

Public Notice – Resources Committee Public Meeting

A public meeting of the Resources Committee for School District 62 (Sooke) will be held on **October 14, 2025 at 6:00 p.m.**

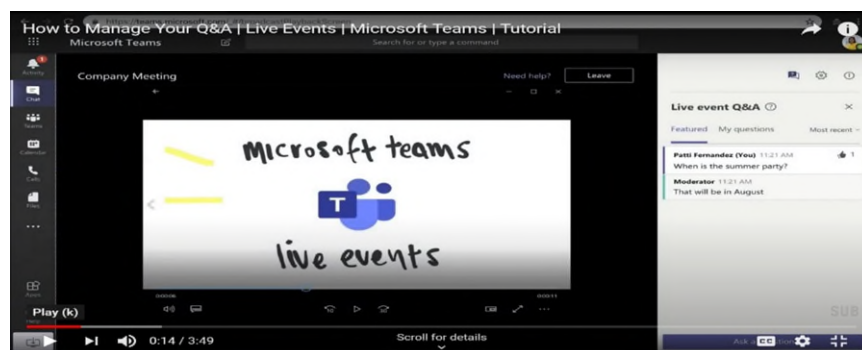
Please note that all Public Board and Committee meetings are now held in person at the District School Board Office, located at 3143 Jacklin Road, Victoria.

To participate in the meeting, please click on this link: [Follow Link](#)

Click this link for information on how to join a live event in MS Teams:

[How to attend a Live event in Microsoft Teams](#)

- Anyone who has the link can attend the online meeting without logging in to MS Teams.
- Members of the public have the opportunity to ask questions related to agenda items discussed at the meeting:
 - o Select the **Q&A** function on the right side of the screen.
 - o When asking a question using the Q&A function, please identify yourself.
 - Anonymous questions will not be responded to.**
 - o A reminder for Stakeholder groups to use the **Q&A** function.
 - o Members of the media can direct their questions to the Communications Manager at School District 62 for a response following the meeting.



If you have questions regarding the meeting and how to access it that aren't answered in the link above please email info@sd62.bc.ca. See link for upcoming and previous Board and Committee meetings [Public Meetings | Sooke School District \(sd62.bc.ca\)](#) materials.

RESOURCES COMMITTEE

School Board Office

October 14, 2025 – 6:00 p.m.

AGENDA

1. CALL TO ORDER AND ACKNOWLEDGEMENT OF FIRST NATIONS TERRITORIES

With gratitude and respect, we acknowledge that we live, learn, and work on the traditional territories of the Coast Salish: T'Sou-ke Nation, SCÍΛNEW (Beecher Bay) Nation, and the Nuuchah-nulth: Paaʔčiidʔath (Pacheedaht) Nation. We also recognize that some of our schools are located on the traditional territories of the MÁLEXEL (Malahat) Nation, and the Lək'wəŋən peoples of Songhees and Esquimalt Nations. (words gifted by the nations SD62 works with)

2. REPORT

The Board of Education of Sooke School District 62 (Sooke) received the Resources Committee Report dated September 16, 2025 at the Board Meeting dated September 23, 2025.

3. PRESENTATIONS (10 min.)

4. BUSINESS

4.1 North Langford Secondary School Approval – Brian Jonker (page 3)

4.2 District Design Principles (Major Capital) – Refresh – Mhairi Bennett/Mark Kaercher (page 11)

Motion Requested: That the Board of Education of School District 62 (Sooke) approve the refreshed design principles as presented to the Resources Committee on October 14, 2025.

4.3 Updated Enrolment Estimates and Financial Impact – Monica Braniff/Brian Jonker (page 16)

5. ADJOURNMENT

RESOURCES COMMITTEE MEETING REPORT

September 16, 2025 – 6:00 p.m.

Present: Christine Lervold, Trustee (Committee Chair)
Trudy Spiller, Trustee (Acting Committee Member)
Paul Block, Superintendent (MS Teams)
Brian Jonker, Secretary Treasurer
Monica Braniff, Deputy Superintendent
Ed Berlando, STA
Trudy Court, CUPE (MS Teams)
Tom Davis, SPEAC
Ceilidh Deichmann, SPVPA
Mhairi Bennett, Director, Facilities
Randy Cobb, Manager, Transportation
Beth Kim, Network Analyst, Digital Solutions

Absent: Russ Chipps, Trustee (Committee Member)
Allison Watson, Trustee (Committee Member)

1. CALL TO ORDER AND ACKNOWLEDGEMENT OF FIRST NATIONS TERRITORIES

The meeting was called to order at 6:01 p.m. by the Committee Chair. The Chair provided the territorial acknowledgement.

The Chair thanked those in attendance, in the room and virtually and expressed gratitude to all for the hard work in getting schools up and running for start of the school year. In addition, today we celebrated the grand opening of the John Horgan Campus in Langford, which is a co-location of Royal Roads University, University of Victoria, Justice Institute of BC, Camosun College and the School District.

The Chair provided virtual participation instructions to Trustees and attendees joining online.

2. COMMITTEE REPORT

The Board of Education of Sooke School District 62 (Sooke) received the Resources Committee Report dated June 10, 2025, at its Public Board Meeting dated June 24, 2025.

3. PRESENTATIONS – no presentations

4. BUSINESS

4.1 Minor Capital Plan Submission – Mhairi Bennett

The Director of Facilities reviewed the information on the Minor Capital Plan as provided in the package. The Minor Capital Submission is due to the Ministry by September 30th. The Director of Facilities also provided a summary of the five larger projects from the summer work completed under last year's minor capital plan. The Committee asked questions of the projects, made comments of appreciation for the work over the summer and supported the plan, as presented, going to the Board for their consideration per the following motion:

Recommended Motion: That the Board of Education of School District #62 (Sooke) approve the 2026/27 Minor Capital Plan submission as presented to the Resources Committee on September 16, 2025.

4.2 Transportation Update – Randy Cobb

The Manager of Transportation reviewed the information included in the package and reviewed the table of key data points to date for the 2025/26 school year, compared to the previous two years. The Annual Communications Plan was outlined in Table 2.

SPEAC asked for updates on route 26 and the capacity issues. The Manager of Transportation confirmed that this was resolved. As ridership patterns emerged during the first two week of school start-up, many routes were adjusted. The Chair acknowledged SPEAC for working so collaboratively with the transportation team.

STA asked about the replacement busses in the minor capital submission which were confirmed to replace older diesel buses. Secondly, the STA asked how the FOB system is working. The Manager of Transportation confirmed the soft implementation of the FOB system continues, supported by on-board lists. Trustees asked about the opportunity to combine the student card and bus card. This will be considered going forward. The ability to track ridership with the FOB cards has helped with route planning and with response to parent inquiries. Trustees expressed appreciation for the work of the Transportation department.

4.3 Initial Enrolment Update – Monica Braniff

The Deputy Superintendent reported that student enrolment, while still growing, is slightly less than projected, by 101 students. A reminder was given that these are still early numbers and relatively fluid. Mitigations have been built into the systems and

structures if we don't reach projections by the 1701 enrolment funding snapshot on September 29, 2025. The Chair acknowledged the work that goes into the projections.

- 4.4 Resources Committee Annual Work Plan – Christine Lervold
The Committee reviewed the work plan.

5. **ADJOURNMENT AND NEXT MEETING DATE:** October 14, 2025
The meeting adjourned at 6:53 p.m.

Resource Committee Information Note

Resource Committee Meeting

October 14th, 2025

Agenda Item 4.1 – North Langford Secondary Update

ISSUE: North Langford Secondary School project approval

BACKGROUND / FACTS:

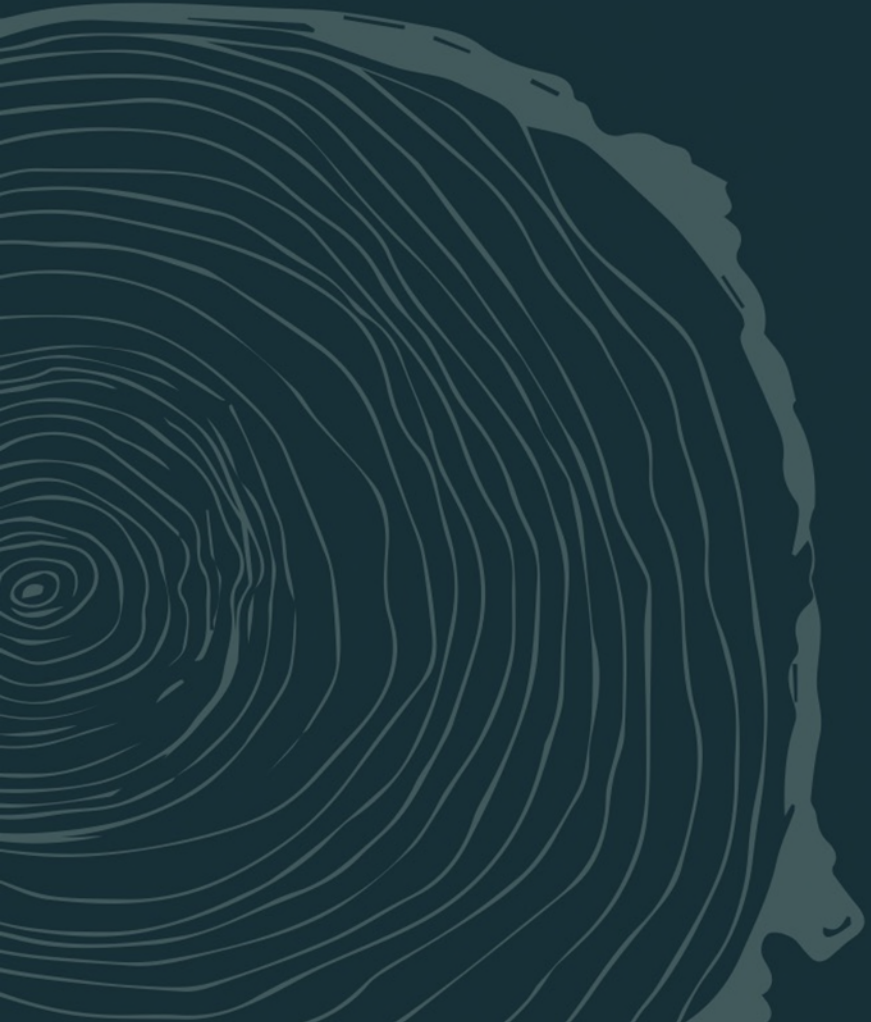
- The approved project is for a 2,000-capacity secondary school with GHG reduction strategy which will be delivered through a Design Bid Build procurement and delivery method.
- The Capital Project Funding Agreement (CPFA) budget is outlined below:

Item	Budget	Notes
Project Funding	\$142,830,600	Procurement, Design and Construction
Economic Adjustment	\$21,242,994	Escalation over the life of the project
Supplementary Items	\$34,664,145	Examples include, GHG, offsite works required, geotechnical etc.
Identified Risk Items	\$19,819,642	Should identified risk materialize they have been quantified at \$19.8 million. Examples include additional geotechnical, risk of site, unforeseen transportation requirements and by-law requirements etc.
Total	\$218,557,381	

- Design Aid Sheet area standards (educational programming spaces) form part of the formal funding agreement and the need to be adhered to in the design of the secondary school
- The Ministry of Infrastructure requires that the design of this secondary school adheres to the Simplified Design Requirements, as outlined in the CPFA.
- Proposed schedule:

2025	Formal approval to proceed with project	2027	Tender and contract award
2025/26	Procurement Chief Project Office and design consultant team	2027-2030	Construction
2026	Prequalification of construction firms and construction documents	2030	Occupancy, opening targeted for Sept. 2030

Prepared by: Brian Jonker, Secretary Treasurer



North Langford Secondary

Resources Committee Meeting

October 14th, 2025

North Langford Secondary

- Formal approval to proceed to construction October 1, 2026

North Langford Secondary

Item	Budget	Notes
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Total	\$218,557,381	



Massing concept only, not final site layout

North Langford Secondary

Ministry Standards and Expectations Design Aid Sheet: Programming and Area

DESIGN AID SHEET FOR SECONDARY SCHOOLS - SHEET #1

School Name: Secondary School Facility Number: 8 Date: September 26, 2025

Enroll: 8 Grade: Gr 8-12

School Capacity: Existing Design Cap: N/A Proposed Design Cap: 2,899

Notes to User: Number of Modules: 5 Modules left to select General Core Instruction: 0 Area Standards: 25 Deficit/ Surplus: 0

Min. Core Modules: 0 Science: 0 7 0

Total Module Area: 0 Core/Elective Modules: 0 48 0

Total Modules: 0 88 0

This sheet is for use with the procedures in the Ministry of Education - Area Standards

PART 1 - ACADEMIC/VOCATIONAL

Space Function	1A - EXISTING			1B - NEW CORE/ELECTIVE MODULES		
	Description	Area	Mod.	Description	Mod. Unit Area	Total Area
General Instruction	General Instruction	80	25	General Instruction	80	25
	Adj'l. General Instruction	-	-	Adj'l. General Instruction	80	14
Science	Science - Mandatory	-	-	Science - Mandatory	140	2
	Science - Additional	-	-	Science - Additional	140	3
Fine Arts	Choral Music	-	-	Choral Music	120	1
	Art	-	-	Art	140	3
	Drama & Theatre (200-950 cap.)	-	-	Drama & Theatre (200-950 cap.)	150	-
	Drama & Theatre (1000+ cap.)	-	-	Drama & Theatre (1000+ cap.)	250	3
	Music	-	-	Music	180	2
Industrial Education	Other (Describe)	-	-	Other (Describe) Dance	140	1
	Drafting	-	-	Drafting	120	1
	Technology	-	-	Technology	140	1
	Metalwork	-	-	Metalwork	200	1
	Mechanics	-	-	Mechanics	230	1
Home Economics	Construction (Wood)	-	-	Construction (Wood)	275	2
	Other (Describe)	-	-	Other (Describe) Maker Space	140	1
	Separate Clothing or Food Room	-	-	Separate Clothing or Food Room	120	3
	Combined Clothing / Food Rooms	-	-	Combined Clothing / Food Rooms	180	1
	Teaching Kitchen	-	-	Teaching Kitchen	180	1
Business Education	Other (Describe)	-	-	Other (Teaching class)	85	1
	Business Education	-	-	Other - Small Gym	185	1
Computers	Other (Describe)	-	-	Business Education	120	2
	Computers	-	-	Computers	120	-
Other*	Other (Describe)	-	-	Other (Describe)	0	-
	Non-Standard Inst.	-	-	Non-Standard Inst.	0	-
Sub-totals	-	-	-	-	75	9,289
	-	-	-	-	80	8

Comments:

Agreed Design Capacity:

Ministry of Education and Child Care

DESIGN AID SHEET FOR SECONDARY SCHOOLS

Secondary Grades (Specify)	Existing Design Capacity	Proposed Design Capacity
Gr 8-12	N/A	2,899

Secondary School
26-Sep-25

Area Standards described in Section 2.6 of the Ministry of Education Area Standards (03/99)

PART 2 - SERVICE / ACTIVITY

SPACE FUNCTION	E - EXIST.	F - ALLOWABLE	G - DEFICIT	H - NEW	AS-BUILT
ADMIN/HEALTH		360		360	0
COUNSELLING		100		100	0
GEN STORAGE		160		160	0
GYM ACTIVITY		1350		1350	0
GYM ANCILLARY		280		280	0
MEDIA/TECH CENTRE		500		500	0
MULTI-PURPOSE		320		320	0
SPECIAL EDUCATION		710		710	0
MECHANICAL SPACE		390		390	0
DESIGN SPACE		3655		3655	0
NLC		0		0	0
OTHER (Portion of Atriums)		0		0	0
SUB-TOTAL	Ei	Fi		Hi	
	0	7825		7825	0

Note: Industrial education storage mezzanine area to be excluded from calculations

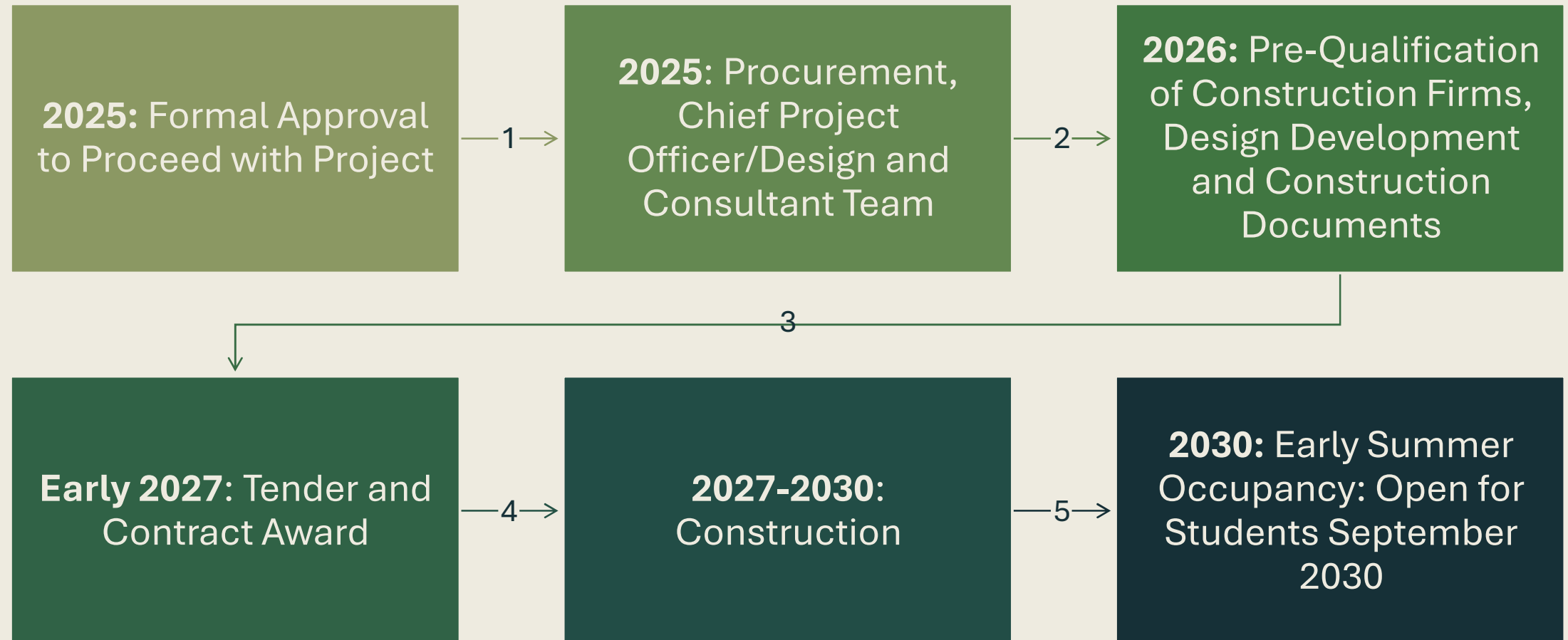
PART 3 - TOTAL AREAS				
		N - EXISTING	P - NEW	MAX ALLOWABLE AREA
INSTRUCTIONAL SPACE	At	0	Bi	9280
SERVICE ACTIVITY	Ei	-	Hi	7825
SUB-TOTAL		-		17105
			Ni	0
TOTAL GROSS ALLOWABLE AREA:				17105

Simplified Design Guidelines



- 1. Elaborate Building Massing**
 - Sprawling building footprints and high ceiling heights
 - Excessive design spaces and large atriums
 - Courtyard areas/spaces and oversized/elaborate roof overhangs
 - Several alcoves and jut-outs of the building footprint
 - Non-standard roof design, and varying levels within the roofing structure
- 2. Inefficient Building Configuration**
 - Curved exterior and interior walls
 - Inclusion of atypical angles/irregular geometry
- 3. Excess Glazing**
 - Disproportionate amounts of windows and glazed curtain walls
 - Glazed entrance canopies and clerestory roofs
- 4. Costly Interior Fit-Outs**
 - Expensive plumbing/lighting fixtures and finishes
 - Costly suspended ceilings and slats in ceilings

North Langford Secondary Project Schedule



Thank You!

Resource Committee Information Note

Resource Committee Meeting

October 14th, 2025

Agenda Item 4.2 – District Design Principles (Major Capital) - Refresh

ISSUE: Refreshing the District Design Principles

BACKGROUND / FACTS:

- Per the attached Major Capital Project Delivery Flow Chart (as shared in September 2024 with the Resources Committee regarding the NLSS Business Case); the Board provides input on major capital projects through the District's design principles, which are then used by District staff and the consultant team to inform the design of future projects.
- Previous District design principles align with School District's former strategic plan and Ministry of Education and Childcare requirements; principles need to be reviewed and revised to align with new strategic plan and Ministry of Infrastructure requirements.
- With both the changes in Ministry requirements and adoption of a new strategic plan, the Board should review and revise the design principles to ensure congruency

ANALYSIS:

	Existing Design Principles	Proposed Design Principles
1	Supportive of the Board's vision, mission and values	Supportive of the Board's vision, mission and values
2	Inclusive and welcoming	Accessible , inclusive and welcoming
3	Representative of the diverse student and staff populations	Representative of the diverse student and staff populations
4	Reflective of our natural surroundings and local Indigenous cultures	Reflective of our natural surroundings and local Indigenous cultures
5	Built with thought to their sustainability and environmental impact	Intentional focus on environmental sustainability and impacts
6	Flexible, functional, innovative and practical	Flexible, functional, innovative and practical in support of a collaborative learning community
7	Built with thought to provide safe and healthy spaces	Intentional design to facilitate safe learning communities
8	Built to maximize partnership opportunities that reflect mutual interest in public education and the social, economical and environmental wellbeing of the local community	Built to maximize partnership opportunities that reflect mutual interest in public education and the social, economical and environmental wellbeing of the local community
9		Designed with consideration for long term maintenance and operating implications

***red/bold** indicates proposed changes from the 2020 District Design Principles



NEXT STEPS

- The Board consider adoption of the refreshed District design principles.

Recommended Motion: That the Board of Education of School District 62 (Sooke) approve the refreshed design principles as presented to the Resources Committee on October 14, 2025.

Prepared by: Mark Kaercher, District Principal of Capital Planning

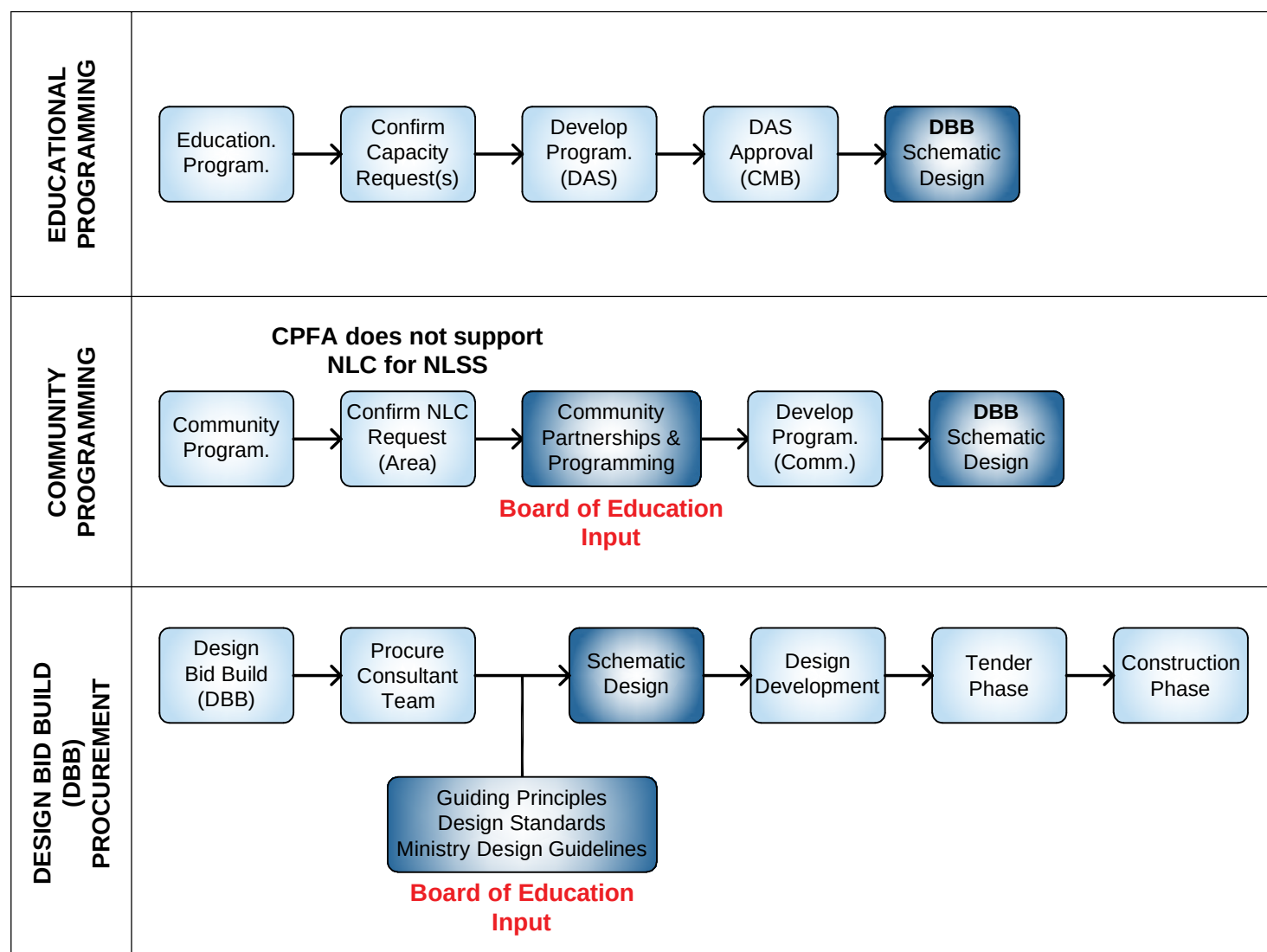
Attachments:

1. Major Capital Project Delivery Flow Chart
2. District Design Principles (Major Capital) - Refresh (Existing and Proposed)
3. NLSS Capital Project Funding Agreement - Simplified Design Requirements

MAJOR CAPITAL PROJECT DELIVERY FLOW CHART FOR NLSS

Legend

DAS:	Design Aid Sheet
CMB:	Capital Management Branch (Ministry of Infrastructure)
CPFA:	Capital Project Funding Agreement
DBB:	Design Bid Build Project Delivery Method
NLC:	Neighbourhood Learning Centre
NLSS:	North Langford Secondary School (temporary project name)





2020 District Design Principles		2025 Proposed District Design Principles	Evidence of Design Principle Implementation	Impacts of Ministry Simplified Design Requirements (per CPFA)
1	Supportive of the Board’s vision, mission and values	Supportive of the Board’s vision, mission and values	Vision: We create learning environments where every individual is valued. Our schools are nurturing spaces that inspire purposeful and innovative learning, guiding students to be come informed and responsible citizens. Mission: To cultivate a community where curiosity and life love learning flourishes in schools that empower voices and inspire growth, creativity and success for all. Values: Inclusivity, respect, safety, integrity and collaboration.	Sprawling building footprints and high ceilings are not supported Excessive design spaces and large atriums are not supported Within allocated area per approved Design Aid Sheet Within allocated area per approved Design Aid Sheet Disproportionate amounts of windows and glazed curtain walls are not supported. Glazed entrance canopies and clerestory roofs are not supported. Courtyard areas/spaces and oversized/elaborate roof overhangs Disproportionate amounts of windows and glazed curtain walls are not supported. Expensive plumbing/lighting fixtures and finishes are not supported Costly suspended ceilings and slats in ceilings are not supported
2	Inclusive and welcoming	Accessible , inclusive and welcoming	Space and place to facilitate belonging and community Accessibility standards over and above BCBC standards Secure buildings and sites to ensure students and staff feel safe Entrance space is clearly identifiable, large and open to all Open design that is warm and welcoming in all spaces	
3	Representative of the diverse student and staff populations	Representative of the diverse student and staff populations	Small bookable room(s) Universal wash/change rooms Attention to sensory and physical needs	
4	Reflective of our natural surroundings and local Indigenous cultures	Reflective of our natural surroundings and local Indigenous cultures	Local images sourced where feasible as part of design Natural local materials Bright engaging spaces, colours that are informed by current research and best practice to support calm, and purposeful self regulation. Natural light – operable windows Natural outdoor spaces Greenery Local Indigenous artists consulted for symbols/artwork Consultation with Indigenous nations	
5	Built with thought to their sustainability and environmental impact.	Intentional focus on environmental sustainability and impacts	Materials that are sustainable or minimize environmental impact. Buildings are to be built equivalent to a LEED gold standard. Energy modelling done during the PDR process and then in design of the build Use of local resources as much as possible and monitor the delivery of recourses to ensure delivery is kept to a minimal standard Schools for the use of either air or ground source as a primary energy source.	
6	Flexible, functional, innovative and practical	Flexible, functional, innovative and practical in support of a collaborative learning community	Open spaces Flexible rooms Storage space Eaves/canopies at entry points Space for multi age/class learning, flexible learning spaces Common areas to support ease of movement and informal gathering Consideration of technology usage	
7	Built with thought to provide safe and healthy spaces	Intentional design to facilitate safe learning communities	Traffic management Safe building access Consideration of natural surroundings and topography that are utilized in building design to ensure sites are accessible and safe to maneuver around Room Ventilators to ensure optimal air exchange and management of airflow. Lighting levels for buildings are sites that meet or exceed requirements	
8	Built to maximize partnership opportunities that reflect mutual interest in public education and the social, economic and environmental wellbeing of the local community	Built to maximize partnership opportunities that reflect mutual interest in public education and the social, economic and environmental wellbeing of the local community	Provincial, municipal and community partnerships	
9		Designed with consideration for long term maintenance and operating implications	Prioritizing durable products that are locally accessible Incorporating feedback from District maintenance department on sustainable systems Making informed decision around both maintainable building design elements and site landscape design Prioritizing systems which support lower operating costs and system life-cycle costs	

Appendix 1: SIMPLIFIED DESIGNS

The Ministry of Infrastructure (the Ministry) requires school districts to use simplified designs when building new schools or expanding existing ones. By utilizing simplified designs, school districts will directly benefit from the operational cost savings (heating/cooling, maintenance, etc.) over the lifespan of the school facility. Excessive design elements may also result in an uncomfortable environment for occupants, for instance when extravagant glass walls and roofs increase the temperature inside the school.

By reducing complex school design elements, school districts and the Ministry will be better able to maximize the creation of new student spaces, mitigating costs and expediting the delivery of new classrooms and learning environments. Simpler designs will result in quicker delivery of new schools and additions without compromising appropriate 21st century learning elements and licensing requirements for child care or impeding the consultation process with stakeholders. Reusing these simple designs is also encouraged as it creates further efficiencies.

Ministry staff will continue to work with school district design teams to identify costly design features that impact scope, schedule, and budget. It is important that school districts are thoughtful about making commitments and setting expectations during any stakeholder consultation process. Moving forward, school districts opting to include complex, non-essential, design features in school capital projects will be expected to offset the associated cost with their own funds.

The Ministry is not supportive of design elements identified in the list below. This list is not exhaustive, and school districts are expected to identify design efficiencies during capital delivery. Please contact the appropriate Regional Director or Planning Officer for your school district to ensure you are using the current version of this simplified designs guidance document.

1. Elaborate Building Massing

- Sprawling building footprints and high ceiling heights
- Excessive design spaces and large atriums
- Courtyard areas/spaces and oversized/elaborate roof overhangs
- Several alcoves and jut-outs of the building footprint
- Non-standard roof design, and varying levels within the roofing structure

2. Inefficient Building Configuration

- Curved exterior and interior walls
- Inclusion of atypical angles/irregular geometry

3. Excess Glazing

- Disproportionate amounts of windows and glazed curtain walls
- Glazed entrance canopies and clerestory roofs

4. Costly Interior Fit-Outs

- Expensive plumbing/lighting fixtures and finishes
- Costly suspended ceilings and slats in ceilings

Resource Committee Information Note

Resource Committee Meeting

October 14, 2025

Agenda Item 4.3: Updated Enrolment Estimates & Financial Impacts

Background

- The Committee may remember that the annual budget is based on an estimate of enrolment that is established annually, in February.
- In September, actual enrolment is confirmed through the 1701 process.
- September 2025 enrolment will be finalized at the end of day October 10th, 2025, as such there may still be minor shifts compared to the numbers presented below.

Enrolment Estimates

- At a summary level, point in time FTE counts are:

Description	FUNDING LEVEL 2025-26	A FTE PRELIMINARY BUDGET 2025-26	B FTE OCT 9TH 10:30 AM 2025-26	C = B-A FTE BUDGET INCR / (DECR) FROM PRELIM
TOTAL Standard (Regular) Schools	\$ (9,015)	13,700.0000	13,662.1875	(37.8125)
Continuing Education	\$ (9,015)	40.0000	70.0000	30.0000
Alternate Schools	\$ (9,015)	233.0000	213.0000	(20.0000)
Online Learning	\$ (7,280)	130.0000	142.0625	12.0625
Home Schooling	\$ (250)	41.0000	48.0000	7.0000
Course Challenges	\$ (282)	5.0000	5.0000	-
TOTAL Non-Standard Enrolment		449.0000	478.0625	29.0625
TOTAL		14,149.0000	14,140.2500	(8.7500)
English Language Learning	\$ (1,815)	1,501.0000	1,491.0000	(10.0000)
Adult Education	\$ (5,755)	13.0000	12.6250	(0.3750)
Level 1 Inclusive Education	\$ (51,300)	11.0000	12.0000	1.0000
Level 2 Inclusive Education	\$ (24,340)	980.0000	1,004.0000	24.0000
Level 3 Inclusive Education	\$ (12,300)	687.0000	563.0000	(124.0000)
Total Special Needs		1,678.0000	1,579.0000	(99.0000)
Indigenous Education	\$ (1,790)	1,250.0000	1,304.0000	54.0000

- It should be noted that although the Standard (Regular) FTE enrolment is down from budget, there is still growth from last year of 365 FTEs or 2.75%.

Financial Impacts

- Based on the FTE numbers provided above, our revenue reductions are as follows:

	D	E	F = E-D
	\$	\$	\$
	PRELIMINARY	OCT 4TH	BUDGET
	BUDGET	10:30 AM	INCR / (DECR)
Description	2025-26	2025-26	FROM PRELIM
TOTAL Standard (Regular) Schools	\$ 123,505,500	\$ 123,164,620	\$ (340,880)
Continuing Education	\$ 360,600	\$ 631,050	\$ 270,450
Alternate Schools	\$ 2,100,495	\$ 1,920,195	\$ (180,300)
Online Learning	\$ 946,400	\$ 1,034,215	\$ 87,815
Home Schooling	\$ 10,250	\$ 12,000	\$ 1,750
Course Challenges	\$ 1,410	\$ 1,410	\$ -
TOTAL Non-Standard Enrolment	\$ 3,419,155	\$ 3,598,870	\$ 179,715
TOTAL	\$ 126,924,655	\$ 126,763,490	\$ (161,165)
English Language Learning	\$ 2,724,315	\$ 2,706,165	\$ (18,150)
Adult Education	\$ 74,815	\$ 72,657	\$ (2,158)
Level 1 Inclusive Education	\$ 564,300	\$ 615,600	\$ 51,300
Level 2 Inclusive Education	\$ 23,853,200	\$ 24,437,360	\$ 584,160
Level 3 Inclusive Education	\$ 8,450,100	\$ 6,924,900	\$ (1,525,200)
Total Special Needs	\$ 32,867,600	\$ 31,977,860	\$ (889,740)
Indigenous Education	\$ 2,237,500	\$ 2,334,160	\$ 96,660
TOTAL			\$ (974,553)

Next Steps

- Once the 1701 process has been completed and the numbers confirmed, staff will work to finalize impacts and will bring back to the Board, through Committee, the amended budget for consideration as required by the School Act.
- The committee may recall that as part of the 2025/26 budget development process, there were risks identified, one of which was lower than forecasted enrolment. To mitigate risk, there were safeguards established within the structural budget. These safeguards will be considered as part of the mitigation strategy for the revenue decrease of \$1.0 million resulting from September enrolment being less than forecasted in development of the 2025/26 budget.

Prepared By: Brian Jonker, Secretary-Treasurer



Attachments:

1. Risk Table from Budget 2025/26 development materials (ECOW)
2. Budget 2025/26 Safeguards from Budget 2025/26 development materials (ECOW).

Attachment 1: Risk Table from Budget 2025/26 development materials (ECOW)

 7. Risks and Mitigation				
Risk	Likelihood	Impact	Consequence	Mitigation
Actual enrolment in September	M	H	Budget assumes 3% growth, or an increase of 403 FTE.	Structural holdback
Supplemental Funding	H	H	Budget assumes unique geographic funding at 2024/25 levels.	Structural holdback
Province fully funding collective agreement increases	L	H	Budget assumes the Province fully funds collective agreement requirements	Reserve increase
Geopolitical Risks (Tariff and Inflation)	H	H	Budget assumes operating costs remain relatively stable	Reserve increase
Capital Contribution and Temporary Accommodation	H	H	Unknown requirements of contribution to capital projects or temporary accommodation requirements	Reserve increase

22 H – High, M – Medium, L – Low

Attachment 2: Budget 2025/26 Safeguards from Budget 2025/26 development materials (ECOW).


4. 2025/26 Budget Summary

Risk Mitigation (\$ millions)

- \$.496 in structural holdback for in-year risk
- \$.397 in structural holdback earmarked for reserve contribution

Sub-Total - \$.893 contribution to internally restricted reserve

- \$.250 in unrestricted reserve contribution per Board policy

Total \$1.143

Fiscal Plan Outlook

- Risk profile has increased
- A need to support stability over the strategic plan period

25