,822</b>	<b>1,788</b>	<b>1,772</b>	<b>2,089</b>	<b>2,189</b>	<b>2,290</b>	<b>2,312</b>	<b>2,290</b>	<b>2,204</b>	<b>2,123</b>	<b>2,093</b>	<b>2,027</b>
<b>Total Op Capacity</b>		<b>1,325</b>	<b>1,325</b>	<b>1,325</b>	<b>1,325</b>	<b>1,325</b>	<b>2,525</b>	<b>2,525</b>	<b>2,525</b>	<b>2,525</b>	<b>2,525</b>	<b>2,525</b>	<b>2,525</b>	<b>2,525</b>	<b>2,525</b>
<b>Total Utilization (%)</b>		<b>135%</b>	<b>138%</b>	<b>138%</b>	<b>135%</b>	<b>134%</b>	<b>83%</b>	<b>87%</b>	<b>91%</b>	<b>92%</b>	<b>91%</b>	<b>87%</b>	<b>84%</b>	<b>83%</b>	<b>80%</b>
<b>(Shortfall)/Surplus</b>		<b>(463)</b>	<b>(499)</b>	<b>(497)</b>	<b>(463)</b>	<b>(447)</b>	436	336	235	213	235	321	402	432	498

**Scenario #2**

**Shannon Lake Continues to Feed Constable Neil Middle School**

<b>Definition</b>	<b>Summary</b>	<b>Pros</b>	<b>Cons</b>
Students residing in the Shannon Lake catchment would continue to attend Constable Neil Bruce Middle School, with students transitioning onward Mount Boucherie Secondary School.	This option maintains the existing middle school feeder pattern for Shannon Lake while relying on secondary-level catchment changes to achieve enrolment balance.	<ul style="list-style-type: none"><li>• Maintains continuity for families and students familiar with existing feeder patterns.</li><li>• Minimizes disruption to middle school programming and community relationships.</li></ul>	<ul style="list-style-type: none"><li>• Continued student enrolment pressure at Constable Neil Bruce Middle School if growth persists.</li><li>• Limits flexibility to rebalance enrolment across Westside middle schools.</li><li>• May require future boundary or accommodation adjustments if capacity pressures increase.</li></ul>

## PROJECTED STUDENT ENROLMENT ANALYSIS

### ELEMENTARY Feeder Schools to École Glenrose Middle School

HISTORIC AND PROJECTED ENROLMENTS: WESTSIDE - GLENROSA MIDDLE FAMILY OF SCHOOLS																
School	Op Cap	Enrolment				Projections										
		2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	
		K-5	K-5	K-5	K-5	K-5	K-5	K-5	K-5	K-5	K-5	K-5	K-5	K-5	K-5	K-5
Glenrosa Elementary - All Enrolment	328	319	321	295	262	255	243	237	227	222	224	221	221	224	224	224
George Pringle Elementary	415	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Helen Gorman Elementary	268	250	254	248	240	230	222	220	221	219	223	225	227	221	221	221
Peachland Elementary	241	168	182	172	168	164	159	155	154	149	144	137	132	132	132	135
Webber Road Elementary	128	169	196	206	216	221	244	239	243	252	246	256	251	257	255	255
<b>Total Enrolment</b>		<b>906</b>	<b>953</b>	<b>921</b>	<b>886</b>	<b>870</b>	<b>868</b>	<b>851</b>	<b>845</b>	<b>842</b>	<b>837</b>	<b>839</b>	<b>831</b>	<b>834</b>	<b>835</b>	<b>835</b>
<b>Total Op Capacity</b>		<b>965</b>	<b>965</b>	<b>965</b>	<b>965</b>	<b>965</b>	<b>1,169</b>	<b>1,169</b>	<b>1,169</b>	<b>1,169</b>	<b>1,169</b>	<b>1,169</b>	<b>1,169</b>	<b>1,169</b>	<b>1,169</b>	<b>1,169</b>
<b>Total Utilization (%)</b>		<b>94%</b>	<b>99%</b>	<b>95%</b>	<b>92%</b>	<b>90%</b>	<b>74%</b>	<b>73%</b>	<b>72%</b>	<b>72%</b>	<b>72%</b>	<b>72%</b>	<b>71%</b>	<b>71%</b>	<b>71%</b>	<b>71%</b>
<b>(Shortfall)/Surplus</b>		59	12	44	79	95	301	318	324	327	332	330	338	335	334	334
204 Webber Rd Addition																

### ELEMENTARY Feeder Schools to Constable Neil Bruce

HISTORIC AND PROJECTED ENROLMENTS: WESTSIDE - CONSTABLE NEIL BRUCE MIDDLE FAMILY OF SCHOOLS																
School	Op Cap	Enrolment				Projections										
		2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	
		K-5	K-5	K-5	K-5	K-5	K-5	K-5	K-5	K-5	K-5	K-5	K-5	K-5	K-5	K-5
Chief Tomat Elementary	419	306	304	296	293	282	282	278	277	274	262	265	259	260	260	260
Hudson Road Elementary	241	352	362	366	355	360	360	337	328	322	313	308	311	320	324	324
Mar Jbk Elementary	419	453	443	432	424	384	356	338	341	334	328	344	353	353	357	357
Rose Valley Elementary	313	316	302	288	261	246	216	217	206	210	211	209	216	215	221	221
Shannon Lake Elementary	370	422	431	425	420	394	397	396	386	377	376	380	373	373	371	371
<b>Total Enrolment</b>		<b>1,849</b>	<b>1,842</b>	<b>1,807</b>	<b>1,753</b>	<b>1,666</b>	<b>1,611</b>	<b>1,566</b>	<b>1,538</b>	<b>1,517</b>	<b>1,490</b>	<b>1,506</b>	<b>1,512</b>	<b>1,521</b>	<b>1,533</b>	<b>1,533</b>
<b>Total Op Capacity</b>		<b>1,611</b>	<b>1,611</b>	<b>1,611</b>	<b>1,761</b>	<b>1,761</b>	<b>1,980</b>	<b>1,980</b>	<b>1,980</b>	<b>1,980</b>	<b>1,980</b>	<b>1,980</b>	<b>1,980</b>	<b>1,980</b>	<b>1,980</b>	<b>1,980</b>
<b>Total Utilization (%)</b>		<b>115%</b>	<b>114%</b>	<b>112%</b>	<b>100%</b>	<b>95%</b>	<b>81%</b>	<b>79%</b>	<b>78%</b>	<b>77%</b>	<b>75%</b>	<b>76%</b>	<b>76%</b>	<b>77%</b>	<b>77%</b>	<b>77%</b>
<b>(Shortfall)/Surplus</b>		(238)	(231)	(196)	8	95	369	414	442	463	490	474	468	459	447	447
219 HRE capacity increase																
132 CTE capacity increase																

**MIDDLE School Projected Student Enrolment**

HISTORIC AND PROJECTED ENROLMENTS: WESTSIDE - MIDDLE SCHOOLS															
School	Op Cap	Enrolment				Projections									
		2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035
Constable Neil Bruce Middle	750	6-8	6-8	6-8	6-8	6-8	6-8	6-8	6-8	6-8	6-8	6-8	6-8	6-8	6-8
		843	872	882	927	958	970	926	853	811	787	759	732	710	714
Glenrosa Middle - All Enrolment	750	6-9	6-9	6-9	6-9	6-9	6-9	6-8	6-8	6-8	6-8	6-8	6-8	6-8	6-8
		681	680	707	751	775	589	590	589	594	598	588	596	575	575
<b>Total Enrolment</b>		<b>1,524</b>	<b>1,552</b>	<b>1,589</b>	<b>1,678</b>	<b>1,733</b>	<b>1,559</b>	<b>1,516</b>	<b>1,442</b>	<b>1,405</b>	<b>1,385</b>	<b>1,347</b>	<b>1,328</b>	<b>1,285</b>	<b>1,289</b>
<b>Total Op Capacity</b>		<b>1,500</b>	<b>1,500</b>	<b>1,500</b>	<b>1,500</b>	<b>1,500</b>	<b>1,500</b>	<b>1,500</b>	<b>1,500</b>	<b>1,500</b>	<b>1,500</b>	<b>1,500</b>	<b>1,500</b>	<b>1,500</b>	<b>1,500</b>
<b>Total Utilization (%)</b>		<b>102%</b>	<b>103%</b>	<b>106%</b>	<b>112%</b>	<b>116%</b>	<b>104%</b>	<b>101%</b>	<b>96%</b>	<b>94%</b>	<b>92%</b>	<b>90%</b>	<b>89%</b>	<b>86%</b>	<b>86%</b>
<b>(Shortfall)/Surplus</b>		<b>(24)</b>	<b>(52)</b>	<b>(89)</b>	<b>(178)</b>	<b>(233)</b>	<b>(59)</b>	<b>(16)</b>	58	95	115	153	172	215	211

**SECONDARY School Projected Student Enrolment**

HISTORIC AND PROJECTED ENROLMENTS: WESTSIDE - SECONDARY SCHOOLS															
School	Op Cap	Enrolment				Projections									
		2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035
Mount Boucherie Secondary	1,325	9-12	9-12	9-12	9-12	9-12	9-12	9-12	9-12	9-12	9-12	9-12	9-12	9-12	9-12
		1,788	1,824	1,822	1,788	1,772	1,647	1,519	1,405	1,391	1,347	1,277	1,211	1,163	1,106
George Pringle Secondary School	1,200	0	0	0	0		442	642	832	846	850	847	843	865	852
<b>Total Enrolment</b>		<b>1,788</b>	<b>1,824</b>	<b>1,822</b>	<b>1,788</b>	<b>1,772</b>	<b>2,089</b>	<b>2,161</b>	<b>2,237</b>	<b>2,237</b>	<b>2,197</b>	<b>2,124</b>	<b>2,054</b>	<b>2,028</b>	<b>1,958</b>
<b>Total Op Capacity</b>		<b>1,325</b>	<b>1,325</b>	<b>1,325</b>	<b>1,325</b>	<b>1,325</b>	<b>2,525</b>	<b>2,525</b>	<b>2,525</b>	<b>2,525</b>	<b>2,525</b>	<b>2,525</b>	<b>2,525</b>	<b>2,525</b>	<b>2,525</b>
<b>Total Utilization (%)</b>		<b>135%</b>	<b>138%</b>	<b>138%</b>	<b>135%</b>	<b>134%</b>	<b>83%</b>	<b>86%</b>	<b>89%</b>	<b>89%</b>	<b>87%</b>	<b>84%</b>	<b>81%</b>	<b>80%</b>	<b>78%</b>
<b>(Shortfall)/Surplus</b>		<b>(463)</b>	<b>(499)</b>	<b>(497)</b>	<b>(463)</b>	<b>(447)</b>	436	364	288	288	328	401	471	497	567

**Conclusion:**

The following analysis compares Scenario #1 and Scenario #2 using projected student enrolment to 2035. Both scenarios attempt to balance student enrolment and make best use of available capacity across the Westside Family of Schools in advance of the September 2027 opening of École George Pringle Secondary School.

<b>Situation #1 (SLE to GMS - Board Motion)</b>				
<b>School</b>	<b>Enrolment</b>	<b>Capacity</b>	<b>% Capacity</b>	
Contable Neil Bruce	561	750	74.80%	
Glenrosa Middle School	816	750	108.80%	
Mount Boucherie Secondary School	833	1,325	62.87%	
George Pringle Secondary School	1,094	1,200	91.17%	

<b>Situation #2 (SLE to CNB - Current Situation)</b>				
<b>School</b>	<b>Enrolment</b>	<b>Capacity</b>	<b>% Capacity</b>	
Contable Neil Bruce	771	750	102.80%	
Glenrosa Middle School	593	750	79.07%	
Mount Boucherie Secondary School	1,121	1,325	84.60%	
George Pringle Secondary School	808	1,200	67.33%	

The analysis suggests that Scenario #2 could provide a more balanced student enrolment over time, though implementing this option would require an amendment to the current Board of Education motion.