



**NANAIMO LADYSMITH**  
PUBLIC SCHOOLS

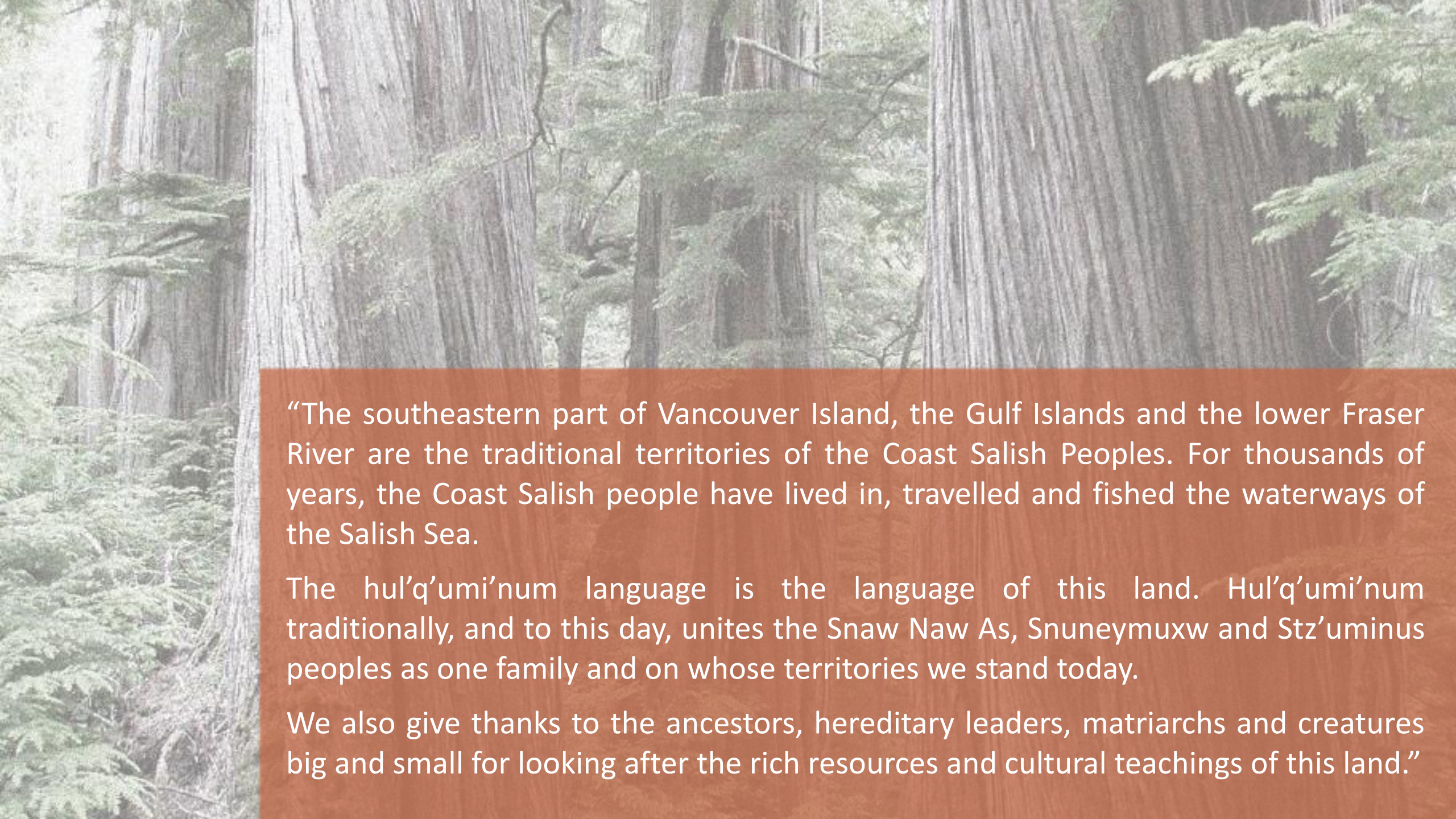
# *Information Night For Trustee Election*

## **A Community Presentation**

Tuesday, June 16, 2026

6:00 pm - Boardroom

District Administration Office



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

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

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

# The Role of a School Trustee

- Introduction and Strategic Plan
- Overview of the District
- Role of the Board of Education
- Legislation and Policy
- Governance Role
- Routine Responsibilities
- Election Process
- Questions

# Background

Nanaimo Ladysmith Public Schools (NLPS) is the second largest school district on Vancouver Island and resides within the traditional territories of the Snuneymuxw, Snaw-Naw-As and Stz'uminus First Nations. In addition, the District is a proud community partner with the Tillicum Lelum Aboriginal Friendship Centre and the Mid Island Métis Nation.



# Introduction

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## Senior Leadership

- Robyn Gray, Superintendent
- Mark Walsh, Secretary-Treasurer

## Strategic Plan

- Strategic Plan
- Guides the work of the District
- Board's Strategic Plan informs Operational Plans



This strategic plan encompasses the vision and values of the Syeyutsus Reconciliation Framework. The framework will be used as an overarching, foundational principle that will guide the district throughout the life of the plan, irrespective of changes to the plan's goals and objectives.

# NLPS Strategic Plan

## 2024-2028



### Guiding Wisdom

The Syeyutsus Reconciliation Framework provides a local context to Indigenous ways of being. It offers profound insights into justice, equity, diversity, inclusion (JEDI), and environmental stewardship.

These traditions are rooted in deep respect for the interconnectedness of all life, emphasizing a holistic approach to justice that encompasses not just human communities, but also the natural world. By valuing diversity and inclusion, Syeyutsus recognizes the strength found in varied perspectives and experiences, fostering communities where equity is achieved through shared responsibility and mutual support. This worldview inherently supports environmental stewardship, as the health of the land and ecosystems is seen as integral to the well-being of all. It guides sustainable practices that honour both past, present and future generations.

### SYEYUTSUS RECONCILIATION FRAMEWORK

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

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

### JUSTICE, EQUITY, DIVERSITY, INCLUSION (JEDI)

#### JUSTICE

The right to be treated and the responsibility to treat others with fairness and a fair process that meaningfully addresses barriers.

#### EQUITY

To identify, remove and prevent systemic barriers and discriminatory practices.

#### DIVERSITY

A representation of people's identities and experiences, collectively and as individuals.

#### INCLUSION

Feeling welcomed, valued, safe and a sense of belonging to participate freely with respect, dignity and freedom from discrimination.

### ENVIRONMENTAL STEWARDSHIP

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

The 2024-2028 Strategic Plan was adopted by the Board of Education on June 26, 2024.



## Student Success

OBJECTIVES

- Increase literacy success rates for all students
- Increase numeracy success rates for all students
- Increase graduation rates for students: who identify as Indigenous, who have disabilities and diverse abilities, and/or are Children and Youth in Care

METRICS

### Literacy

- Report Cards K-12
- FSA (Grades 4 & 7)
- Grade 10 Literacy Assessment
- Grade 12 Literacy Assessment

### Numeracy

- Report Cards K-12
- FSA (Grades 4 & 7)
- Grade 10 Numeracy Assessment

### Graduation Rates

- Completion Rates
- Disaggregate by demographics
- Disaggregate by types

## Student and Employee Wellness

OBJECTIVES

- Increase the number of students who feel welcome, safe and have a sense of belonging in their school
- Increase the number of employees who feel valued and/or engaged

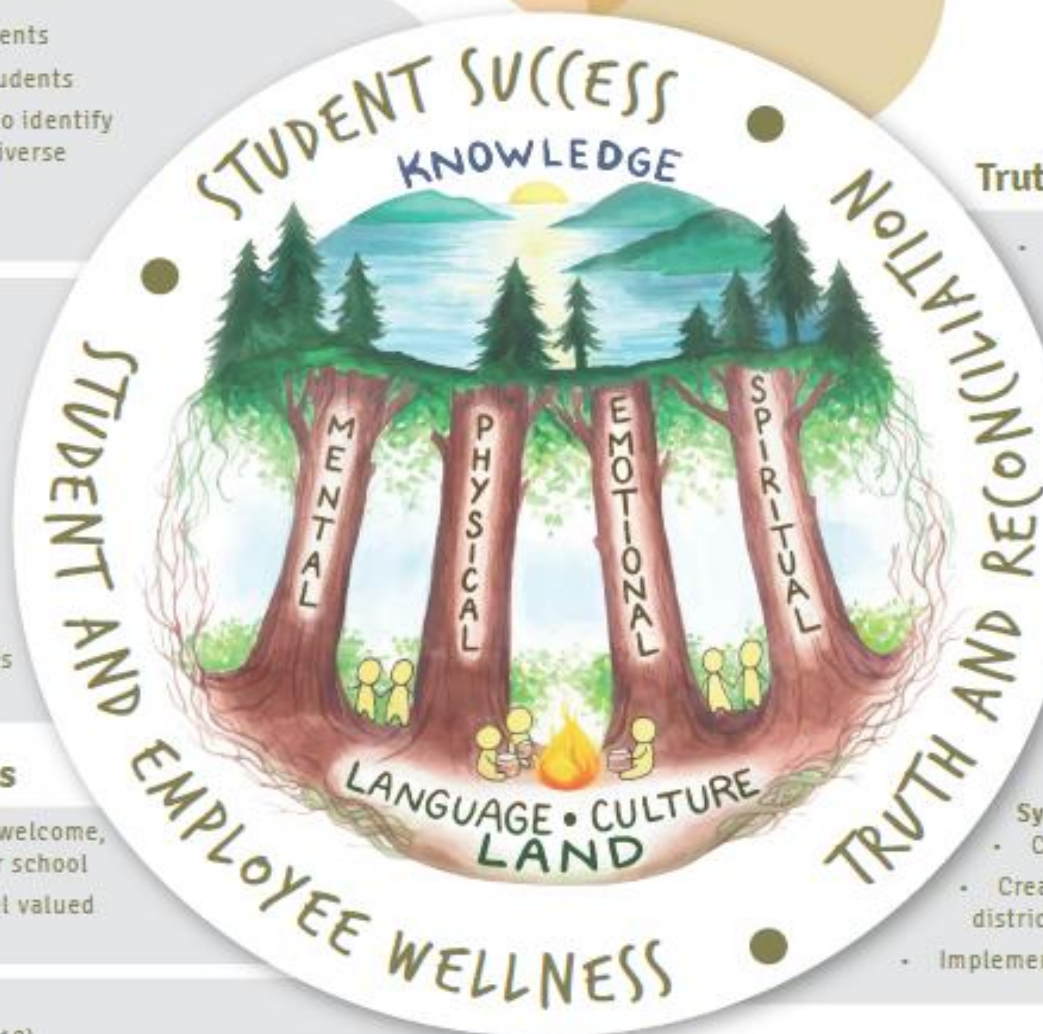
METRICS

### Students

- Student Learning Survey (Grades 4, 7, 10, 12)

### Employees

- Annual employee engagement survey (TBD)



## Truth & Reconciliation

OBJECTIVES

- Increase awareness of and access to resources available to support hul'q'umi'num language learning
- Create and share district-wide, Syeyutsus Principles of Teaching & Learning

METRICS

### hul'q'umi'num

- The number of educators who are aware of the resources available

- The frequency of access

### Syeyutsus Principles

- Completion and presentation
- Create support resources and district-wide sharing plan
- Implement district-wide sharing plan



# Overview

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## Structure

- 29 Elementary (K-7)
- 8 Secondary (8-12)
- Distributed Learning (Island ConnectED)
- International Student Program

## Demographics

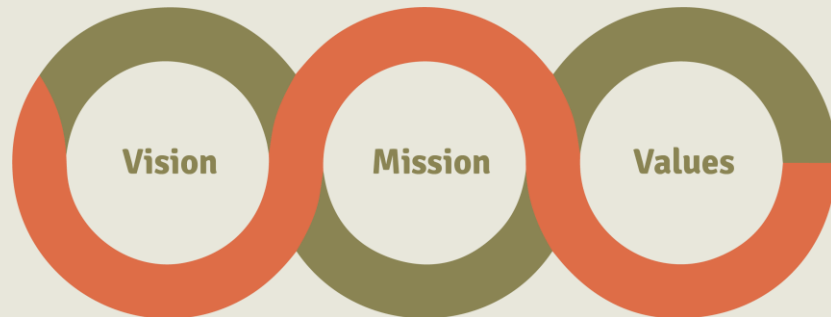
- 17,679 students
- 2,424 employees

The District encompasses the City of Nanaimo, the Towns of Ladysmith and Lantzville, Gabriola Island, North Oyster, Cedar and many other communities which represent a population of 132,623 (2021 Census). Our communities have a higher unemployment rate, higher percentage of lone parent families and a lower median income in relation to other school districts in the Province, and these factors are important to consider when examining the District's results.

The District's consolidated Operating and Special Purpose Fund annual budgeted expense is 234 million.

# Board of Education

- Co-governance relationship with the Provincial Government and the Ministry of Education
- Sets local policy for the operation of schools
- Employs the staff for school district operations
- Establishes conditions of employment for employees
- Prepares and approves operating budgets and capital plans



“School trustees are community leaders who work with others to strengthen public education. They collaborate with parents, Indigenous communities, local governments, and organizations to ensure every student in the district can reach their full potential.

Trustees represent the public’s voice in education, but they also have a responsibility to think broadly and make decisions that benefit all students, not only those in their own neighbourhood or community.”

British Columbia School Trustees  
Candidates Guide  
- 2026 EDITION

# Legislation and Policy

While members of the board act as representatives of their constituency, their primary job is to participate in policy-making and strategic planning in the interests of the District's students.

Boards are Corporations created by School Act (s. 65) and Trustees are governed by Part 4 and others.

Elections

Attendance Requirements

Conflict (Part 5)

Board Powers (Part 6)



# Role of the Superintendent and Secretary-Treasurer

In most districts, the Secretary-Treasurer, Superintendent, Chairperson and Board work together closely to prepare agendas, schedule meetings and ensure that the Board and its administrative staff execute their responsibilities effectively. For this team process to work well, Trustees must ensure that clear, open communication prevails and that there is a cooperative working relationship.



# Role of the Superintendent

Pursuant to the *School Act, Regulations* and Board Policy, the Superintendent is the CEO and strategic educational leader providing general supervision and direction over the educational staff employed by the Board, improvement of student achievement, the general organization, administration, supervision and evaluation of all educational programs provided by the Board, operation of schools in the school district and working closely with the Board on their governance model.

The Superintendent assists in making the *Act* and regulations effective and in carrying out a system of education in conformity with the order of the Minister, advise and assist the board in exercising its powers and duties under the *Act*, investigate matters as required by the Minister and after due investigation submit a report to them, and perform those duties assigned by the Board, and may, subject to section 69 of the *Act*, at their discretion, attend any board meeting.

# Role of the Secretary-Treasurer

The Secretary-Treasurer is the statutory corporate financial officer of the Board, responsible to the Board and the Ministry of Education for financial statements, corporate records, minutes and procedural documents of the district.

The *School Act* requires the Secretary-Treasurer to preside over the official records of the district, including board minutes, all legal documentation and the budget. As such, the Secretary-Treasurer can be requested to report directly to the Minister of Education.

In most districts, the Secretary-Treasurer is also the Chief Business Official, and heads the district's business division, which is responsible for finance, facilities and other department support services.

The Secretary-Treasurer attends all board meetings and officially endorses all corporate minutes, documents and financial transactions.

# Role of the Trustee

- Collaborating with fellow Trustees to establish Board's strategic direction
- Financial Stewards
- Community Leader
- Communicator
- Advocate

# Guiding Principle:

The School Act gives no individual authority to Trustees. As members of a Corporate Board, Trustees are accountable to the public for the collective decisions of the Board and for the delivery and quality of educational services. A Trustee must serve the community as an elected representative, but the Trustee's primary task is to act as a member of a Corporate Board.

A Trustee acting individually has only the authority and status of any other citizen in the District.



The Board of Education sets the general direction of the District and administration implements.

- Individual Trustee do not act alone
- Chair speaks for the Board
- Trustees must beware of bias when making decisions



## Board Role

- Student Achievement
- Advocate
- Speak on Political Issues (Chair)
- Create Policies and hold Superintendent accountable
- Bring issues to Superintendent's attention (know appeal process and complaint process)

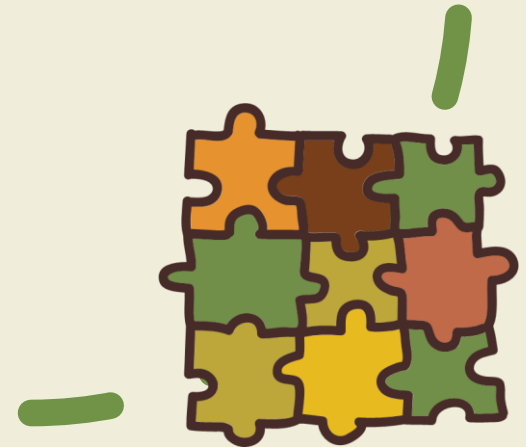
## Administration Role

- Implement
- Speak on administrative issues
- Assist in Policy Creation
- Create Administrative Procedures and hold staff accountable
- Deal with matters brought to their attention

# What is the typical workload of a school Trustee?

There is no typical workload for a school Trustee.

*Workload includes meetings, 'homework', committee and organizational representation, and varies according to how many committees and organizations a school Trustee is responsible for. The Board Chair and Vice Chair typically have a higher workload. All Trustees are expected to be well-prepared for meetings they participate in.*





Civic Leadership



• Be part of decision-making that focuses on the well-being of our youth and community



Making a difference in student achievement

# Why be a School Trustee?



NANAIMO LADYSMITH  
PUBLIC SCHOOLS

## Routine Responsibilities

Attendance at Board and Committee meetings, school visits and liaison role

- At least **1** Board meetings per month (except July)
- Member of **1** standing committees (Monthly except July and August)
- Represent a Family of Schools
- Role on Representative Committees
- Professional Learning Working Group (PLWG)

## Trustee Remuneration

Chair: \$30,984.82

Vice-Chair: \$29,237.02

Trustee: \$28,016.26

# Professional Development Opportunities

- BC School Trustee Association Academy (November 26-28, 2026) and Annual General Meeting (April 15-17, 2027)
- Regular District and school provided opportunities
- Other self selected or targeted opportunities (e.g. Roberts Rules, Audit Committee etc.)



# Election Process

**Mark Walsh** – Chief Election Officer

**Karen Matthews** – Deputy Chief Election Officer

## **Nominations:**

Starts: Tuesday, September 1, 2026, at 9:00 am.

Ends: Friday, September 11, 2026, at 4 p.m.

## **Election Voting Opportunities:**

To be published by the City of Nanaimo and  
Regional District of Nanaimo

## **Inaugural Board Meeting:**

Monday, November 2, 2026

# BCSTA Candidates Guide



To see the Guide, visit the link below:

[BCSTA-Guide-for-School-Trustee-Candidates.pdf](#)



ANY  
QUESTIONS?

