

COMMITTEE OF THE WHOLE

4:00 pm, Wednesday, June 10, 2026
School Board Office

AGENDA

LAND ACKNOWLEDGEMENT

1. APPROVAL OF AGENDA

- 1.a) **MOTION:** “THAT the Committee of the Whole Meeting Agenda of June 10, 2026, be adopted as circulated.”

2. STANDING COMMITTEES

- 2.a) Finance and Facilities
- 2.a.i) Annual Budget
- Appendix A: Preliminary Budget Report
 - Appendix B: 2026-2027 Annual Budget
- 2.a.ii) Carbon Neutral Action Report
- 2.b) Education and Strategic Planning
- 2.b.i) Tier 1 Instructional Coaches and Targeted Student Success Teachers Update
- Appendix A: Literacy Program Review
 - Appendix B: Elementary Supports
 - Appendix C: Tier 1 Instructional Coaches and Targeted Student Success Teacher Positions
 - Appendix D: Other related documents:
 - (a) “Data Based Decision Making in Multi-Tiered Systems of Support”
 - (b) Coaching Podcast – coaching model based on the science of learning: <https://educationrickshaw.com/2026/05/16/s5e28-aj-pettway-on-student-centered-learning-instructional-coaching-and-school-leadership/>
- 2.b.ii) School Supplies
- Appendix A: School Supply Flyer
- 2.c) Audit
- 2.c.i) N/A
- 2.d) Policy Development
- 2.d.i) Superintendent Evaluation (Discussion)

3. COMMITTEE REPORTS

- 3.a) Ad Hoc Committee Notes – June 4, 2026
 - 3.a.i) Draft Candidate Information Session Presentation

4. OTHER INFORMATION

- 4.a) AP 156 – Visit Protocol
- 4.b) Draft 2026-2027 Board Meeting Calendar
- 4.c) Draft 2026-2027 Board Annual Work Plan
- 4.d) Continued Advocacy Regarding Standard time (Discussion)

5. ADJOURNMENT

- 5.a) **MOTION:** “THAT the Committee of the Whole Meeting be adjourned.”

SH/attachments

MEMORANDUM



Date: June 10, 2026
To: Board of Education
From: Steve Hopkins, Secretary-Treasurer
Re: **Approval of Annual Budget**

1.0 BACKGROUND

In accordance with the *Budget Transparency and Accountability Act* (BTAA), school districts are required to provide the Ministry with electronic and print copies of their Annual Budget.

2.0 ADDITIONAL INFORMATION

The annual budget serves as a financial plan to allocate resources for the operation and delivery of educational programs. The budget outlines how the district will spend its revenue, including operating costs, capital projects, and special programs, ensuring resources are aligned with the district's goals and strategic plans.

3.0 OPTIONS FOR ACTION

Option 1 – To approve the 2026/2027 Annual Budget as presented.

Option 2 – Make recommendations for further adjustments to the Annual Budget.

4.0 STAFF RECOMMENDATION

THAT: The Board of Education approve the 2026/2027 Annual Budget

5.0 APPENDICES

- (A) 2026/2027 Budget Summary
- (B) 2026/2027 Annual Budget



qathet School District
Preliminary Budget Report
2026/2027

Overview

The school district operates under the authority of the School Act of British Columbia as a corporation and receives over 90% of revenue from the B.C. provincial government through the Ministry of Education and Childcare. Any changes to provincial grants will consequently have a significant impact on the school district's budget. The school district is exempt from federal and provincial corporate income taxes.

In accordance with the School Act, school districts in the province must approve a balanced budget for the 2026/27 fiscal year (July 1, 2026 - June 30, 2027) and submit it to the Ministry of Education and Childcare by June 30, 2026. The qathet School District aims to develop a preliminary budget that supports its vision and considers its shared priorities and the needs of its community of learners.

This budget has been prepared in accordance with Section 23.1 of the Budget Transparency and Accountability Act of the Province of British Columbia supplemented by Regulations 257/2010 and 198/2011 issued by the Province of British Columbia Treasury Board.

As required by the Ministry of Education and Childcare and Public Sector Accounting Standards (PSAB), the qathet School District tracks and reports revenue and expenditures under three separate funds: the operating fund, the special purpose fund, and the capital fund.



OPERATING FUND: The operating fund includes operating grants and other revenue used to fund instructional programs, school and district administration, facilities operations, custodial services, maintenance, and transportation.

SPECIAL PURPOSE FUND: The special purpose fund is comprised of separate funds established to track revenue and expenditures received from the Ministry of Education and Childcare and other sources that have restrictions on how they may be spent (e.g. Classroom Enhancement Fund, Annual Facilities Grant, Community LINK, Ready Set Learn and School Generated Funds).

CAPITAL FUND: The capital fund includes capital expenditures related to facilities and equipment that are funded by Ministry of Education capital grants, operating funds, and special purpose funds. An annual deficit in the capital fund that is a result of amortization expense and budgeted capital assets purchased from operating and special purpose funds exceeding the amortization of deferred capital revenue plus budgeted local capital revenue is permitted under the Accounting Practices Order of the Ministry of Education and Childcare.

Introduction

The qathet School District completed its first full year under the leadership of Superintendent Paul McKenzie. In a relatively short time, Paul has had a very positive impact across the district. Staff consistently speak of his thoughtful, human-centred approach and the strong sense of care, professionalism, and collaboration he brings to his work. At the same time, he has brought a strong focus on operational effectiveness and process, helping to strengthen how we work together as a district, while always keeping students at the centre.

After several years of budgets that relied on accumulated surplus funds, the 2025/2026 budget was built using a more conservative approach that did not assume continued access to those funds. While this shift led to the discontinuation of several longstanding secondary programs that had faced persistent enrolment challenges, the district continued to offer a comprehensive range of programming, with all student course selections accommodated. These small adjustments supported balancing the budget and returning the district to a more sustainable financial position. Despite the leaner financial landscape, all recent program enhancements were maintained. These included the continuation of the čepθ positions and the additional time added to most Education Assistant positions. Additionally, average class sizes across the district remained well below contractual limits.

Looking ahead to 2026/2027, the forecast financial resources available to the district remain relatively stable, and the corresponding service plan reflects this continuity. That does not mean no changes are proposed; a routine review of literacy programming led to a proposal to implement new strategies intended to better support young learners. Program reviews of both childcare programming and online learning were also completed, with changes to the delivery models planned for the coming year.

Finally, in October, the organization will welcome a new group of publicly elected school trustees who will help guide the organization for the next four years.



District Profile

qathet School District serves approximately 3,200 students in four regular elementary schools, one dual track elementary school, one remote island elementary school, one online learning school, an alternate school and one secondary school.

The School District provides a number of additional programs including:

- Strong Start Programs and a Strong Start Go mobile program
- Before & After School Programs
- Dual Credit Trades
- French Immersion Program
- International Student Program
- Powell Lake Ecological and Outdoor Learning Centre
- Provincial Auditory Outreach Program

All decisions made by qathet School District are guided by its vision and core values and based on research and consultation. Similarly, the district's initiatives and resources are aligned to support its commitment to fostering a culture of care and belonging where the well-being and success of all learners is supported; providing intentional support for a growth mindset, collaboration, interdependence, and staff development; and being a forward-thinking, research-based, ethical, effective, efficient, sustainable, and connected organization.



Our Principles

- Many Ways of Knowing, Learning, and Being
- Diversity, Equity, and Human Dignity
- A Healthy Work and Learning Environment
- Innovation, Curiosity, and Creativity
- Openness, Transparency, and Accountability

Our Mission

Learning and Growing, Together

Our Vision

Creating Brighter Tomorrows for All

Our Values

Integrity: We strive to be a living example of what we want to see in the education system through continued self and organizational reflection to ensure the confidence of those we serve

Respect: We honour others, value selflessness, and always strive to act considerately and honestly. We are intentional with our words and actively listen to others. We promote collaboration and power sharing to achieve positive change that benefits the entire learning community.

Courage: We practice courage by moving beyond our comfort zones, embracing obstacles, and taking responsibility for our errors, allowing us to better ourselves and serve our learning community with excellence.

Curiosity: We cultivate a safe environment to explore new ideas, take risks, and challenge the status quo. We understand curiosity as critical for transformative growth, change, and innovation

Inclusivity: We promote inclusivity by changing mindsets and behaviours, and cultivating welcoming and fair environments that actively oppose oppression. We strive to ensure everyone is seen, connected, supported, and proud.

Good Relations: We strive for balance in our relationship with ourselves, others, and the lands and waters that sustain us. We consider the impact of our actions on past, present, and future generations and strive to leave a positive legacy for them.

Strategic Priorities

Cultivating an Ethic of Learning (titlwšem taʔow)

Ensure early learners and students have the best possible learning experience.

- Focus on foundational learning in literacy and numeracy.
- Enhance early learning plans, opportunities, and partnerships.
- Foster deep learning so all students can flourish in a rapidly changing world.
- Increase student engagement and voice.
- Expand school food programs to ensure all students have access to nutritious meals and are ready to learn.

Cultivating Curiosity (payot gagayɛłtən)

Transform our learning environments into places of innovation.

- Continue to support land based and place based learning.
- Strengthen personalized and flexible learning opportunities, including redesigning learning spaces.
- Create a culture of inquiry and innovation.
- Strengthen our competencies around environmental stewardship.

Cultivating Connection (paʔa kʷɔms qʷayigən)

Prioritize mental health, community connections, and social-emotional learning.

- Enhance mental health opportunities and partnerships that support well-being.
- Engage, involve, and support connections within the school and community.
- Continue to create and promote safe, welcoming, and inclusive learning environments.
- Promote the development of social-emotional learning skills.



Supporting Self-Determination (ʔaʔjɫɪxʷegəs)

Ensure holistic Indigenous student success.

- Ensure consistent access to enriching, innovative, identity affirming, and culturally relevant opportunities and supports.
- Ensure educational spaces are culturally safe by committing to system wide respect of this place and our shared history by prioritizing Indigenous languages, perspectives, values and cultures.
- Support students with setting goals for the future (ʔimot θ titiwšɛm, toɫneɣosəmčxʷɔm θoθo)

Cultivating Truth and Reconciliation (gʊnaʔxʷuθs)

Honour Truth and reconciliation.

- Work to undo the legacies of colonialism through diverse pathways including supporting ʔayʔaʃuθɛm language revitalization initiatives and education.
- Continue our commitment to the Truth and Reconciliation Commissions Calls to Action and the United Nation's Declaration on the Rights of Indigenous Peoples.

Cultivating Integrity/Responsibility (hays qayumɪxʷ ʔayʔaytaʋθ)

Prioritize climate change, organizational health and sustainability.

- Provide climate action education and leadership opportunities grounded in Indigenous ways of knowing.
- Align planning, processes, policies, and procedures to improve the effectiveness of the system.



Strategic Priorities and Goals

The strategic priorities and goals for qathet School District are established on a rolling five-year planning cycle and are summarized in departmental operational plans and school growth plans. The board-approved budget supports the specific strategic goals identified in operational plans and school growth plans.

For 2026/2027, resources have primarily been allocated in support of:

Literacy and Numeracy

Food Security

Family Support

Sexual Health

Indigenous History, Culture and Language

Early Learning

Counselling and Mental Health

Technology

Outdoor Education

Applied Design, Skills and Technologies



Budget Timeline

A review of the budget process took place in February at the Board's Committee of the Whole meeting, as identified in the Annual Board Work Plan. In April, at the committee meeting, the Board reviewed operating and other grant information for the upcoming school year. At the May committee meeting, a budget summary was provided that outlined the anticipated changes for the following school year. The complete budget and corresponding summary and presentation are to be delivered at the June committee meeting, with formal adoption expected at the following meeting scheduled for June 24th.

Budget Assumptions

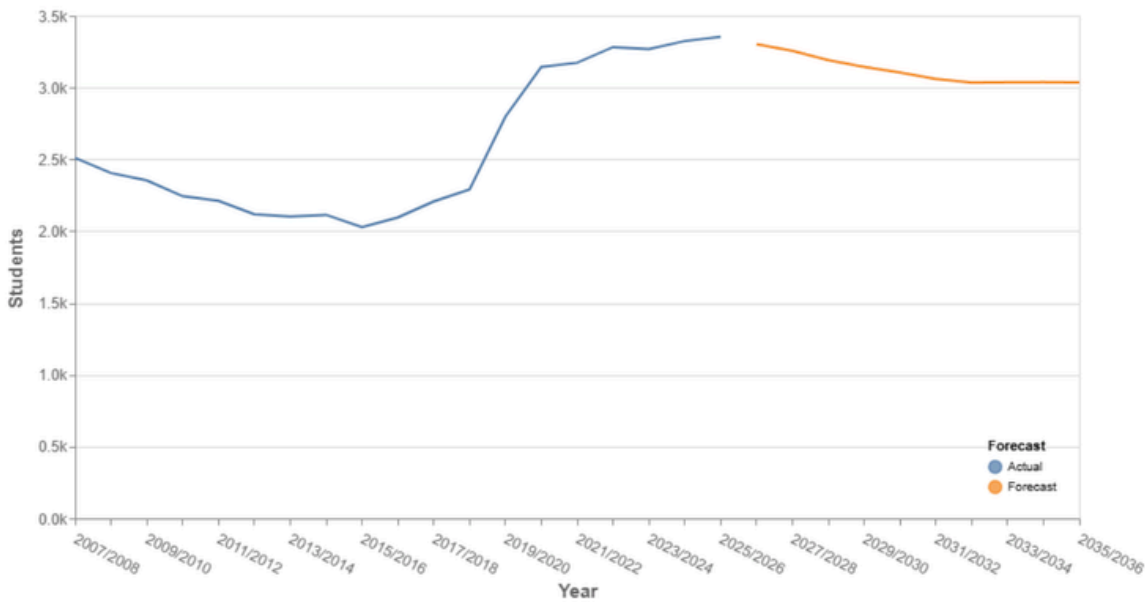
Provincial and Local Assumptions

- Provincial government will fund total provincial enrolment including any growth
- Students enrolment will remain relatively constant including those participating in on-line learning
- The multi-year strategic plan serves as a resource allocation guide
- Limited availability of operating reserves to be used to fund future operations
- Average salary costs do not yet assume any wage increases

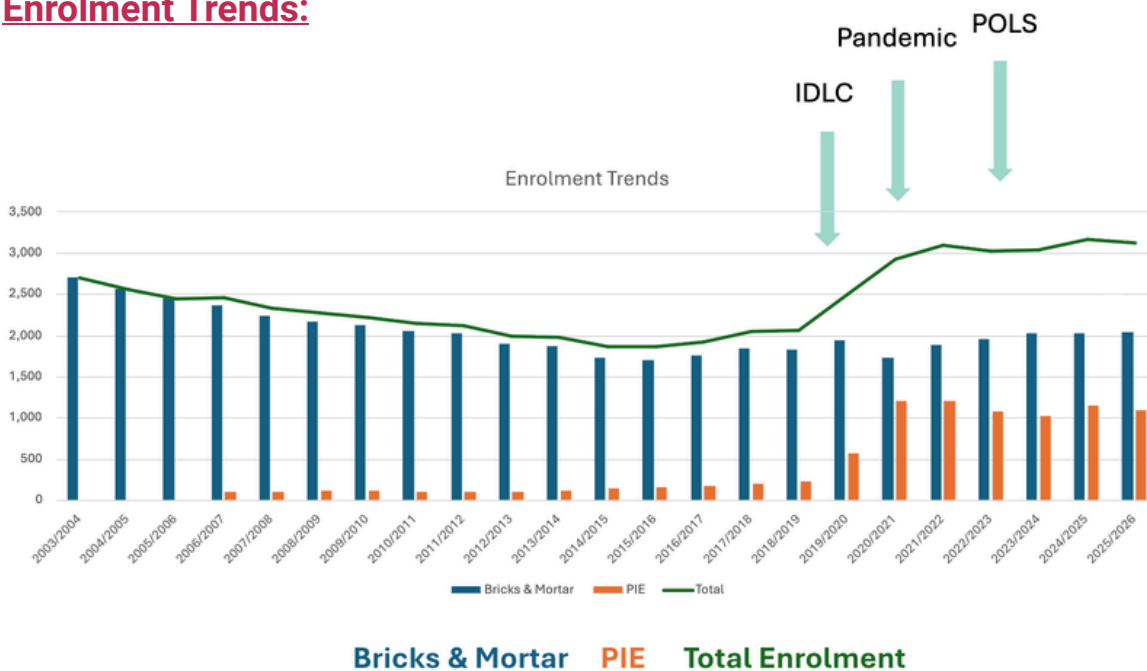
Enrolment

qathet School District is funded primarily through an operating grant received from the Ministry of Education. The operating grant is based on student enrolment which is compiled through a data collection process in September, February, May and July. The District receives a fixed amount per full-time equivalent student (FTE). The School District also receives supplementary grants for students who are identified as having unique needs and for other demographic and unique geographical factors. District staffing levels are driven directly by student enrolment. Since salaries and benefits make up almost 80 percent of District expenses, reliable enrolment data is essential for financial planning.

Student Enrolment Over Time:



Enrolment Trends:



Bricks & Mortar **PIE** **Total Enrolment**

Accumulated Operating Surplus

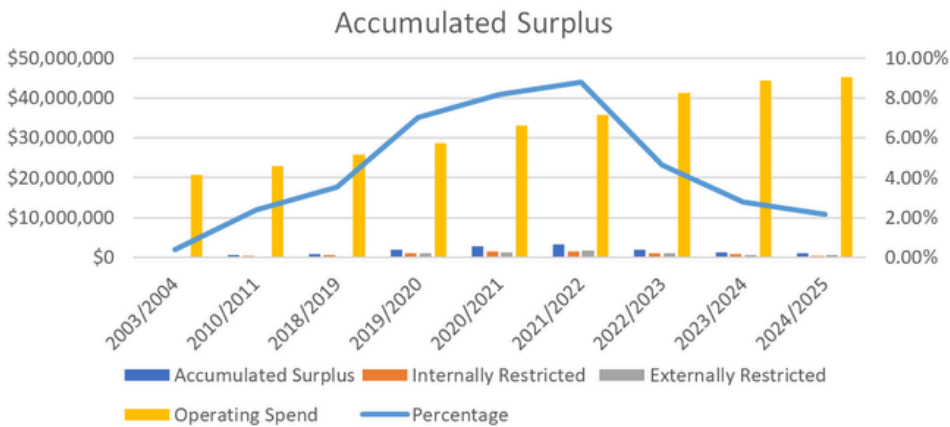
Accumulated operating surplus represents the extent to which operating revenues from all previous years exceeds operating expenditures from all previous years and allows a School District to budget for expenditures in excess of revenues in a given year.

Internally Restricted funds are those set aside to augment current year revenues to help fund the annual budget or service plan.

Unrestricted funds are any of the accumulated operating surplus not internally restricted for the coming year. Unrestricted funds are also held as a contingency fund to assist with emergent situations.

The sum total of accumulated operating reserves should normally be 3 to 5% of operating expenses.

| Year | Accumulated Surplus | Internally Restricted | Unrestricted | Operating Spend | Percentage of Accumulated Operating Surplus |
|-----------|---------------------|-----------------------|--------------|-----------------|---|
| 2003/2004 | \$77,089 | \$53,530 | \$23,554 | \$20,821,029 | 0.37% |
| 2010/2011 | \$551,134 | \$356,604 | \$198,530 | \$23,028,896 | 2.39% |
| 2018/2019 | \$912,796 | \$676,518 | \$236,278 | \$25,898,356 | 3.52% |
| 2019/2020 | \$2,023,163 | \$1,052,648 | \$970,515 | \$28,836,788 | 7.02% |
| 2020/2021 | \$2,710,038 | \$1,437,164 | \$1,272,874 | \$33,169,300 | 8.17% |
| 2021/2022 | \$3,164,955 | \$1,367,635 | \$1,797,320 | \$35,946,415 | 8.80% |
| 2022/2023 | \$1,914,243 | \$935,065 | \$979,178 | \$41,412,022 | 4.62% |
| 2023/2024 | \$1,230,776 | \$723,175 | \$507,601 | \$44,485,672 | 2.77% |
| 2024/2025 | \$974,463 | \$353,890 | \$620,573 | \$45,453,691 | 2.14% |



Provincial Funding Model

Operating Fund

Includes grants and other revenue used to fund:

Instructional Programs

School and District Administration

Facilities Operations

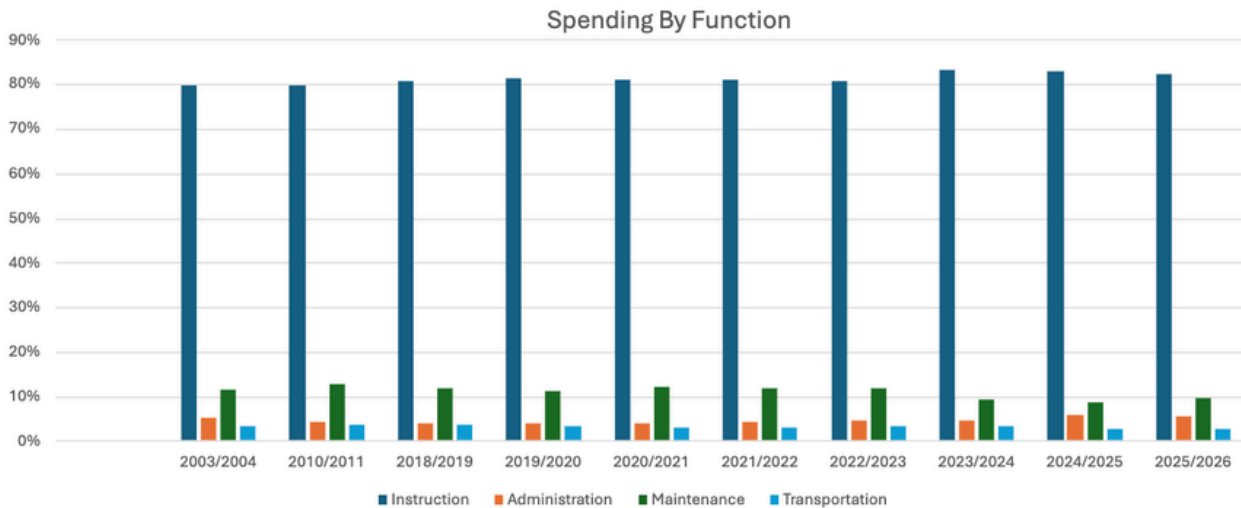
Custodial Services

Maintenance

Transportation

Spending by Function

Spending by function has historically been approximately 20% Instruction, 12% Maintenance, 5% Administration and 3% Transportation.



Funding Model

The funding formula is a per pupil-based model with additional supplements added based on select criteria, these include:

Enrolment Based Funding

Supplement for Enrolment Decline

Supplement for Unique Student Needs

Supplement for Salary Differential

Supplement for Unique Geographic Factors

Funding Protection

Curriculum and Learning Support Fund

Summer Learning

February & May Enrolment Counts for Online

Indigenous Education Councils



2026/2027 Operating Grant Allocation Formula Overview

Public school districts in BC are primarily funded through an operating grant provided by the Ministry of Education and Childcare. The formula for the grant is based on student counts across various areas and other district factors as outlined below.

| | | |
|--|--|--|
| 73% allocated through the Basic Allocation | Basic Allocation Common per student amount for every FTE student enrolled by school type. | |
| | Standard School | \$9,015 per school age FTE |
| | Alternate School | \$9,015 per school age FTE |
| | Continuing Education | \$9,015 per school age FTE |
| | Online Learning | \$7,280 per school age FTE |
| 19% allocated to recognize unique student enrolment | Unique Student Additional per student funding to address uniqueness of district enrolment and support additional programming. Includes Equity of Opportunity Supplement for children and youth in care and students with mental health challenges. | |
| | Level 1 Inclusive Education | \$51,300 per student |
| | Level 2 Inclusive Education | \$24,340 per student |
| | Level 3 Inclusive Education | \$12,300 per student |
| | English/French Language Learning | \$1,815 per student |
| | Indigenous Education | \$1,790 per student |
| | Adult Education | \$5,755 per FTE |
| 7% allocated to recognize unique district factors | Unique District Additional funding to address uniqueness of district factors. | |
| | Small Community | For small schools located a distance away from the next nearest school |
| | Low Enrolment | For districts with low total enrolment |
| | Rural Factor | Located some distance from Vancouver and the nearest large regional population centre |
| | Climate Factor | Operate schools in colder/warmer climates; additional heating or cooling requirements |
| | Sparseness Factor | Operate schools that are spread over a wide geographic area |
| | Student Location Factor | Based on population density of school communities |
| | Supplemental Student Location Factor | Level 1 and 2 inclusive education enrolment |
| | Salary Differential | Funding to districts that have higher average educator salaries |
| 0.4% allocated to buffer the effects of declining enrolment | Funding Protection / Enrolment Decline | |
| | Funding Protection | Funding to ensure that no district experiences a decline in operating grants greater than 1.5% when compared to the previous September |
| | Enrolment Decline | Funding to districts experiencing enrolment decline of at least 1% when compared to the previous year |
| CSF Supplement District receives a 15% funding premium on allocated funding. | | |

All funding information estimated for the 2026/27 School Year

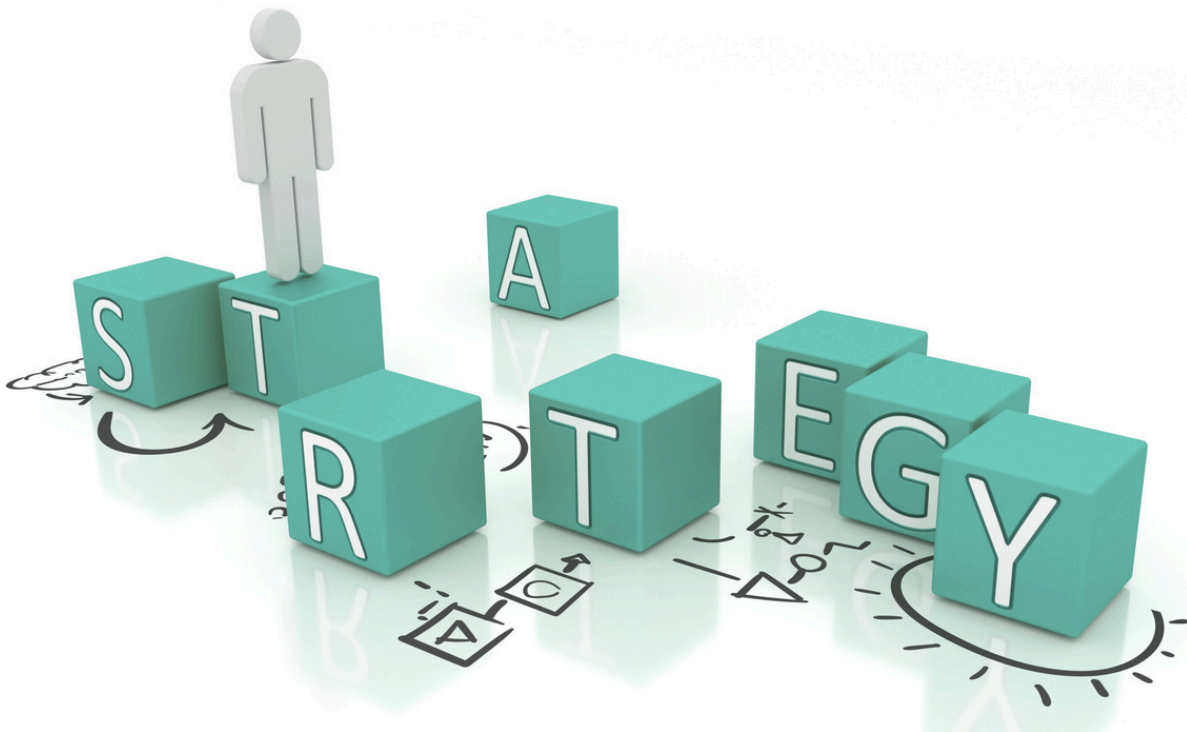
Budget Pressures (factors that increase the strain on a budget by driving up costs, reducing revenue or limiting flexibility)

- Accumulated operating surplus currently available for future operations is minimal
- A forecasted decline in student enrolment at elementary
- Increased expectations and demands within Inclusive Education
- Rising cost of technology
- Rising costs of replacement staff
- Rising cost of health & welfare benefits
- Inflationary cost pressure of various good and services
- Volatility of economic landscape
- A surplus of continuing teachers
- Local approach to remedy supports no longer meeting the needs of all teachers



Mitigation Strategies

- ◆ Continue leaving the Director of Finance role unfilled for now and re-visit again in the fall
- ◆ Maintain 0.5 FTE reduction of other business-related staff
- ◆ Maintain an efficient staffing timetable at secondary
- ◆ Ongoing implementation of routine program reviews
 - Continue to assess programs with enrolment below a minimum threshold
 - Re-direct resources associated with collapsed programs
- ◆ Utilize district staff in the delivery of capital projects
- ◆ Continue to capitalize on opportunities as they present themselves



Shifts for Next Year

◆ Adjustment to remedy supports at elementary to be more responsive to individual teacher needs based on complexity of classroom

- Teachers are eligible to receive additional support (remedies) if they teach a class that does not comply with the class size and composition limitations set out in the collective agreement.
 - For each instance of remedy, a teacher is entitled to 3 hours of time per month
 - This quantum of time can also be converted to cash and used to acquire other resources
- For **the past 9 years**, our district, with support from the qTA, has utilized a localized pooled approach to the allocation of these remedy-based resources.
 - Remedy resources were forecasted to be equivalent to approximately 2 FTE teachers in any given year
 - These positions were added to the existing literacy intervention supports in schools
 - The model has not been thoroughly reviewed since its implementation
- Some **identified issues** with this approach include:
 - Affected teachers are not offered an alternative, there is only the single pre-determined option
 - Support was mostly primary-focused; which led to a gap in support at intermediate grades
 - Lack of clarity for teachers around what support they can/cannot access
 - Student success data indicates this model does not support students in the most effective way
- **Moving forward**, remedy supports will shift to be implemented at the beginning of October following consultation throughout the month of September with each affected classroom teacher.
 - Consultation will result in an amount of "time" that a district can then convert to a particular remedy such as:
 - additional prep time for the affected teacher
 - additional non-enrolling staff added to the school to work with the affected teacher
 - additional enrolling staff to co-teach with the affected teacher
 - pooling time to create school resources
 - converting remedy minutes to cash to acquire relevant resources
 - other remedies as agreed by the local parties
 - This approach aligns with MOU 17, the three-party agreement between the Provincial Government, BCPSEA and the BCTF

Shifts for Next Year continued...

◆ Adjustment to literacy intervention at elementary to be more responsive to individual student needs based on assessment data

- Three non-enrolling instructional coaches will support Tier 1 instruction.
 - Research has demonstrated that the learning needs of 85% of students can be met with quality tier 1 instruction.
 - As the needs of our learners continue to grow in complexity, the role of the classroom teacher calls for ongoing reflection and refinement using research-informed strategies.
 - Tier 1 coaching is non-evaluative and collaborative supporting teacher confidence and efficacy.
- Learning assistance will be delivered by a district learning success team, rather than through school-based assignments.
 - Based on assessment data, in consultation with District staff, school administrators, and teachers, this district team will be deployed early in the school year to address elementary student needs once each school's requirements have been identified.
 - These needs will be reassessed at least three times per year, with a revised schedule of services developed at each interval.
 - Aligning with Tier 1 instruction, the target of the team's focus will be on foundational skills.

Non-Enrolling Services @ Elementary

| Resource | 26/27 | 25/26 | Variance |
|--|-------|-------|--------------|
| Library | 2.2 | 2.2 | |
| Counselling | 2.1 | 2.1 | |
| Resource Teachers | 4.8 | 4.4 | + 0.4 |
| Learning Assistance | 3.2 | 1.5 | + 1.7 |
| Initiatives: | | | |
| District | 3.0 | 1.6 | + 1.4 |
| School | | 2.4 | - 2.4 |
| *Remedy | | 2.2 | - 2.2 |
| Total services as of June 30th | | | - 1.1 |
| <i>*Estimated remedy supports added in October after consultation with individual teachers</i> | 2.2 | | + 2.2 |
| Net services as of October 1st, 2026 | | | + 1.1 |



Shifts for Next Year continued...

- ◆ **Two teachers at Brooks will have dedicated time to support Tier 1 literacy and numeracy for Grades 8 and 9, and technology literacy development for staff and students in Grades 8-12.**
- ◆ **Excluded staff position supporting the Max Cameron Theatre will be eliminated and the support staff adjusted to align with theatre operational changes and other school-based support.**
- ◆ **A VP will be added back to Brooks in order to have two VPs support the school. Current VP responsible for international programming will focus solely on international, in addition to courses.**
- ◆ **Three-week elementary summer learning program is being replaced with a four-week licensed childcare program.**
- ◆ **Childcare programming during the school year is being expanded; increased hours of service for before and after school care.**
- ◆ **Feeding Futures will be fully implemented; meals will be made centrally in the evenings at Brooks and delivered to elementary schools the following morning.**

Revenues

The table below summarizes projected revenue in the 2026/2027 preliminary budget as compared to the 2025/2026 amended budget:

| | 26/27 Preliminary | 25/26 Amended | Variance |
|--|------------------------------|--------------------------|------------------|
| Operating Grant, Ministry of Education | \$42,199,607 | \$ 41,798,658 | \$400,949 |
| Other MOE Grants | 616,631 | 674,829 | (58,198) |
| Provincial Grants - Other | 50,000 | 50,000 | 0 |
| International & Summer Tuition | 720,000 | 720,000 | 0 |
| Other Education Authorities | 85,000 | 110,000 | (25,000) |
| First Nations (TEA) | 1,411,479 | 1,411,479 | 0 |
| Miscellaneous Revenues | 250,000 | 290,000 | (40,000) |
| Rentals | 133,000 | 97,000 | 36,000 |
| Interest | 35,000 | 50,000 | (15,000) |
| Total Operating Revenue | \$45,500,717 | \$ 45,201,966 | \$298,751 |

Expenses

The following table summarizes projected expenses in the 2026/2027 preliminary budget compared to the 2025/2026 amended budget:

| | 26/27 Preliminary | 25/26 Amended | Variance |
|------------------------------------|------------------------------|--------------------------|------------------|
| Salaries | | | |
| Teachers | \$14,781,613 | \$14,697,255 | \$84,358 |
| Principals & Vice-Principals | 2,907,072 | 2,788,416 | 118,656 |
| Education Assistants | 4,414,801 | 4,400,491 | 14,310 |
| Support Staff | 3,774,734 | 3,876,165 | (101,431) |
| Other Professionals | 2,023,532 | 2,135,574 | (112,042) |
| Substitutes | 1,439,900 | 1,354,892 | 85,008 |
| Total Salaries | \$29,341,652 | \$29,252,793 | \$88,859 |
| Employees Benefits | 7,312,664 | 7,189,972 | 122,692 |
| Total Salary and Benefits | \$36,654,316 | \$36,442,765 | \$211,551 |
| Services and Supplies | 8,393,901 | 8,270,162 | 123,739 |
| Utilities | 592,500 | 596,000 | (3,500) |
| Total Services and Supplies | \$8,986,401 | \$8,866,162 | \$120,239 |
| | | | |
| Total Operating Expense | \$45,640,717 | \$ 45,308,927 | \$331,790 |

| | | | |
|---------------------------------------|------------------|-------------------|-----------------|
| Appropriation of Surplus Funds | \$140,000 | \$ 106,961 | \$33,039 |
|---------------------------------------|------------------|-------------------|-----------------|

Special Purpose Fund Summary

The special purpose fund is comprised of separate funds established to track revenue and expenditures received from the Ministry of Education and other sources that have restrictions on how the funds are spent. The following special purpose funds have been included in the 2026/27 preliminary budget:

| | | |
|--|-------------|---|
| Annual Facility Grant (AFG) | \$122,953 | These funds are used throughout District schools to address ongoing maintenance and improvement needs. |
| Learning Improvement Fund (LIF) | \$150,960 | Funding used specifically to augment Educational Assistants' hours providing additional support to complex learners. |
| School Generated Funds & Bursaries | \$1,650,000 | Funds that are generated locally at the school level and used for school operations and in support of students. |
| Strong Start | \$136,000 | Strong Start early learning centres provide school-based, drop-in programs for children aged birth to five and their parents or caregivers. |
| Ready, Set, Learn | \$17,150 | Eligible RSL events for 3 to 5 year old's and their parents are hosted to support early learning and facilitate a smooth transition to Kindergarten. |
| Official Languages in Education French Programs (OLEP) | \$79,724 | Funding for core French-language and Immersion programs and curriculum resources. |
| Community Link | \$230,412 | Funding for programs and initiatives to improve the education performance of vulnerable students, including both academic achievement and social functioning. |
| Classroom Enhancement Fund (CEF) | \$2,526,507 | Eligible expenses includes teacher staffing, overhead staffing and equipment costs resulting from restoration of class size and composition language. |

| | | |
|--|-------------|--|
| Auditory Outreach Program | \$1,474,407 | Auditory Outreach, in collaboration with provincial centres, local audiologists and other service providers, assists public and group 1 and 2 independent schools throughout the province address the needs of school-aged students through loans of assistive listening devices for individual students with hearing loss identified as needing this technology for school use. |
| Mental Health in Schools | \$55,000 | To build capacity in mental health and well being. |
| Childcare Pilot Transition | \$53,300 | Licensed Before and After School Program for Kindergarten students. |
| Professional Learning Grant | \$132,367 | Multi year pre-school pilot program. |
| ECL Early Care & Learning | \$175,000 | Capacity building support for current and future early learning programming. |
| Feeding Futures Fund & National Food Program Funds | \$523,779 | An initiative to ensure students are fed and ready to learn. |



Capital Funds

The **Strategic Facilities Plan** adopted by the Board in January 2021 identifies long term capital needs and acts as a guide when making applications to government in support of capital planning.

The District is required to submit a five-year capital plan to the Ministry of Education for additional funding for capital projects as described below.

Annual Facilities Grant (AFG) funds are used throughout District schools to address ongoing maintenance and improvement needs.

School Enhancement Program (SEP) projects are investments that contribute to the safety and function of the school while extending the life of the asset.

Carbon Neutral Capital Program (CNCP) projects are investments that contribute to measurable emission reductions and operational costs savings expected as a result of completed projects.

Food Infrastructure Program (FIP) is an annual program intended to assist with expanding infrastructure in support of food programming.

Bus Acquisition Program (BUS) covers the capital cost of replacing units that are at the end of their useful life.

| | 2026/2027 Planned Spending |
|-----------------------|----------------------------|
| AFG (Capital Portion) | \$862,764 |
| SEP | \$1,200,000 |
| CNCP | \$268,775 |
| FIP | \$46,426 |
| BUS (Estimated) | \$TBD |

Annual Budget

School District No. 47 (qathet)

June 30, 2027

School District No. 47 (qathet)

June 30, 2027

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*NOTE - Statement 1, Statement 3, Statement 5, Schedule 1 and Schedules 4A - 4D are used for Financial Statement reporting only.

ANNUAL BUDGET BYLAW

A Bylaw of THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 47 (QATHET) (called the "Board") to adopt the Annual Budget of the Board for the fiscal year 2026/2027 pursuant to section 113 of the *School Act*, R.S.B.C., 1996, c. 412 as amended from time to time (called the "Act").

1. The Board has complied with the provisions of the *Act*, Ministerial Orders, and Ministry of Education and Child Care Policies respecting the Annual Budget adopted by this bylaw.
2. This bylaw may be cited as School District No. 47 (qathet) Annual Budget Bylaw for fiscal year 2026/2027.
3. The attached Statement 2 showing the estimated revenue and expense for the 2026/2027 fiscal year and the total budget bylaw amount of \$55,856,287 for the 2026/2027 fiscal year was prepared in accordance with the *Act*.
4. Statement 2, 4 and Schedules 2 to 4 are adopted as the Annual Budget of the Board for the fiscal year 2026/2027.

READ A FIRST TIME THE 24th DAY OF JUNE, 2026;

READ A SECOND TIME THE 24th DAY OF JUNE, 2026;

READ A THIRD TIME, PASSED AND ADOPTED THE 24th DAY OF JUNE, 2026;

(Corporate Seal)

Chairperson of the Board

Secretary Treasurer

I HEREBY CERTIFY this to be a true original of School District No. 47 (qathet) Annual Budget Bylaw 2026/2027, adopted by the Board the 24th DAY OF JUNE, 2026.

Secretary Treasurer

School District No. 47 (qathet)

Statement 2

Annual Budget - Revenue and Expense

Year Ended June 30, 2027

| | 2027 Annual Budget | 2026 Amended Annual Budget |
|---|-----------------------|-------------------------------|
| Ministry Operating Grant Funded FTE's | | |
| School-Age | 3,055,000 | 3,105,500 |
| Adult | 2,500 | 3,500 |
| Total Ministry Operating Grant Funded FTE's | 3,057,500 | 3,109,000 |
| Revenues | \$ | \$ |
| Provincial Grants | | |
| Ministry of Education and Child Care | 48,671,808 | 48,933,784 |
| Other | 50,000 | 50,000 |
| Tuition | 720,000 | 720,000 |
| Other Revenue | 3,696,479 | 3,761,479 |
| Rentals and Leases | 133,000 | 97,000 |
| Investment Income | 35,000 | 55,000 |
| Amortization of Deferred Capital Revenue | 1,925,000 | 1,900,000 |
| Total Revenue | 55,231,287 | 55,517,263 |
| Expenses | | |
| Instruction | 45,285,918 | 45,531,333 |
| District Administration | 2,500,306 | 2,506,874 |
| Operations and Maintenance | 6,754,647 | 6,675,601 |
| Transportation and Housing | 1,315,416 | 1,305,416 |
| Total Expense | 55,856,287 | 56,019,224 |
| Net Revenue (Expense) | (625,000) | (501,961) |
| Budgeted Allocation (Retirement) of Surplus (Deficit) | 140,000 | 106,961 |
| Budgeted Surplus (Deficit), for the year | (485,000) | (395,000) |
| Budgeted Surplus (Deficit), for the year comprised of: | | |
| Operating Fund Surplus (Deficit) | | |
| Special Purpose Fund Surplus (Deficit) | | |
| Capital Fund Surplus (Deficit) | (485,000) | (395,000) |
| Budgeted Surplus (Deficit), for the year | (485,000) | (395,000) |

School District No. 47 (qathet)

Annual Budget - Revenue and Expense

Year Ended June 30, 2027

| | 2027 Annual Budget | 2026 Amended Annual Budget |
|---------------------------------------|-----------------------|-------------------------------|
| Budget Bylaw Amount | | |
| Operating - Total Expense | 45,640,717 | 45,308,927 |
| Special Purpose Funds - Total Expense | 7,805,570 | 8,410,297 |
| Capital Fund - Total Expense | 2,410,000 | 2,300,000 |
| Total Budget Bylaw Amount | <u>55,856,287</u> | <u>56,019,224</u> |

Approved by the Board

Signature of the Chairperson of the Board of Education _____ Date Signed _____

Signature of the Superintendent _____ Date Signed _____

Signature of the Secretary Treasurer _____ Date Signed _____

DRAFT

School District No. 47 (qathet)

Annual Budget - Changes in Net Financial Assets (Debt)
Year Ended June 30, 2027

| | 2027 Annual Budget \$ | 2026 Amended Annual Budget \$ |
|---|-----------------------------|-------------------------------------|
| Surplus (Deficit) for the year | <u>(625,000)</u> | <u>(501,961)</u> |
| Effect of change in Tangible Capital Assets | | |
| Amortization of Tangible Capital Assets | <u>2,410,000</u> | <u>2,300,000</u> |
| Total Effect of change in Tangible Capital Assets | <u>2,410,000</u> | <u>2,300,000</u> |
| | <u>-</u> | <u>-</u> |
| (Increase) Decrease in Net Financial Assets (Debt) | <u><u>1,785,000</u></u> | <u><u>1,798,039</u></u> |

School District No. 47 (qathet)

Annual Budget - Operating Revenue and Expense
Year Ended June 30, 2027

| | 2027 Annual Budget | 2026 Amended Annual Budget |
|--|-----------------------|-------------------------------|
| | \$ | \$ |
| Revenues | | |
| Provincial Grants | | |
| Ministry of Education and Child Care | 42,816,238 | 42,473,487 |
| Other | 50,000 | 50,000 |
| Tuition | 720,000 | 720,000 |
| Other Revenue | 1,746,479 | 1,811,479 |
| Rentals and Leases | 133,000 | 97,000 |
| Investment Income | 35,000 | 50,000 |
| Total Revenue | <u>45,500,717</u> | <u>45,201,966</u> |
| Expenses | | |
| Instruction | 37,703,511 | 37,343,275 |
| District Administration | 2,430,096 | 2,437,588 |
| Operations and Maintenance | 4,301,694 | 4,322,648 |
| Transportation and Housing | 1,205,416 | 1,205,416 |
| Total Expense | <u>45,640,717</u> | <u>45,308,927</u> |
| Net Revenue (Expense) | <u>(140,000)</u> | <u>(106,961)</u> |
| Budgeted Prior Year Surplus Appropriation | <u>140,000</u> | <u>106,961</u> |
| Budgeted Surplus (Deficit), for the year | <u>-</u> | <u>-</u> |

School District No. 47 (qathet)

Annual Budget - Schedule of Operating Revenue by Source
Year Ended June 30, 2027

| | 2027 Annual Budget | 2026 Amended Annual Budget |
|---|-----------------------|-------------------------------|
| | \$ | \$ |
| Provincial Grants - Ministry of Education and Child Care | | |
| Operating Grant, Ministry of Education and Child Care | 43,611,086 | 43,210,137 |
| ISC/LEA Recovery | (1,411,479) | (1,411,479) |
| Other Ministry of Education and Child Care Grants | | |
| Pay Equity | 243,304 | 243,304 |
| Funding for Graduated Adults | 2,000 | 2,000 |
| Student Transportation Fund | 91,754 | 91,754 |
| Foundation Skills Assessment (FSA) Scorer Grant | 7,500 | 7,500 |
| Child Care Funding | 100,000 | 100,000 |
| ICY Clinical Counsellor Funding | 172,073 | 230,271 |
| Total Provincial Grants - Ministry of Education and Child Care | 42,816,238 | 42,473,487 |
| Provincial Grants - Other | 50,000 | 50,000 |
| Tuition | | |
| International and Out of Province Students | 720,000 | 720,000 |
| Total Tuition | 720,000 | 720,000 |
| Other Revenues | | |
| Other School District/Education Authorities | 85,000 | 110,000 |
| Funding from First Nations | 1,411,479 | 1,411,479 |
| Miscellaneous | | |
| Misc. Billings & Recoveries | 75,000 | 75,000 |
| Before & After School Care Fees | 100,000 | 100,000 |
| Cafeteria Revenue | 75,000 | 75,000 |
| Fortis BC Rebate | 40,000 | 40,000 |
| Total Other Revenue | 1,746,479 | 1,811,479 |
| Rentals and Leases | 133,000 | 97,000 |
| Investment Income | 35,000 | 50,000 |
| Total Operating Revenue | 45,500,717 | 45,201,966 |

School District No. 47 (qathet)

Schedule 2B

Annual Budget - Schedule of Operating Expense by Object
Year Ended June 30, 2027

| | 2027 Annual Budget | 2026 Amended Annual Budget |
|-------------------------------------|-----------------------|-------------------------------|
| | \$ | \$ |
| Salaries | | |
| Teachers | 14,781,613 | 14,697,255 |
| Principals and Vice Principals | 2,907,072 | 2,788,416 |
| Educational Assistants | 4,414,801 | 4,400,491 |
| Support Staff | 3,774,734 | 3,876,165 |
| Other Professionals | 2,023,532 | 2,135,574 |
| Substitutes | 1,439,900 | 1,354,892 |
| Total Salaries | 29,341,652 | 29,252,793 |
| Employee Benefits | 7,312,664 | 7,189,972 |
| Total Salaries and Benefits | 36,654,316 | 36,442,765 |
| Services and Supplies | | |
| Services | 3,986,348 | 3,927,661 |
| Student Transportation | 9,000 | 8,000 |
| Professional Development and Travel | 426,997 | 418,997 |
| Rentals and Leases | 258,000 | 263,000 |
| Dues and Fees | 346,740 | 347,740 |
| Insurance | 117,000 | 117,000 |
| Supplies | 3,249,816 | 3,187,764 |
| Utilities | 592,500 | 596,000 |
| Total Services and Supplies | 8,986,401 | 8,866,162 |
| Total Operating Expense | 45,640,717 | 45,308,927 |

School District No. 47 (qathet)

Annual Budget - Operating Expense by Function, Program and Object

Year Ended June 30, 2027

| | Teachers Salaries | Principals and Vice Principals Salaries | Educational Assistants Salaries | Support Staff Salaries | Other Professionals Salaries | Substitutes Salaries | Total Salaries |
|---|-------------------|---|---------------------------------|------------------------|------------------------------|----------------------|-------------------|
| | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| 1 Instruction | | | | | | | |
| 1.02 Regular Instruction | 11,915,288 | 81,576 | | 164,074 | 75,000 | 1,021,000 | 13,256,938 |
| 1.03 Career Programs | 100,711 | | | | 62,013 | | 162,724 |
| 1.07 Library Services | 203,174 | 77,868 | | | | | 281,042 |
| 1.08 Counselling | 465,461 | | | | 109,097 | | 574,558 |
| 1.10 Inclusive Education | 1,777,223 | 415,296 | 4,118,975 | | 504,111 | 231,500 | 7,047,105 |
| 1.20 Early Learning and Child Care | | | 295,826 | | | | 295,826 |
| 1.30 English Language Learning | 50,356 | | | | | | 50,356 |
| 1.31 Indigenous Education | 269,400 | 148,320 | | 207,840 | | 10,000 | 635,560 |
| 1.41 School Administration | | 1,776,132 | | 956,565 | | 31,000 | 2,763,697 |
| 1.60 Summer School | | | | | | 17,900 | 17,900 |
| 1.62 International and Out of Province Students | | 111,240 | | | 72,163 | 3,500 | 186,903 |
| Total Function 1 | 14,781,613 | 2,610,432 | 4,414,801 | 1,328,479 | 822,384 | 1,314,900 | 25,272,609 |
| 4 District Administration | | | | | | | |
| 4.11 Educational Administration | | 296,640 | | | 262,486 | | 559,126 |
| 4.40 School District Governance | | | | | 120,118 | | 120,118 |
| 4.41 Business Administration | | | | 247,010 | 517,637 | | 764,647 |
| Total Function 4 | - | 296,640 | - | 247,010 | 900,241 | - | 1,443,891 |
| 5 Operations and Maintenance | | | | | | | |
| 5.41 Operations and Maintenance Administration | | | | 30,391 | 132,780 | | 163,171 |
| 5.50 Maintenance Operations | | | | 1,508,902 | 124,630 | 75,000 | 1,708,532 |
| 5.52 Maintenance of Grounds | | | | 77,474 | | | 77,474 |
| 5.56 Utilities | | | | | | | - |
| Total Function 5 | - | - | - | 1,616,767 | 257,410 | 75,000 | 1,949,177 |
| 7 Transportation and Housing | | | | | | | |
| 7.41 Transportation and Housing Administration | | | | 22,793 | 43,497 | | 66,290 |
| 7.70 Student Transportation | | | | 559,685 | | 50,000 | 609,685 |
| Total Function 7 | - | - | - | 582,478 | 43,497 | 50,000 | 675,975 |
| 9 Debt Services | | | | | | | |
| Total Function 9 | - | - | - | - | - | - | - |
| Total Functions 1 - 9 | 14,781,613 | 2,907,072 | 4,414,801 | 3,774,734 | 2,023,532 | 1,439,900 | 29,341,652 |

School District No. 47 (qathet)

Annual Budget - Operating Expense by Function, Program and Object

Year Ended June 30, 2027

| | Total Salaries | Employee Benefits | Total Salaries and Benefits | Services and Supplies | 2027 Annual Budget | 2026 Amended Annual Budget |
|---|-------------------|-------------------|-----------------------------|-----------------------|--------------------|----------------------------|
| | \$ | \$ | \$ | \$ | \$ | \$ |
| 1 Instruction | | | | | | |
| 1.02 Regular Instruction | 13,256,938 | 3,530,403 | 16,787,341 | 3,218,735 | 20,006,076 | 19,566,989 |
| 1.03 Career Programs | 162,724 | 39,441 | 202,165 | 7,000 | 209,165 | 177,692 |
| 1.07 Library Services | 281,042 | 68,703 | 349,745 | 23,858 | 373,603 | 339,624 |
| 1.08 Counselling | 574,558 | 141,457 | 716,015 | 25,049 | 741,064 | 782,565 |
| 1.10 Inclusive Education | 7,047,105 | 1,677,012 | 8,724,117 | 2,233,751 | 10,957,868 | 10,925,129 |
| 1.20 Early Learning and Child Care | 295,826 | 73,956 | 369,782 | | 369,782 | 369,782 |
| 1.30 English Language Learning | 50,356 | 12,589 | 62,945 | 2,000 | 64,945 | 64,945 |
| 1.31 Indigenous Education | 635,560 | 153,426 | 788,986 | 32,750 | 821,736 | 837,475 |
| 1.41 School Administration | 2,763,697 | 647,650 | 3,411,347 | 93,200 | 3,504,547 | 3,500,204 |
| 1.60 Summer School | 17,900 | | 17,900 | | 17,900 | 77,500 |
| 1.62 International and Out of Province Students | 186,903 | 42,182 | 229,085 | 407,740 | 636,825 | 701,370 |
| Total Function 1 | 25,272,609 | 6,386,819 | 31,659,428 | 6,044,083 | 37,703,511 | 37,343,275 |
| 4 District Administration | | | | | | |
| 4.11 Educational Administration | 559,126 | 128,599 | 687,725 | 84,000 | 771,725 | 766,725 |
| 4.40 School District Governance | 120,118 | 11,546 | 131,664 | 222,250 | 353,914 | 313,135 |
| 4.41 Business Administration | 764,647 | 180,810 | 945,457 | 359,000 | 1,304,457 | 1,357,728 |
| Total Function 4 | 1,443,891 | 320,955 | 1,764,846 | 665,250 | 2,430,096 | 2,437,588 |
| 5 Operations and Maintenance | | | | | | |
| 5.41 Operations and Maintenance Administration | 163,171 | 38,137 | 201,308 | 127,000 | 328,308 | 328,308 |
| 5.50 Maintenance Operations | 1,708,532 | 391,762 | 2,100,294 | 1,068,750 | 3,169,044 | 3,186,501 |
| 5.52 Maintenance of Grounds | 77,474 | 19,368 | 96,842 | 115,000 | 211,842 | 211,839 |
| 5.56 Utilities | - | - | - | 592,500 | 592,500 | 596,000 |
| Total Function 5 | 1,949,177 | 449,267 | 2,398,444 | 1,903,250 | 4,301,694 | 4,322,648 |
| 7 Transportation and Housing | | | | | | |
| 7.41 Transportation and Housing Administration | 66,290 | 15,702 | 81,992 | 20,000 | 101,992 | 101,992 |
| 7.70 Student Transportation | 609,685 | 139,921 | 749,606 | 353,818 | 1,103,424 | 1,103,424 |
| Total Function 7 | 675,975 | 155,623 | 831,598 | 373,818 | 1,205,416 | 1,205,416 |
| 9 Debt Services | | | | | | |
| Total Function 9 | - | - | - | - | - | - |
| Total Functions 1 - 9 | 29,341,652 | 7,312,664 | 36,654,316 | 8,986,401 | 45,640,717 | 45,308,927 |

School District No. 47 (qathet)

Annual Budget - Special Purpose Revenue and Expense
Year Ended June 30, 2027

| | 2027 | 2026 Amended |
|---|----------------------|---------------|
| | Annual Budget | Annual Budget |
| | \$ | \$ |
| Revenues | | |
| Provincial Grants | | |
| Ministry of Education and Child Care | 5,855,570 | 6,460,297 |
| Other Revenue | 1,950,000 | 1,950,000 |
| Total Revenue | 7,805,570 | 8,410,297 |
| Expenses | | |
| Instruction | 7,582,407 | 8,188,058 |
| District Administration | 70,210 | 69,286 |
| Operations and Maintenance | 152,953 | 152,953 |
| Total Expense | 7,805,570 | 8,410,297 |
| Budgeted Surplus (Deficit), for the year | - | - |

School District No. 47 (qathet)

Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2027

| | Annual Facility Grant | Learning Improvement Fund | Scholarships and Bursaries | School Generated Funds | Strong Start | Ready, Set, Learn | OLEP | CommunityLINK | Classroom Enhancement Fund - Overhead |
|--|-----------------------|---------------------------|----------------------------|------------------------|--------------|-------------------|--------|---------------|---------------------------------------|
| | \$ | \$ | \$ | \$ | \$ | | \$ | \$ | \$ |
| Deferred Revenue, beginning of year | | | 229,066 | 268,151 | | | | | |
| Add: Restricted Grants | | | | | | | | | |
| Provincial Grants - Ministry of Education and Child Care | 122,953 | 150,960 | | | 136,000 | 17,150 | 78,224 | 230,412 | 137,373 |
| Other | | | 200,000 | 1,750,000 | | | | | |
| | 122,953 | 150,960 | 200,000 | 1,750,000 | 136,000 | 17,150 | 78,224 | 230,412 | 137,373 |
| Less: Allocated to Revenue | 122,953 | 150,960 | 200,000 | 1,750,000 | 136,000 | 17,150 | 78,224 | 230,412 | 137,373 |
| Deferred Revenue, end of year | - | - | 229,066 | 268,151 | - | - | - | - | - |
| Revenues | | | | | | | | | |
| Provincial Grants - Ministry of Education and Child Care | 122,953 | 150,960 | | | 136,000 | 17,150 | 78,224 | 230,412 | 137,373 |
| Other Revenue | | | 200,000 | 1,750,000 | | | | | |
| | 122,953 | 150,960 | 200,000 | 1,750,000 | 136,000 | 17,150 | 78,224 | 230,412 | 137,373 |
| Expenses | | | | | | | | | |
| Salaries | | | | | | | | | |
| Teachers | | | | | | | 27,200 | | 10,000 |
| Principals and Vice Principals | | | | | | | | | |
| Educational Assistants | | 131,270 | | | | | | | |
| Support Staff | | | | | 108,800 | 5,000 | | | 30,000 |
| Other Professionals | | | | | | | | 140,000 | |
| Substitutes | | | | | | 7,500 | | | 70,000 |
| | - | 131,270 | - | - | 108,800 | 12,500 | 27,200 | 140,000 | 110,000 |
| Employee Benefits | | 19,690 | | | 27,200 | 1,500 | 4,800 | 35,000 | 15,000 |
| Services and Supplies | 122,953 | | 200,000 | 1,750,000 | | 3,150 | 46,224 | 55,412 | 12,373 |
| | 122,953 | 150,960 | 200,000 | 1,750,000 | 136,000 | 17,150 | 78,224 | 230,412 | 137,373 |
| Net Revenue (Expense) | - | - | - | - | - | - | - | - | - |

School District No. 47 (qathet)

Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2027

| | Classroom Enhancement Fund - Staffing | Mental Health in Schools | ECL Early Care & Learning | Feeding Futures Fund | Professional Learning Grant | National School Food Program | Auditory Outreach Program | TOTAL |
|--|---|--------------------------------|---------------------------------|----------------------------|-----------------------------------|---------------------------------|---------------------------------|-----------|
| | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| Deferred Revenue, beginning of year | | | 403,300 | 100,000 | 132,367 | 79,511 | | 1,212,395 |
| Add: Restricted Grants | | | | | | | | |
| Provincial Grants - Ministry of Education and Child Care | 2,389,134 | 55,000 | | 412,209 | | 111,570 | 1,474,407 | 5,315,392 |
| Other | | | | | | | | 1,950,000 |
| | 2,389,134 | 55,000 | - | 412,209 | - | 111,570 | 1,474,407 | 7,265,392 |
| Less: Allocated to Revenue | 2,389,134 | 55,000 | 228,300 | 512,209 | 132,367 | 191,081 | 1,474,407 | 7,805,570 |
| Deferred Revenue, end of year | - | - | 175,000 | - | - | - | - | 672,217 |
| Revenues | | | | | | | | |
| Provincial Grants - Ministry of Education and Child Care | 2,389,134 | 55,000 | 228,300 | 512,209 | 132,367 | 191,081 | 1,474,407 | 5,855,570 |
| Other Revenue | | | | | | | | 1,950,000 |
| | 2,389,134 | 55,000 | 228,300 | 512,209 | 132,367 | 191,081 | 1,474,407 | 7,805,570 |
| Expenses | | | | | | | | |
| Salaries | | | | | | | | |
| Teachers | 1,911,307 | 25,000 | | 5,000 | 37,500 | | 36,458 | 2,052,465 |
| Principals and Vice Principals | | | 52,000 | | | | 152,959 | 204,959 |
| Educational Assistants | | | | 60,000 | 15,000 | | | 206,270 |
| Support Staff | | | 20,000 | 55,000 | | | 165,573 | 384,373 |
| Other Professionals | | | 110,000 | 75,000 | | | 290,458 | 615,458 |
| Substitutes | | 20,000 | | | 40,000 | | | 137,500 |
| | 1,911,307 | 45,000 | 182,000 | 195,000 | 92,500 | - | 645,448 | 3,601,025 |
| Employee Benefits | 477,827 | 4,500 | 32,400 | 48,750 | 19,375 | | 143,809 | 829,851 |
| Services and Supplies | | 5,500 | 13,900 | 268,459 | 20,492 | 191,081 | 685,150 | 3,374,694 |
| | 2,389,134 | 55,000 | 228,300 | 512,209 | 132,367 | 191,081 | 1,474,407 | 7,805,570 |
| Net Revenue (Expense) | - | - | - | - | - | - | - | - |

School District No. 47 (qathet)

Annual Budget - Capital Revenue and Expense
Year Ended June 30, 2027

| | 2027 Annual Budget | | | 2026 Amended Annual Budget |
|---|--|------------------|------------------|-------------------------------|
| | Invested in Tangible Capital Assets | Local Capital | Fund Balance | |
| | \$ | \$ | \$ | \$ |
| Revenues | | | | |
| Investment Income | | | - | 5,000 |
| Amortization of Deferred Capital Revenue | 1,925,000 | | 1,925,000 | 1,900,000 |
| Total Revenue | 1,925,000 | - | 1,925,000 | 1,905,000 |
| Expenses | | | | |
| Amortization of Tangible Capital Assets | | | | |
| Operations and Maintenance | 2,300,000 | | 2,300,000 | 2,200,000 |
| Transportation and Housing | 110,000 | | 110,000 | 100,000 |
| Total Expense | 2,410,000 | - | 2,410,000 | 2,300,000 |
| Net Revenue (Expense) | (485,000) | - | (485,000) | (395,000) |
| Net Transfers (to) from other funds | | | | |
| Total Net Transfers | - | - | - | - |
| Other Adjustments to Fund Balances | | | | |
| Total Other Adjustments to Fund Balances | - | - | - | |
| Budgeted Surplus (Deficit), for the year | (485,000) | - | (485,000) | (395,000) |

2025 PSO Climate Change Accountability Report

qathet School District (SD47)



Declaration Statement

This PSO Climate Change Accountability Report for the period January 1, 2025 to December 31, 2025 summarizes our greenhouse gas (GHG) emissions profile, the total offsets to reach net-zero emissions, the actions we have taken in 2025 to minimize our GHG emissions, and our plans to continue reducing emissions in 2026 and beyond.

Emission Reductions: Actions & Plans

The School District established a goal in late 2023 to reduce Greenhouse Gas Emissions by 15% within 4 years and are on target to hit our initial sustainability target. The School District has reviewed the identified three key areas for GHG emissions, paper, buildings, and fleet, and continues to develop strategies to mitigate emissions in each.

2025 Emissions by Source (tCO₂e)

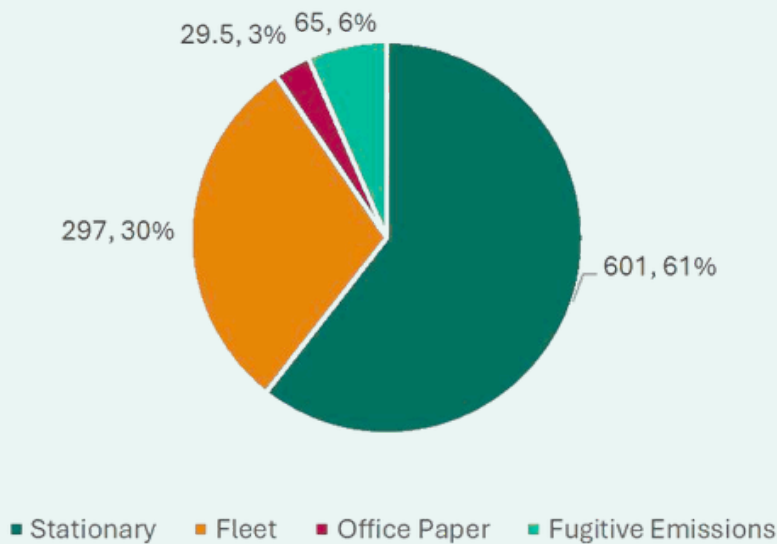


FIGURE 1 – GHG EMISSIONS BY KEY SOURCES

Stationary Sources

Stationary sources represent the largest contribution of emissions at 601 tCO₂e, or approximately 61% of the District's total. Emission sources in the stationary category include natural gas, propane, electricity, and diesel for power generation (backup generators). The energy used provides heating, lighting, and necessary electronics to operate our schools and District buildings.

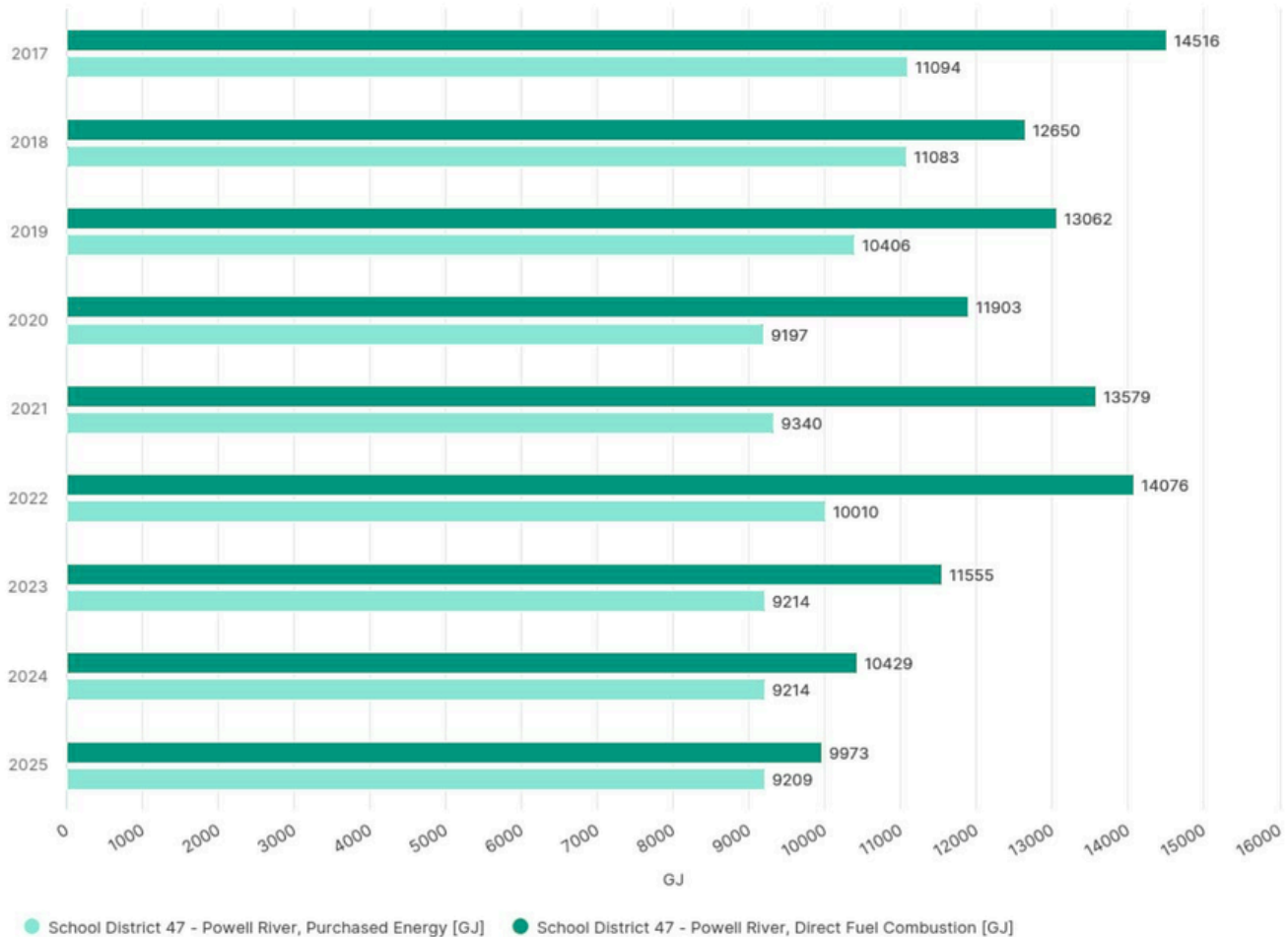


Figure 2 – Annual Station Energy Use, Purchased vs. Direct Fuel Consumption

Figure 2 provides an annual summary of station energy consumption. Year over year since 2022, the District has reduced Direct Fuel Consumption while maintaining electrical consumption levels which shows a reduction in GHG emissions, and overall higher efficiency in building operations.

As can be seen from Figure 3, Direct Fuel Consumption (Natural Gas/Propane) was used as approximately 52% of the District's Stationary Energy use, but when compared to the contributions to GHG emissions, direct fuel consumption contributed 88% of the Station Energy use emissions while electrical emissions represent 12% of the total.

In 2025, the School District had a primary focus on the stationary source reductions with the following projects completed:

Edgehill Elementary School 3-phase Power Upgrade

- Power upgrade to improve electrical capacity at Edgehill School from single phase to 3-phase and effectively replace the 3 boiler units that were supplying heat to the school.

Edgehill Elementary School HVAC Upgrade

- A complete replacement of all HVAC equipment throughout the building to improve air quality, greatly reduce GHG emissions, and provide climate resiliency with the addition of cooling capacity in all classrooms. This ties into the work currently being completed for the school addition which includes new heat pumps throughout for both heating and cooling of all spaces.



In looking at 2026, the focus continues to be on Stationary Sources and opportunities to reduce emissions. The following project work is being planned or completed to support operational efficiencies and sustainability:

Edgehill Elementary School Addition Solar Capacity

- During the Detailed Design phase of the project, the capacity of the roof was upgraded prior to issuing for construction to include capacity for an additional 35kW solar array and parallel source electrical distribution system. The project has been approved, and installation of these panels will take place in Summer 2026.

Kelly Creek Elementary School HVAC Upgrade

- The existing school building areas will undergo an extensive upgrade to replace all HVAC equipment from a Propane heating system to a refrigerant heat pump system which will provide energy efficient heating and cooling to all spaces. This project will be completed in two phases, with the first phase to include electrical and digital control upgrades to the school.

Brooks Domestic Hot Water Boiler Upgrade

- The current domestic hot water system at Brooks Secondary School is tied to the two large boilers for heating the entire school, as well as providing hot water. Currently, these boilers must operate during summer months to maintain domestic hot water service. The upgrade includes the re-use and installation of fully condensing boilers from previous HVAC upgrade projects within the District to turn off the large boilers and run a much smaller, cascading boiler system to provide domestic hot water, as needed. This project is anticipated to significantly reduce the natural gas consumption during summer months for the District.

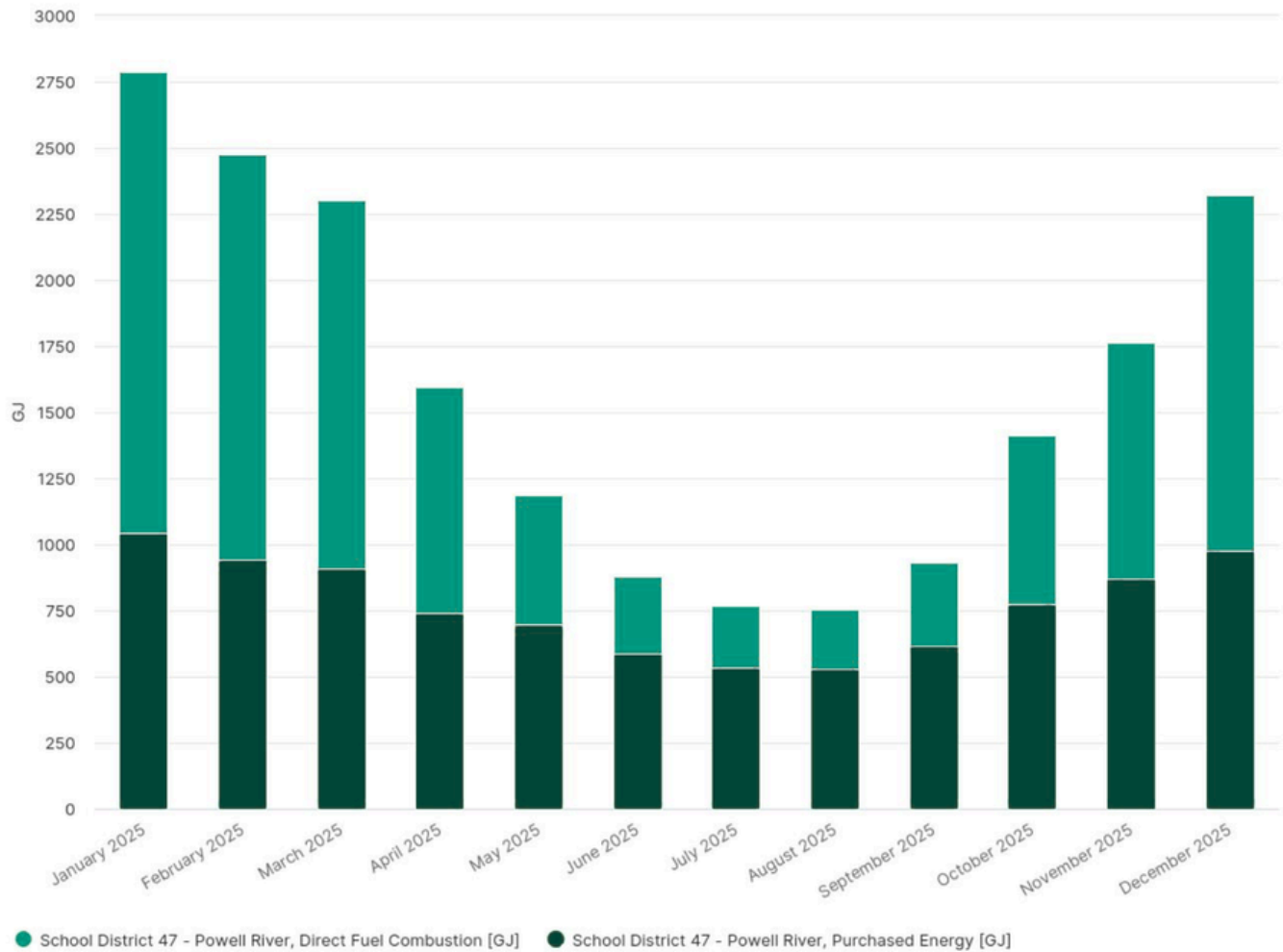


Figure 3 – Stationary Energy Use – Electrical and Fuel



Fugitive Sources

Fugitive emissions, which are emissions generated from refrigerant gas sources (Heat pumps, refrigerators, coolers, freezers, etc) which may leak from aging or damaged equipment, are specifically separated from stationary sources. As the District invests in more refrigerant systems, such as heat pumps, this value is expected to contribute more to the overall GHG emission for the District. Although a GHG emission value is estimated and provided, it is an approximation based on the size and type of refrigerant system/equipment. The District invests in asset tracking and recurring maintenance to ensure equipment is regularly inspected and maintained to minimize any such fugitive emissions.

Mobile Sources

The School District fleet, consisting of our yellow school buses and white fleet vehicles (such as maintenance vans, activity buses, etc), is the second largest contributor to the District's emissions at 298 tCO₂e, or 30% of the total emissions.

From last year, the District had supported planning and design for electrical infrastructure upgrades at the bus garage to support electric bus charging station in preparing for partial electrification of our bus fleet. The District had to pause planning due to concerns with serviceability of heavy duty electric vehicles in the qathet region as BC Ferries was not permitted to transport inoperable electric vehicles. In cases where an electric school bus had a significant maintenance issue, there was no viable option to bring such vehicle to a service location. As of May 19, 2026, BC Ferries has allowed some non-operational electric vehicles onboard and the District will begin exploring options for fleet electrification.

With the changes to BC Ferries policies, the District may be eligible to receive an electric school bus in 2028. This will require the infrastructure upgrades to the Bus Garage to support EV charging.



Paper Consumption

The third key contributor to School District emissions is paper consumption at 30 tCO₂e, or approximately 3% of total emissions. The District continues to use increased recycled-content printing paper and promote paperless options as an alternative. In addition to SharePoint sites being implemented last year, Teams sites have been created to provide more controlled, flexible access to digital files which supports less printing. As more sustainable alternative come to market, such as sugar paper or other fiber alternatives, they will continue to be reviewed for cost and effectiveness within District operations.



qathet School District 2025 GHG Emissions and Offsets Summary

GHG emissions for the period January 1 - December 31, 2025

| | |
|--------------------------------------|------|
| Total BioCO ₂ | 22.2 |
| Total Emissions (tCO ₂ e) | 993 |
| Total Offsets (tCO ₂ e) | 756 |

Adjustments to Offset Required GHG Emissions Reported in Prior Years

| | |
|---|----|
| Total Offsets Adjustment (tCO ₂ e) | -8 |
|---|----|

Grand Total Offsets for the 2025 Reporting Year

| | |
|--|--------------|
| Grand Total Offsets to be Retired for 2025 Reporting Year (tCO ₂ e) | 748 |
| Offset Investment (\$) | \$ 18,700.00 |

Retirement of Offsets:

In accordance with the requirements of the Climate Change Accountability Act and the Carbon Neutral Government Regulation, qathet School District – SD47 (**the Organization**) is responsible for arranging for the retirement of the offsets obligation reported above for the 2024 calendar year, together with any adjustments reported for past calendar years (if applicable). The Organization hereby agrees that, in exchange for the Ministry of Energy and Climate Solutions (**the Ministry**) ensuring that these offsets are retired on the Organization's behalf, the Organization will pay within 30 days, the associated invoice to be issued by the Ministry in an amount equal to \$25 per tonne of offsets retired on its behalf plus GST.

PART 2: Public Sector Climate Leadership

The qathet School District continues to promote sustainability and climate resilience in both education and District facilities/operations.

The District Sustainability Committee has created a committee plan to support outdoor education, climate change awareness, and sustainable goal setting and tracking. Through the committee meetings, ownership and accountability is maintained at both the District and individual level to ensure goals are met and initiatives are implemented. Through the committee, a sustainable fund has been established to promote school sustainability ideation and planning involving staff, students, and the public.

2A. Climate Risk Management

The School District did not experience any significant climatic impact, including extreme heat or flooding/prolonged rain event in the qathet region within the 2025 year. Although not experienced in the last year, It is recognized that climate resilience is necessary for the inevitability of such events. Climate hazard projections based on anecdotal evidence across school districts sites indicates a rise in local temperatures which may require additional cooling demands, specifically in the months of June to September.

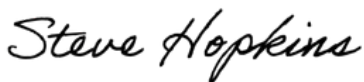
2B. Additional Sustainability Initiatives

Waste Reduction

The qathet region continues to be significantly affected by the loss of recyclable waste diversion streams. In working with the City of Powell River, the School District has maintained curb side pick-up for recycling at the James Thomson and Edgehill Elementary Schools and met with both the City of Powell River and the Ministry of Environment to support additional requests to Recycle BC to add all other District sites within the municipality to the allowed Institutional recycling sites and further improve the District recycling program.

In addition, the Feeding Futures program is being rolled out across the school district to support stigma-free access to food during the school day so that students can focus more on learning without concerns of food security. This program brings food direct to schools and allows for the removal of compost materials from sites at the same time. With the additional food delivery services being provided to these schools, it is anticipated that this program will help support a robust composting program through the District.

Executive Sign-off:



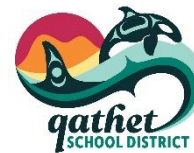
Signature

May 29, 2026

Steve Hopkins

Secretary-Treasurer

MEMORANDUM



Date: June 10, 2026
To: Board of Education
From: Paul McKenzie, Superintendent of Schools
Prepared By: Vianne Kintzinger and Kristen Brach, Directors of Instruction
Re: **District Tier 1 Instructional Coaches and Targeted Student Success Teachers**

Cultivating an Ethic of Learning (titwšëm taʔow)

Ensure early learners and students have the best possible learning experience

1.0 RATIONALE FOR CHANGE

Despite significant investments over several years, gains in foundational literacy and numeracy outcomes have been limited. During this time, the District's senior team has continued to investigate more effective and responsive approaches to supporting teaching and learning.

Research consistently demonstrates that strong foundational skills, particularly in literacy, are essential for student success in comprehension. These skills underpin critical thinking, problem solving, and deeper learning. The research also reinforces the importance of early and timely intervention.

In addition, a recent Literacy Review (February 2026) identified gaps in both instructional practice and the equitable provision of supports across elementary schools. There is also an increasing need to strengthen supports in numeracy and social-emotional learning, including behaviour, within general classroom instruction.

Most importantly, evidence indicates that meaningful and sustained improvement in student outcomes is dependent on the strength of Tier 1 instruction. Ensuring high-quality, research-informed classroom practice for all students is central to achieving system-wide improvement.

Concurrently, questions were raised regarding the application of remedy at the elementary level, as well as the consistency and equity of supports provided across schools. These concerns have contributed to an increased sense of urgency to review and adjust the current model of support.

As part of this work, the District has explored alternative approaches to better align supports with identified classroom and student needs. This has included the development of two re-imagined roles designed to strengthen instructional support without reliance on remedy funding as a sustaining structure.

2.0 BACKGROUND

Over the past six years, schools have largely focused on an intervention model centred on reading support. While this approach has supported some students, it has not consistently resulted in the level of foundational skill development required to ensure long-term success for all learners.

The introduction of newly re-imagined roles is intended to strengthen and expand support for foundational skill development across literacy, numeracy, and social-emotional learning, including behaviour. These roles are essential in ensuring that all students in the qathet School District receive timely, responsive, and equitable support to build the skills necessary for success.

As noted above, moving forward it is important that these roles be developed without reliance on remedy funding as a sustaining structure. Instead, the District has intentionally designed these roles to respond to, and evolve with, the needs identified by teachers, as well as evidence of student progress informed by both qualitative and quantitative data.

Adjustments for 2026–2027

In response to this rationale, the District is implementing the following adjustments for the 2026–2027 school year.

- **Transition to a district-based Learning Success model, replacing school-based assignments with a coordinated, responsive approach:**
 - At the beginning of the school year, Targeted Student Success Teachers will be present in all elementary schools to work alongside classroom teachers. This initial phase will focus on collaboration and consultation to better understand the unique needs of students within each classroom, as well as the collection of baseline data;
 - Based on these initial engagements and a review of assessment data, the district team of Targeted Student Success Teachers will then be deployed, in consultation with district staff and school administrators, to address identified needs early in the school year; and,
 - Student needs will be reassessed a minimum of three times throughout the year, with adjustments to the schedule and allocation of services made accordingly
- **Provide three non-enrolling instructional coaches** to support the strengthening of Tier 1 instruction across schools. See Appendix C.

Further, to ensure that the District is providing equitable support for the diverse learners, there will be an increase in Special Education staffing allocations, and it will be distributed to better reflect the complexity of student needs, rather than relying primarily on school size.

3.0 ADDITIONAL INFORMATION

British Columbia (Ministry of Education and Child Care) emphasizes strengthening Tier 1 instruction as the foundation for equitable, inclusive education that meets diverse learner needs proactively.

- This approach prioritizes high-quality, explicit, and systematic teaching within classrooms to reduce the need for later interventions.
- Research and case studies show that 80–90% of students succeed with strong Tier 1 instruction, reducing reliance on pull-out supports and specialist services.
- Effective Tier 1 instruction includes early screening, explicit phonics teaching, and embedded supports, delivered by classroom teachers to ensure scalability and equity.
- Instructional coaching enhances teacher practice, leading to improved student.

4.0 APPENDICES

- (A) Literacy Program Review
- (B) Elementary Supports
- (C) Tier 1 Instructional Coaches and Targeted Student Success Teacher Positions
- (D) Other related documents:
 - i. “Data Based Decision Making in Multi-Tiered Systems of Support”
 - ii. Coaching Podcast – coaching model based on the science of learning: <https://educationrickshaw.com/2026/05/16/s5e28-aj-pettway-on-student-centered-learning-instructional-coaching-and-school-leadership/>

LITERACY BOARD PROGRAM REVIEW

February 11, 2025



Land Acknowledgement



**čεčhašt kw ƭaʔamɪn qaymɪxʷ.
ʔəsna teʔe giʔe.**

We would like to express our respect for and gratitude to the ƭaʔamɪn peoples whose traditional and treaty territory qathet School District resides on. We recognize the ongoing impacts of colonialism and are committed to our own learning and unlearning while courageously working towards decolonization and indigenization through truth, healing, celebration and reconciliation.



Agenda

1

Setting the context - Literacy in qathet School District

2

DIBELS Data

3

Parent and Caregiver Survey Results

4

Student Survey Results

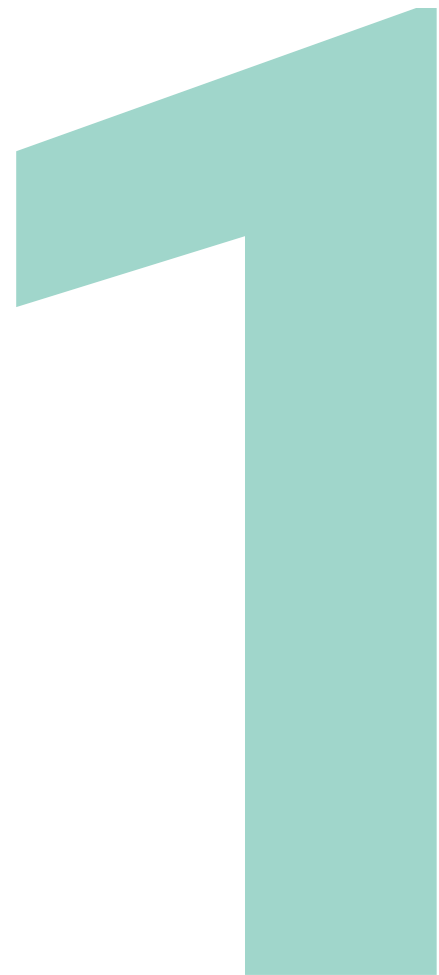
5

Staff Survey Results

6

Next Steps





Setting the Context

Literacy in qathet School District





Board Strategic Plan

Cultivating an Ethic of Learning titıwšem ?əms ta?ow

Ensure early learners and students have the best possible learning experience.

- Focus on foundational learning in literacy and numeracy.
- Foster deep learning so all students can flourish in a rapidly changing world.
- Increase student engagement and voice.

School Growth Plans

- Literacy in some form is a goal in every elementary school growth plan.



Literacy Team

Literacy Coordinator

Calico Clark

Brooks Secondary School

Natasha Bakker

Literacy Support Team

Edgehill - Wendy Adams

Henderson - Nicole Stevens

James Thomson - Ruth Mackenzie,

Denise Little

Kelly Creek Elementary - Julie

Venselaar

Texada Elementary - Alex Bella

Westview Elementary - Becki Mikkelsen,

Jessica Adams, Brittany Bodie

Inclusive Ed Team

Edgehill - Amy Parsons

Henderson - Nicole Burnett

James Thomson - Courtney Leigh,

Denise Little

Kelly Creek Elementary - Megan

Morrissey

Texada Elementary - Alex Bella

Westview Elementary - Michelle

Shipley, Brittany Bodie





Literacy Program Review Process

- January- Consultation with Literacy Support Team around survey questions
- After the conversation, surveys were created
- Surveys administered to parents, elementary students, secondary students, and staff

Literacy Progress in qathet School District

- *Analyzed literacy rates for students*
- *Implemented DIBELS Screener*
- *Established a Literacy Support Team*
- *Created a Literacy Toolkit*
- *Shared Foundational Learning Progressions K-4*
- *Analyzed the impact on students*
- *Created and implemented plans to support each school*
- *Joined an Island Chapter Literacy Community of Practice*



2

DIBELS Data
Review



| Grade | Beginning | Middle | End |
|-------|---|---|------------------------|
| K | <p>n=102 67 (66%) 17 (17%) 10 (10%) 8 (8%)</p> | <p>n=102 65 (64%) 11 (11%) 17 (17%) 9 (9%)</p> | No students with data. |
| 1st | <p>n=112 54 (48%) 22 (20%) 17 (15%) 19 (17%)</p> | <p>n=105 44 (42%) 13 (12%) 27 (26%) 21 (20%)</p> | No students with data. |
| 2nd | <p>n=136 61 (45%) 22 (16%) 25 (18%) 28 (21%)</p> | <p>n=135 62 (46%) 13 (10%) 34 (25%) 26 (19%)</p> | No students with data. |
| 3rd | <p>n=136 47 (35%) 16 (12%) 45 (33%) 28 (21%)</p> | <p>n=133 46 (35%) 17 (13%) 46 (35%) 24 (18%)</p> | No students with data. |
| 4th | <p>n=148 42 (28%) 38 (26%) 47 (32%) 21 (14%)</p> | <p>n=147 46 (31%) 22 (15%) 42 (29%) 37 (25%)</p> | No students with data. |
| 5th | <p>n=139 54 (39%) 25 (18%) 32 (23%) 28 (20%)</p> | <p>n=140 57 (41%) 21 (15%) 32 (23%) 30 (21%)</p> | No students with data. |
| 6th | <p>n=164 53 (32%) 31 (19%) 44 (27%) 36 (22%)</p> | <p>n=160 54 (34%) 36 (23%) 43 (27%) 27 (17%)</p> | No students with data. |
| 7th | <p>n=155 45 (29%) 27 (17%) 46 (30%) 37 (24%)</p> | <p>n=150 54 (36%) 27 (18%) 35 (23%) 34 (23%)</p> | No students with data. |
| All | <p>n=1092 423 (39%) 198 (18%) 266 (24%) 205 (19%)</p> | <p>n=1072 428 (40%) 160 (15%) 276 (26%) 208 (19%)</p> | No students with data. |

Legend n = Number of Students Intensive Support Strategic Support Core Support Core^ Support
 Results Based On DIBELS 8 Composite Score



| Beginning | | | | | | | | Middle | | | | | | | |
|-----------|---------|------|-------------------|------------|--------------|---------------|-----------|---------|---------|------|-------------------|------------|--------------|---------------|-----------|
| NWF-CLS | NWF-WRC | WRF | ORF-Words Correct | ORF-Errors | ORF-Accuracy | Maze-Adjusted | Composite | NWF-CLS | NWF-WRC | WRF | ORF-Words Correct | ORF-Errors | ORF-Accuracy | Maze-Adjusted | Composite |
| 0 | 0 | 0 | 0 | 9 | 0% | 0 | 286 | 0 | 0 | 0 | 0 | 12 | 0% | 0 | 326 |
| 11 | 2 | 0 | 0 | 12 | 0% | 0 | 290 | 44 | 14 | 5 | 7 | 8 | 47% | 0 | 346 |
| 5 | 1 | 0 | 0 | 12 | 0% | 0 | 287 | 43 | 13 | 11 | 15 | 9 | 63% | 0 | 350 |
| 59 | 17 | 23 | 40 | 3 | 93% | 3.5 | 328 | 65 | 19 | 35 | 55 | 7 | 89% | 9 | 379 |
| 48 | 10 | 49 | 46 | 7 | 87% | 0 | 331 | 54 | 15 | 44 | 82 | 5 | 94% | 5 | 386 |
| 53 | 15 | 18 | 29 | 8 | 78% | 3 | 320 | 83 | 28 | 30 | 77 | 3 | 96% | 11 | 393 |
| 58 | 18 | 25 | 28 | 4 | 88% | 2.5 | 324 | 102 | 33 | 48 | 72 | 7 | 91% | 6 | 402 |
| 42 | 11 | 17 | 26 | 5 | 84% | 3.5 | 315 | 95 | 31 | 50 | 85 | 4 | 96% | 11 | 405 |
| 79 | 22 | 37 | 50 | 3 | 94% | 4.5 | 342 | 101 | 28 | 51 | 89 | 2 | 98% | 7 | 408 |
| 78 | 24 | 36 | 39 | 4 | 91% | 4 | 338 | 121 | 33 | 46 | 80 | 2 | 98% | 9 | 411 |
| 103 | 33 | 47 | 82 | 4 | 95% | 8.5 | 366 | 88 | 30 | 48 | 115 | 3 | 97% | 8.5 | 413 |
| 132 | 42 | 50 | 107 | 3 | 97% | 10.5 | 387 | 97 | 32 | 63 | 102 | 0 | 100% | 10 | 415 |
| 85 | 26 | 49 | 87 | 4 | 96% | 10 | 362 | 102 | 32 | 53 | 112 | 0 | 100% | 17 | 419 |
| 76 | 22 | 58 | 80 | 3 | 96% | 10 | 357 | 104 | 32 | 66 | 131 | 4 | 97% | 11.5 | 429 |
| 98 | 28 | 34 | 58 | 2 | 97% | 1 | 352 | 156 | 46 | 62 | 83 | 4 | 95% | 11 | 430 |
| 77 | 26 | 42 | 85 | 0 | 100% | 8.5 | 356 | 133 | 43 | 77 | 104 | 0 | 100% | 20.5 | 433 |
| 158 | 49 | 72 | 115 | 2 | 98% | 13.5 | 405 | 161 | 52 | 69 | 151 | 0 | 100% | 10 | 459 |
| 131 | 40 | 63 | 78 | 0 | 100% | 5 | 378 | 180 | 56 | 88 | 125 | 0 | 100% | 16 | 461 |
| 169 | 54 | 78 | 116 | 0 | 100% | 13 | 411 | 151 | 50 | 79 | 170 | 0 | 100% | 12 | 465 |
| 131 | 43 | 71 | 129 | 1 | 99% | 12 | 400 | 169 | 55 | 83 | 162 | 0 | 100% | 11 | 469 |
| 154 | 52 | 71 | 138 | 0 | 100% | 16.5 | 412 | 187 | 52 | 89 | 190 | 0 | 100% | 15 | 487 |
| 61 | 19 | 20 | 27 | 4 | 87% | 0.5 | 323 | | | | | | | | |
| | | | | | | | | | | | | | | | |
| 82.2 | 25.2 | 39.1 | 61.8 | 4.1 | 81% | 5.9 | 348.6 | 106.5 | 33.0 | 52.2 | 95.6 | 3.3 | 89% | 9.5 | 413.6 |



3

Literacy Survey Results

Parents and Caregivers Results

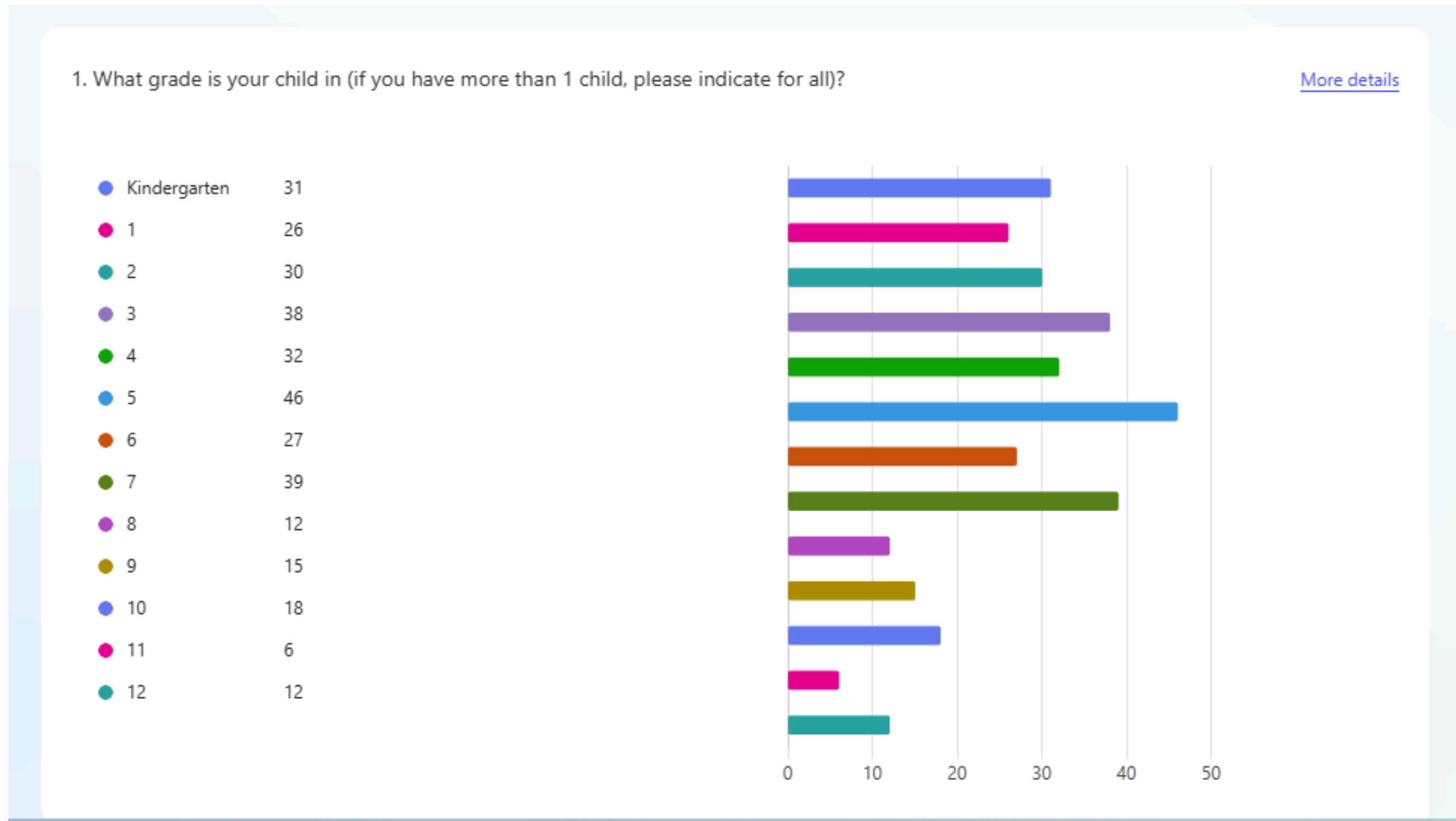


Literacy Review Parent and Caregiver Survey

January/February 2026, 227 responses,

Broad representation across elementary, secondary, French immersion, homeschool/distributed learning, and diverse learner needs

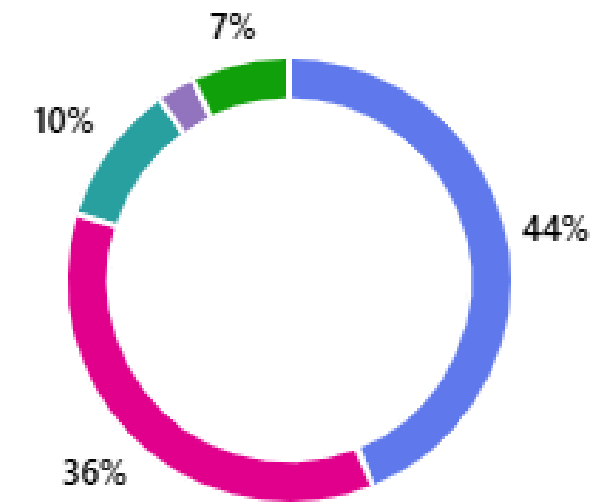
Mix of quantitative ratings and detailed narrative feedback



2. Does your child enjoy reading?

[More details](#)

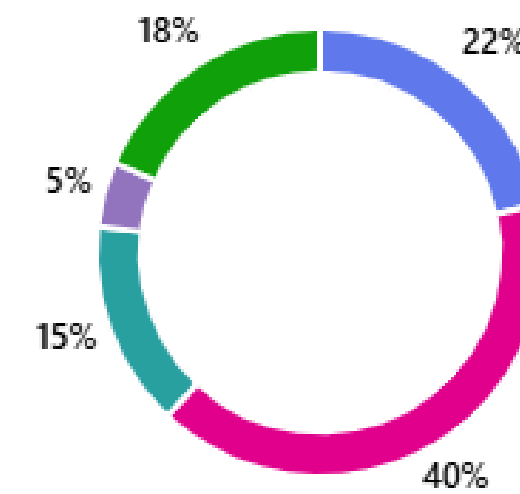
| | |
|------------------|-----|
| ● Yes, very much | 111 |
| ● Yes, somewhat | 91 |
| ● Neutral/unsure | 26 |
| ● Maybe | 7 |
| ● No | 18 |



3. Does your child enjoy writing?

[More details](#)

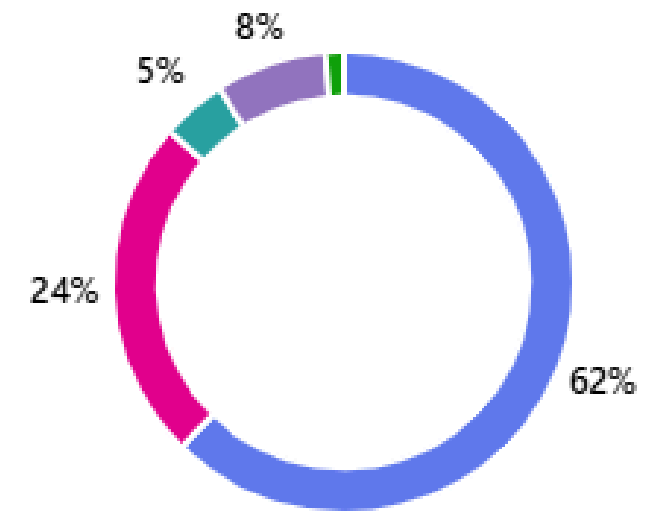
| | |
|------------------|-----|
| ● Yes, very much | 55 |
| ● Yes, sometimes | 103 |
| ● Neutral/unsure | 38 |
| ● Maybe | 12 |
| ● No | 47 |



4. How often does your child read at home?

[More details](#)

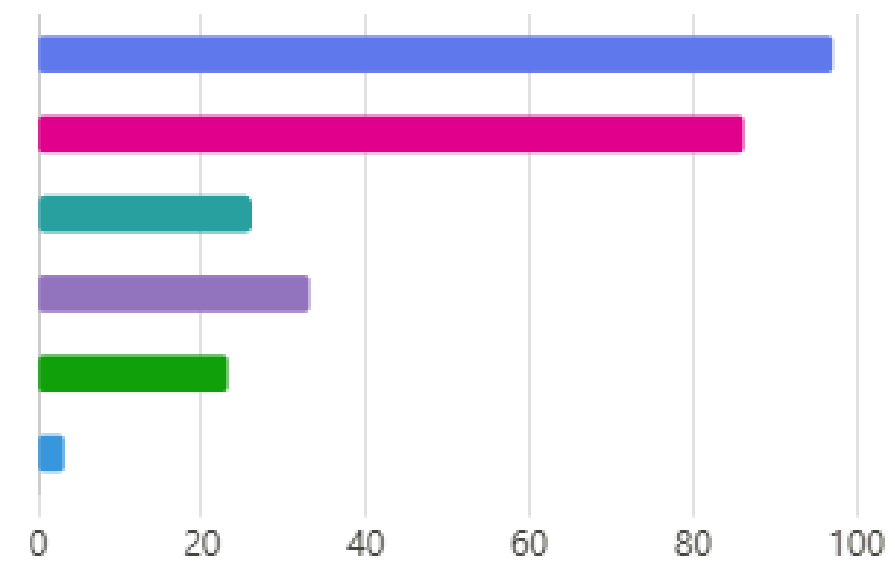
| | |
|----------------------|-----|
| ● Daily | 151 |
| ● A few times a week | 58 |
| ● Once a week | 11 |
| ● Rarely | 19 |
| ● Never | 3 |



5. How confident is your child as a reader?

[More details](#)

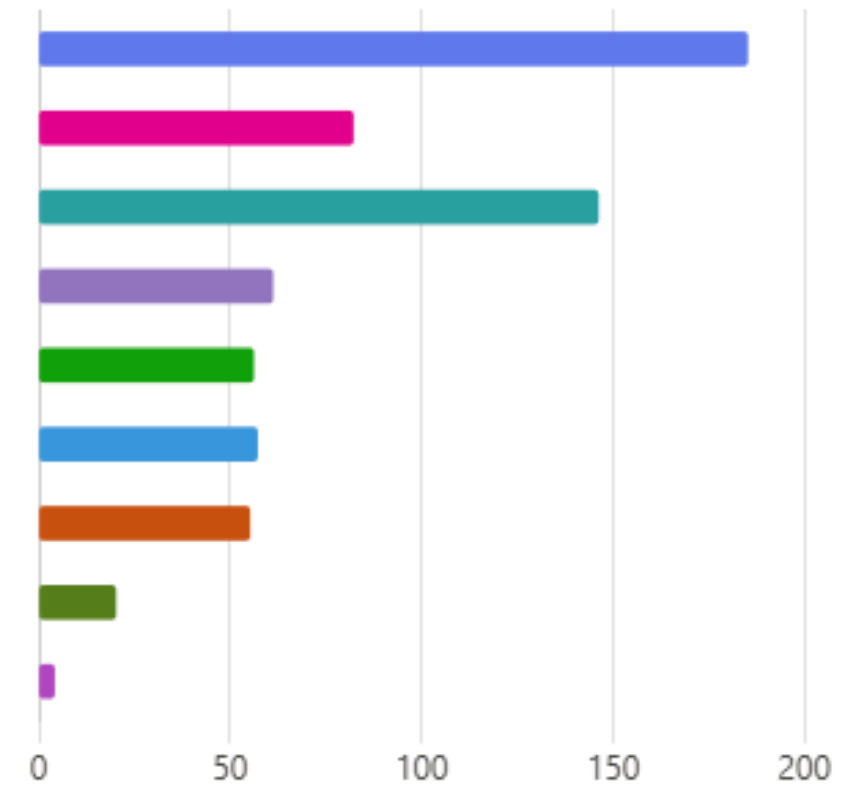
| | |
|--------------------------|----|
| ● Extremely confident | 97 |
| ● Somewhat confident | 86 |
| ● Neutral | 26 |
| ● Somewhat not confident | 33 |
| ● Not at all confident | 23 |
| ● Unsure | 3 |



6. What types of reading does your child enjoy at home?

[More details](#)

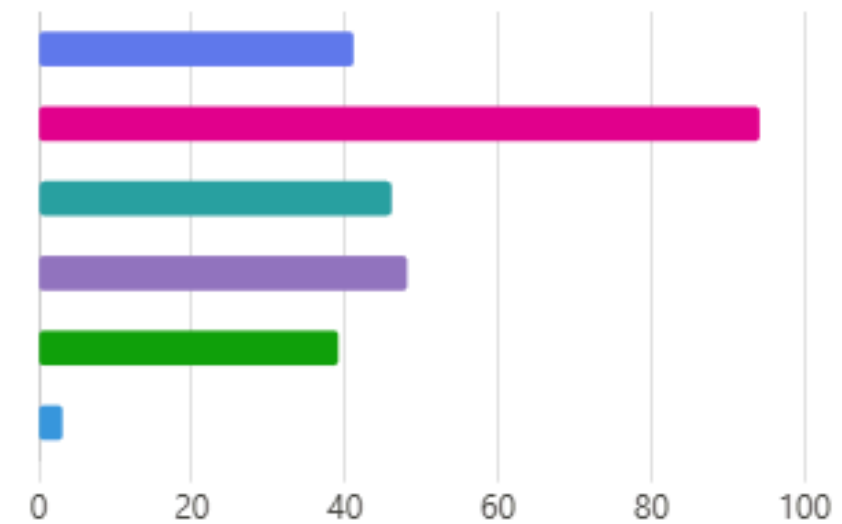
| | |
|----------------------------------|-----|
| ● Storybooks/novels | 185 |
| ● Non-fiction | 82 |
| ● Comics/graphic novels | 146 |
| ● Magazines/articles | 61 |
| ● Online reading | 56 |
| ● Audiobooks | 57 |
| ● School assigned reading | 55 |
| ● My child does not read for fun | 20 |
| ● Other | 4 |



7. How confident is your child as a writer?

[More details](#)

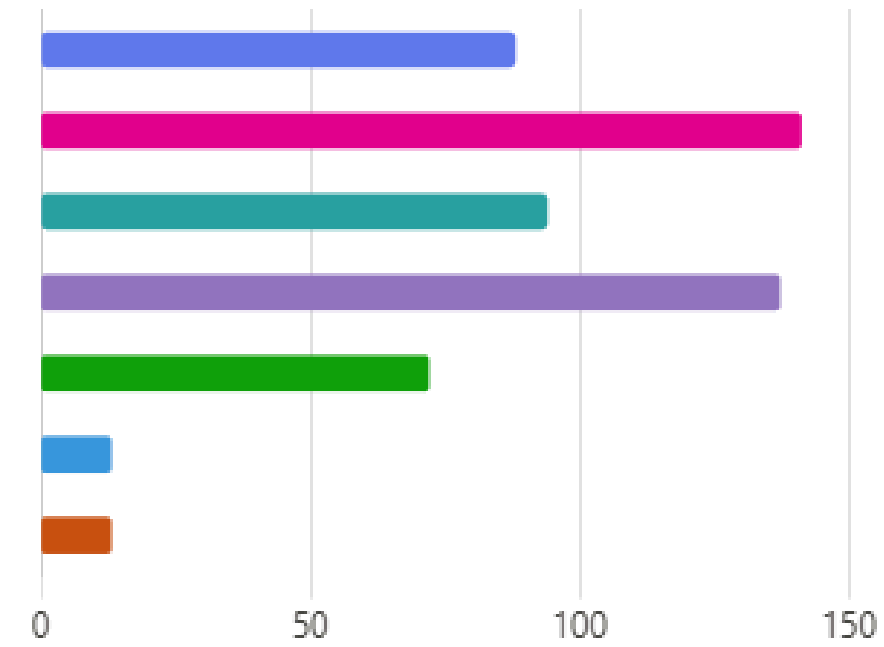
| | |
|--------------------------|----|
| ● Extremely confident | 41 |
| ● Somewhat confident | 94 |
| ● Neutral | 46 |
| ● Somewhat not confident | 48 |
| ● Not at all confident | 39 |
| ● Unsure | 3 |



8. What types of writing does your child do at home? (check all that apply)

[More details](#)

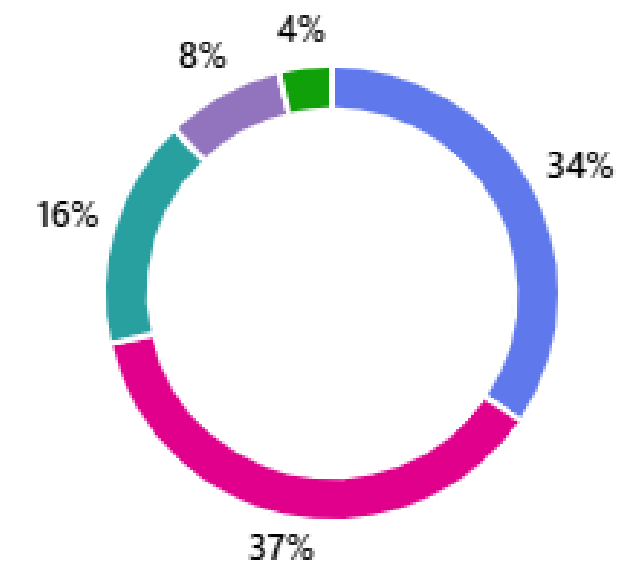
| | |
|--|-----|
| ● Journals or personal writing | 88 |
| ● School assignments | 141 |
| ● Creative writing (stories, poems) | 94 |
| ● Notes or lists | 137 |
| ● Online writing (text messages, blogging) | 72 |
| ● My child does not write at home | 13 |
| ● Other | 13 |



9. Do you feel informed about your child's progress in reading and writing?

[More details](#)

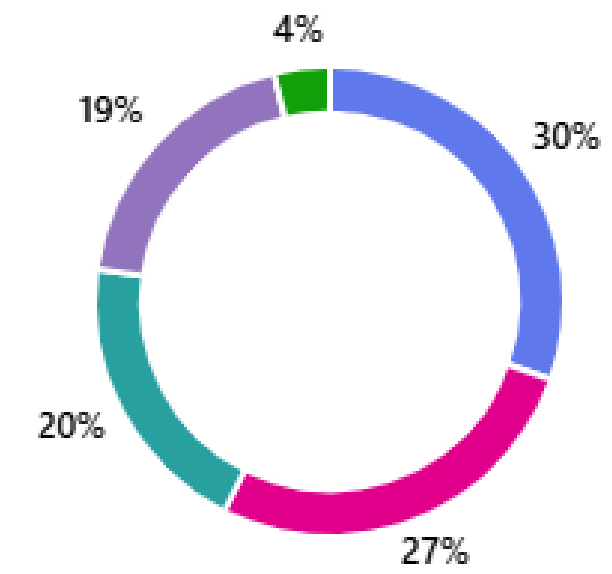
| | |
|----------------------|----|
| ● Yes, very informed | 82 |
| ● Yes, somewhat | 88 |
| ● Neutral/unsure | 39 |
| ● Not really | 20 |
| ● No | 9 |



10. Do you understand how reading and writing are taught in your child's school?

[More details](#)

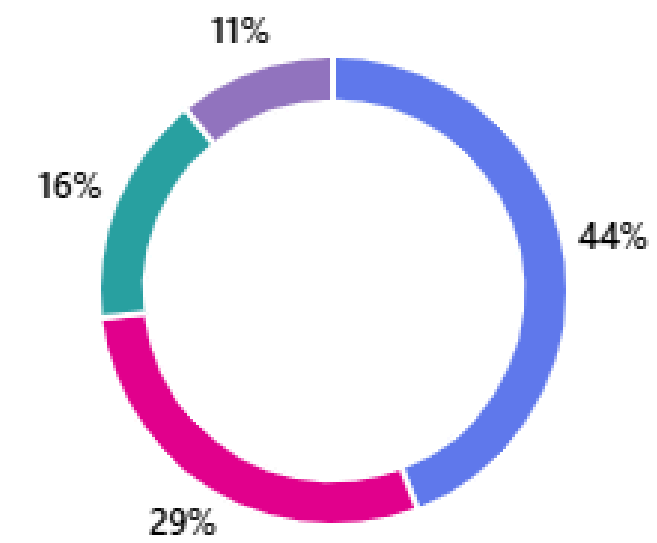
| | |
|--------------|----|
| ● Yes | 72 |
| ● Mostly | 64 |
| ● Somewhat | 47 |
| ● Not really | 45 |
| ● Not at all | 9 |



11. Have you been given strategies to support reading or writing at school?

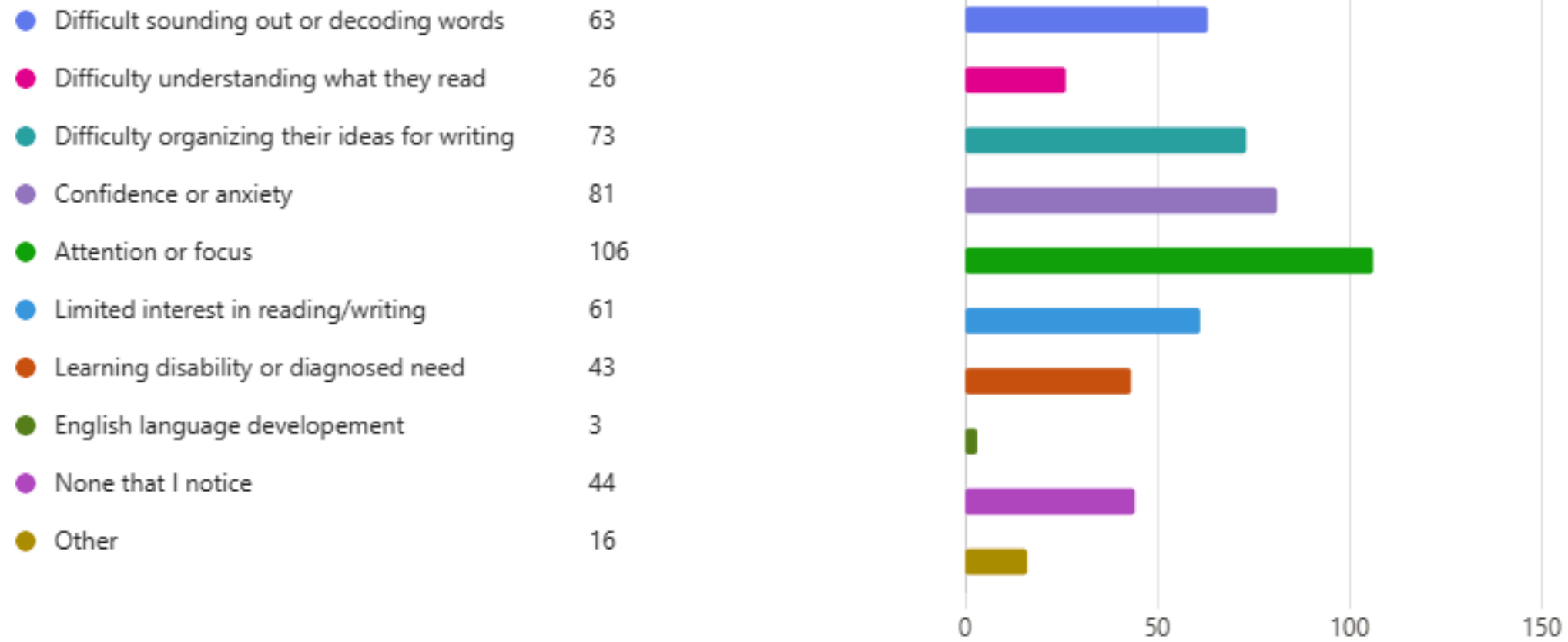
[More details](#)

| | |
|--------------------|-----|
| ● Yes | 102 |
| ● Somewhat | 67 |
| ● Not yet | 37 |
| ● It is not needed | 25 |



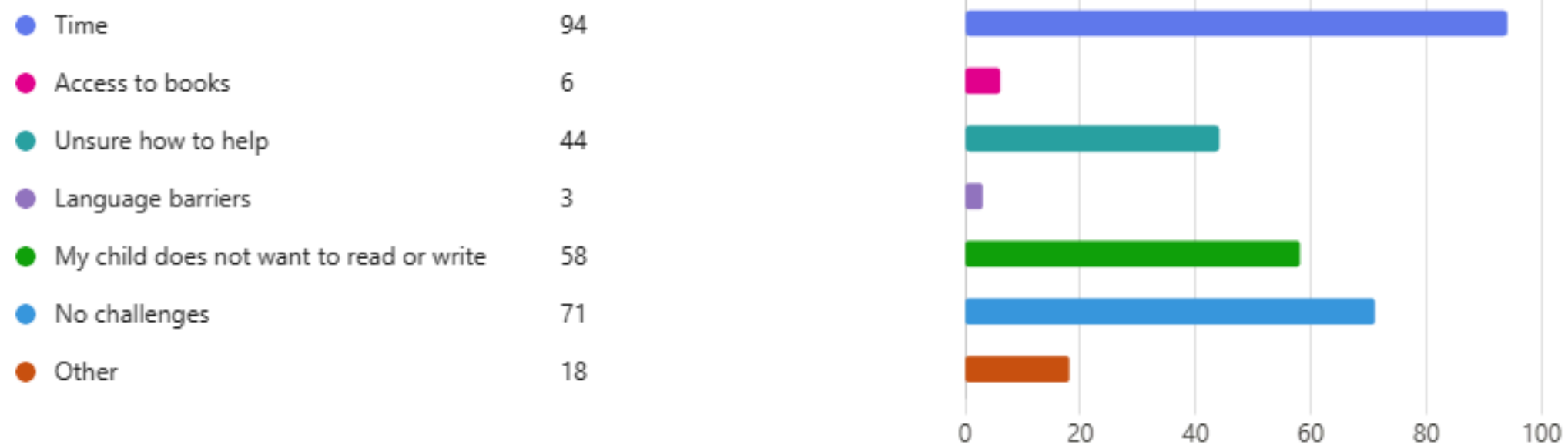
12. What challenges do you believe your child face with reading and writing? (check all that apply)

[More details](#)



13. What challenges do you face in supporting literacy at home (check all that apply)?

[More details](#)



What do you think the school/district is doing well in supporting reading and writing?

Responses and key themes summarized by ChatGPT

Strengths Identified by Families

Access to Resources & Literacy Culture

- Well-stocked libraries, classroom books, literacy events, and reading initiatives
- Variety of digital tools, take-home materials, and diverse reading options
- Visible emphasis on the importance of reading and writing

Strong Teaching & Engagement

- Dedicated teachers who make literacy engaging and meaningful
- Creative approaches such as novel studies, writing projects, and reading incentives
- Positive relationships fostering confidence and enjoyment

Supports for Diverse Learners

- Reading interventions, small groups, and individualized supports
- Use of assistive technology and accommodations
- Efforts to meet students where they are developmentally

Communication & Home Connections

- Many families value teacher communication and home support suggestions
- Access to resources through school and distributed learning programs



What do you think the school/district is doing well in supporting reading and writing?

Areas for Growth Identified by Families

Consistency Across Programs and Grades

- Variable experiences between schools, classrooms, and learning programs
- Requests for clearer progression of supports into secondary grades

Communication & Guidance for Families

- Some families want clearer feedback on progress and how to support literacy at home
- Homeschool/online families report inconsistent connection with district supports

Extension and Engagement

- Desire for enrichment for strong readers and writers
- Interest in more engaging or varied literacy experiences in some classrooms

Access to Specialized Supports

- Some requests for expanded intervention, speech-language, or tutoring access
- Desire for more one-to-one support where needs exist



Is there anything else you would like the literacy review team to know?

Responses and key themes summarized by ChatGPT

Strengths Identified by Families

Strong Literacy Foundations & Programs

- Positive feedback on French Immersion literacy outcomes and decoding skills
- Appreciation for knowledgeable teachers, literacy specialists, and library resources
- Some families report strong progress and increased confidence in reading

Access to Resources & Supports

- Recognition of reading programs, intervention supports, and assistive technology
- Appreciation for curated resources, literacy teams, and distributed learning supports
- Positive experiences with structured approaches such as phonics-based instruction

Engagement & Reading Culture

- Value placed on access to diverse books and encouraging reading enjoyment
- Recognition of literacy events, classroom initiatives, and supportive staff



Is there anything else you would like the literacy review team to know?

Areas for Growth Identified by Families

Communication & Transparency

- Desire for clearer information about literacy expectations, progress, and interventions
- Requests for more guidance on supporting literacy at home
- Some uncertainty about how reading levels are assessed and reported

Writing, Spelling & Grammar Instruction

- Requests for greater emphasis on writing development, spelling, and grammar
- Interest in more structured, systematic writing instruction and practice
- Desire for consistency in correcting spelling and written conventions

Consistency of Supports

- Variable experiences across classrooms, schools, programs, and grade levels
- Concerns about literacy support continuity into secondary school
- Some families noted challenges accessing specialized supports or timely resources

Engagement & Differentiation

- Desire for more engaging reading materials and enrichment for strong readers
- Requests for additional support for students with learning differences
- Interest in balancing screen use, motivation, and literacy engagement

Home–School Partnership

- Requests for practical strategies, curated book lists, and parent learning resources
- Interest in stronger collaboration and clearer communication with families



Summary of Findings

Responses and key themes summarized by ChatGPT

1. Reading Engagement is Generally Strong

- *Most families report children enjoy reading, with many reading daily or several times per week*
- *Students show higher confidence in reading than writing*
- *Access to books (libraries, classrooms, home reading programs) is widely appreciated*

What this suggests:

A positive reading culture exists

Early literacy foundations appear strong overall

2. Writing Confidence is More Variable

- *Lower confidence in writing compared to reading*
- *Challenges with spelling, grammar, organization of ideas, and stamina for writing*
- *Desire for more structured writing instruction and practice*

Common theme:

Reading gains do not always translate into writing confidence.

3. Teachers and School Supports Are Highly Valued

- *Dedicated, caring teachers*
- *Literacy intervention teams and resource teachers*
- *Library programs and literacy events*
- *Inclusive practices and assistive technology supports*
- *Many families credited individual educators with significant literacy growth.*



4. Communication with Families is Mixed

While many parents feel informed some want clearer information about:

- *Reading/writing expectations by grade*
- *How progress is measured*
- *What interventions are happening*
- *How to support learning at home*

Homeschool/online families especially noted inconsistent communication

5. Access and Consistency of Supports Vary

- *Differences between schools, classrooms, and grade levels*
- *Concerns about reduced literacy supports in secondary grades*
- *Requests for more one-to-one support and earlier identification of needs (e.g., dyslexia, dysgraphia)*

6. Engagement and Motivation Remain Key Challenges

Parents emphasized:

- *Importance of choice in reading materials*
- *Concerns about screen distraction*
- *Desire for more engaging texts and writing opportunities*
- *Need for enrichment for strong readers as well as support for struggling students*

7. Strong Interest in Home–School Partnership

Many families asked for:

- *Practical strategies for home support*
- *Curated book lists and literacy resources*
- *Clearer explanations of instructional approaches*
- *Opportunities for parent learning sessions*



Key Themes Identified by Parents/Caregivers

- *Strengthen Writing Instruction*
- *Ensure continuity from elementary to secondary*
- *Improve Communication with Families*
- *Enhance Consistency Across Schools and Programs*
- *Support Engagement and Differentiation*
- *Strengthen Early Identification and Intervention*
- *Build Parent Partnership Opportunities*



4

Literacy Survey

Student Results



Elementary Student Literacy Survey

January/February 2026, 367 responses,

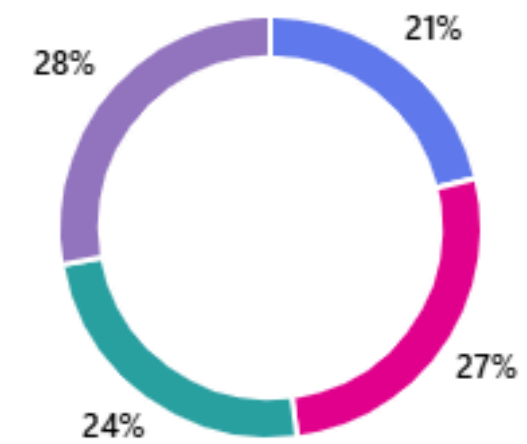
Broad representation across elementary, French immersion, homeschool/distributed learning,
and diverse learner needs

Mix of quantitative ratings and detailed narrative feedback

1. What grade are you in?

[More details](#)

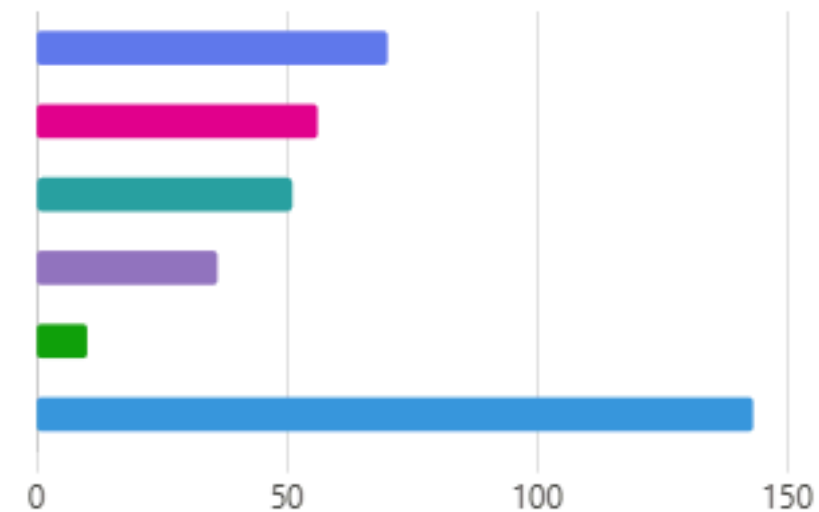
| | |
|-----------|-----|
| ● Grade 4 | 78 |
| ● Grade 5 | 98 |
| ● Grade 6 | 89 |
| ● Grade 7 | 102 |



2. What school do you go to?

[More details](#)

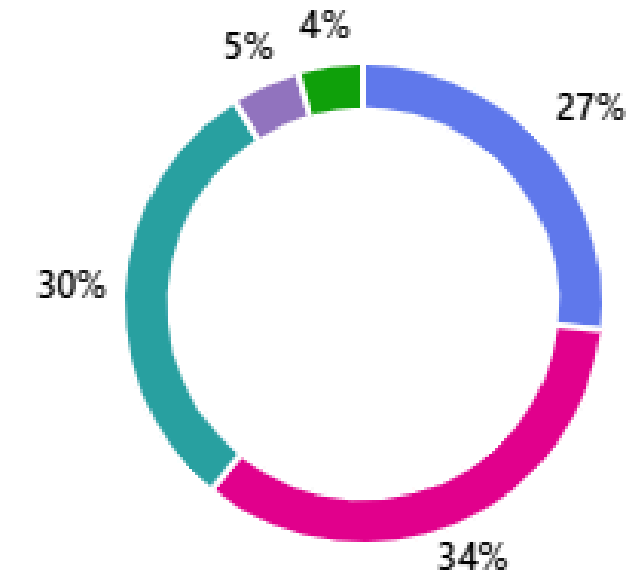
| | |
|----------------------------|-----|
| ● Edgehill Elementary | 70 |
| ● Henderson Elementary | 56 |
| ● Kelly Creek Elementary | 51 |
| ● James Thomson Elementary | 36 |
| ● Texada Elementary | 10 |
| ● Westview Elementary | 143 |



3. How do you feel about reading?

[More details](#)

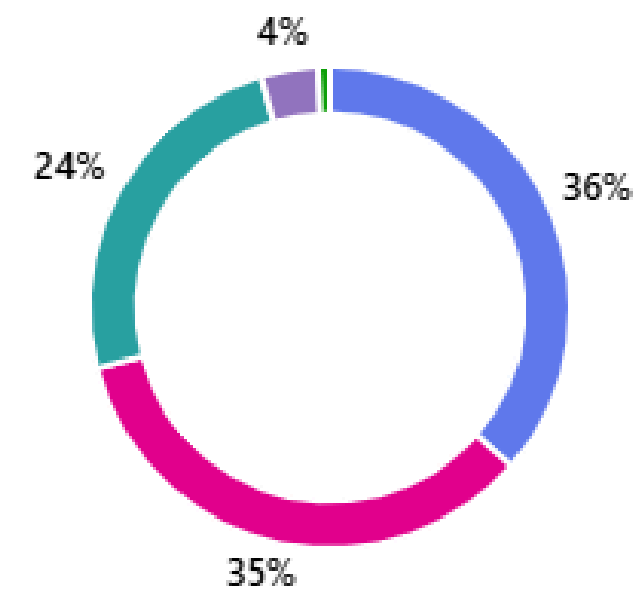
| | |
|--------------------------|-----|
| ● I love it | 98 |
| ● I like it | 125 |
| ● It's okay | 110 |
| ● I don't really like it | 17 |
| ● I don't like it at all | 16 |



4. How easy or hard is reading for you?

[More details](#)

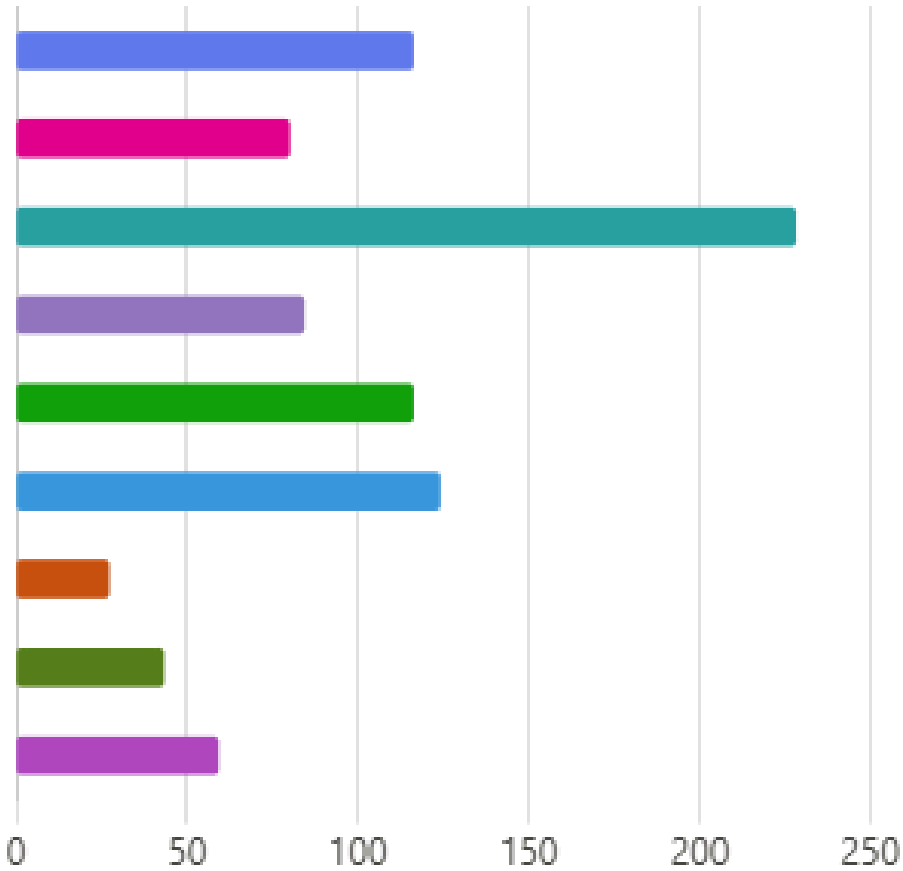
| | |
|------------------|-----|
| ● Always easy | 133 |
| ● Sometimes easy | 126 |
| ● In the middle | 89 |
| ● Sometimes Hard | 14 |
| ● Always Hard | 3 |



5. What kinds of books do you like to read? Check as many choices as you like.

[More details](#)

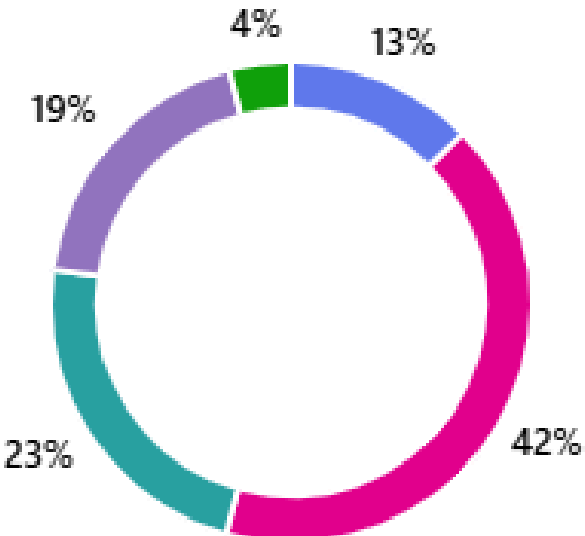
| | |
|--------------------------|-----|
| ● Stories | 116 |
| ● Picture books | 80 |
| ● Comics/graphic novels | 228 |
| ● Non-Fiction | 84 |
| ● Fantasy | 116 |
| ● Mystery | 124 |
| ● Magazines | 27 |
| ● I'm not sure | 43 |
| ● Other (please tell us) | 59 |



6. Do you spend time reading outside of school?

[More details](#)

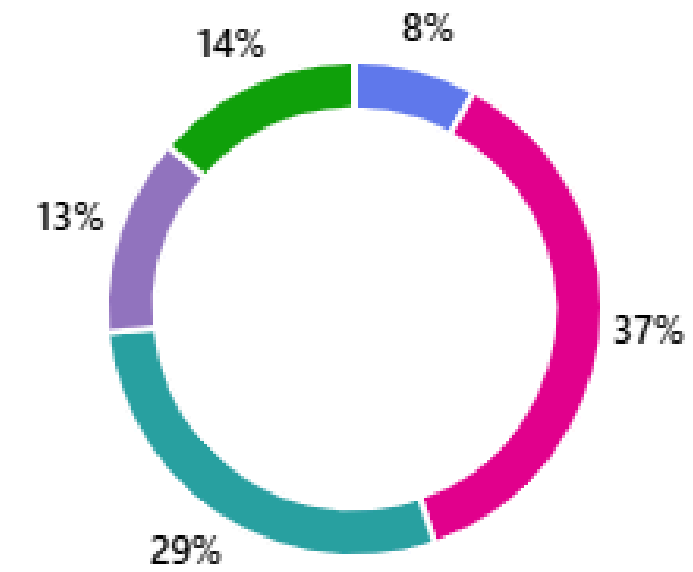
| | |
|----------------|-----|
| ● Never | 46 |
| ● Some days | 152 |
| ● Most days | 83 |
| ● Every day | 68 |
| ● I'm not sure | 15 |



7. At school, do you learn about sounds, letters, and how words work? (For example UFLI, morning message, phonics)

[More details](#)

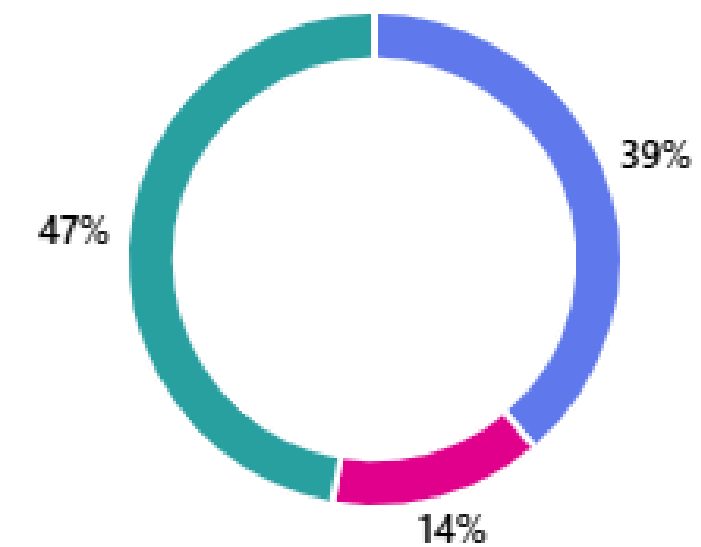
| | |
|----------------|-----|
| ● Never | 29 |
| ● Some days | 133 |
| ● Most days | 104 |
| ● Every day | 47 |
| ● I'm not sure | 49 |



8. Do the reading lessons in your class help you become a better reader?

[More details](#)

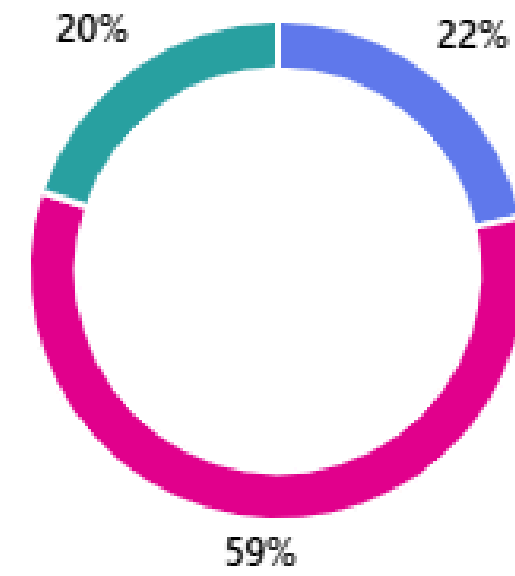
| | |
|-------------|-----|
| ● Yes | 141 |
| ● No | 51 |
| ● Sometimes | 172 |



9. Do you get extra help with reading in school? (It could be in class or out of class like teacher help, or EA's)

[More details](#)

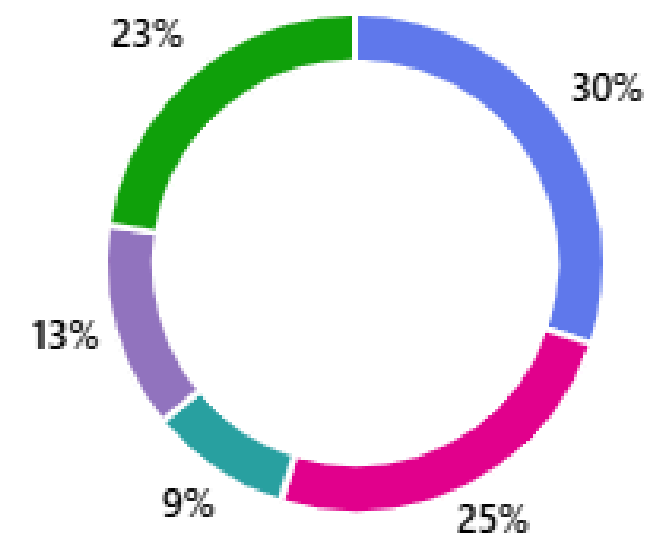
| | |
|----------------|-----|
| ● yes | 78 |
| ● no | 212 |
| ● I'm not sure | 72 |



10. If yes, what kind of help do you get (check all that apply)?

[More details](#)

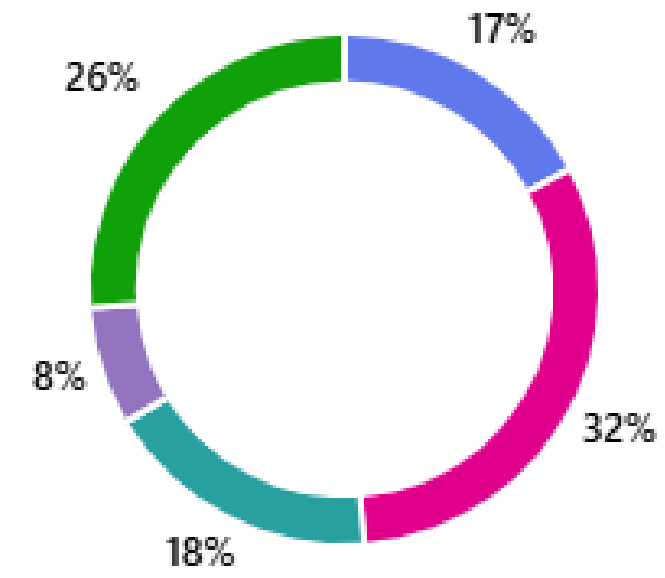
| | |
|--|----|
| ● Small group lessons/literacy centres | 59 |
| ● One-on-one help | 48 |
| ● Reading practice on a computer | 18 |
| ● Books picked just for me | 26 |
| ● Other | 44 |



11. How do you feel about the reading help you get? Check the sentence that matches how you feel.

[More details](#)

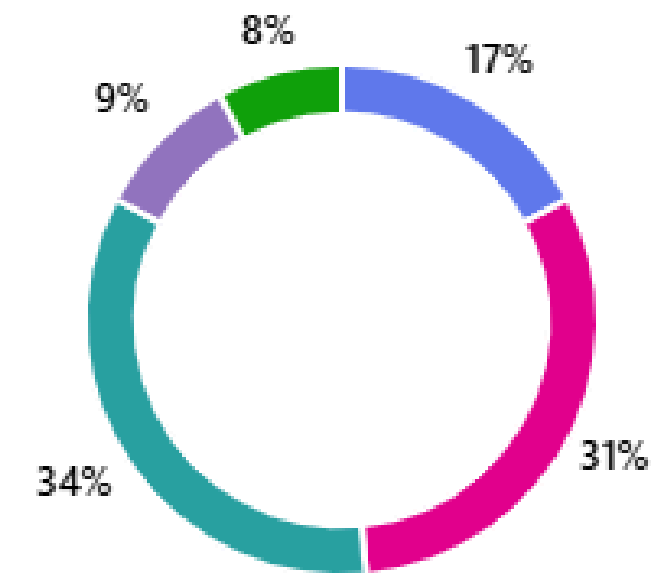
| | |
|---------------------------------|----|
| ● It helps my reading a lot | 50 |
| ● It helps my reading sometimes | 92 |
| ● It helps my reading a little | 51 |
| ● It doesn't help my reading | 22 |
| ● I'm not sure | 76 |



12. How do you feel about writing?

[More details](#)

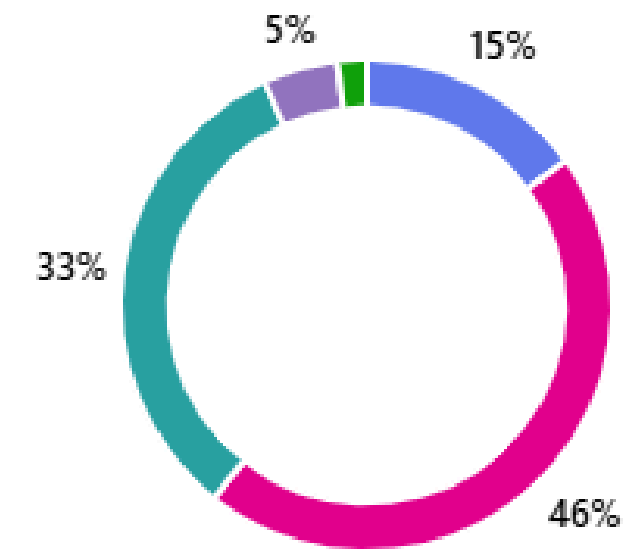
| | |
|--------------------------|-----|
| ● I love it | 63 |
| ● I like it | 115 |
| ● It's okay | 126 |
| ● I don't really like it | 34 |
| ● I don't like it at all | 29 |



13. How easy or hard is writing for you?

[More details](#)

| | |
|-----------------|-----|
| ● Very easy | 55 |
| ● Easy | 167 |
| ● Sometime hard | 119 |
| ● Hard | 18 |
| ● Very hard | 7 |



What makes reading fun or interesting for you at school?

Responses and key themes summarized by ChatGPT

Choice & Personal Interest

- Being able to choose their own books is the most frequently mentioned motivator
- Interest-based genres matter (graphic novels, fantasy, mystery, sports, animals, history, manga, nonfiction)
- Students are more engaged when books connect to their hobbies or identity

Good Stories & Imagination

- Engaging plots, suspense, action, humour, and mystery increase enjoyment
- Many students enjoy “getting lost in the story” or imagining characters and settings
- Fiction and graphic novels are especially popular

Environment & Time to Read

- Quiet time, silent reading, and comfortable spaces support engagement
- Students value uninterrupted reading time
- Some asked for more time to read during school

Access to Books

- Libraries, classroom collections, and variety of book choices were noted positively
- Some students appreciate exposure to new books from teachers or peers

Social & Instructional Supports

- Teacher read-alouds, partner reading, and reading with friends help engagement
- Reading programs, challenges, or incentives were mentioned positively



What makes reading fun or interesting for you at school?

Barriers Students Identified

Lack of Interest or Connection

- A significant number of students reported reading as “boring” or “not fun”
- Engagement drops when books are assigned rather than chosen

Limited Selection in Preferred Genres

- Requests for more graphic novels, manga, sci-fi, and high-interest books
- Some students noted limited choices in French or specific genres

Difficulty or Confidence Issues

- Some students noted stress with reading tasks or difficulty understanding texts
- A few reported limited help or support when struggling

Competing Interests

- Screens, other activities, and motivation were mentioned indirectly
- Some students prefer reading at home rather than at school



What makes reading hard for you?

Responses and key themes summarized by ChatGPT

Vocabulary & Word Difficulty

- Most frequent challenge: unfamiliar, long, or complex words
- Difficulty pronouncing or understanding new vocabulary
- Some students noted challenges with spelling patterns or decoding

Focus, Motivation & Interest

- Reading feels harder when books are not interesting or are assigned
- Some students report boredom, lack of motivation, or fatigue
- Distractions (noise, friends, screens, tiredness) affect concentration

Comprehension & Fluency

- Some students can read words but struggle to understand meaning
- A few noted losing their place, mixing up words, or slower reading pace
- Reading aloud can create anxiety for some students

Environmental Factors

- Noise, uncomfortable seating, or classroom distractions impact reading
- Limited time or interruptions during reading periods were mentioned

Language & Learning Differences

- Reading in another language (e.g., French immersion) can add difficulty
- Some students identified dyslexia, autism, vision issues, or attention challenges



What is something your teacher does that really helps you learn to read or write?

Responses and key themes summarized by ChatGPT

Explicit Teaching & Explanation

- Teachers explaining words, grammar, pronunciation, and sentence structure
- Demonstrating how to read or write rather than just assigning tasks
- Providing examples, modelling writing, and clarifying expectations

Practice & Routine

- Regular reading and writing time (silent reading, writing blocks, daily practice)
- Spelling tests, grammar work, and structured literacy exercises
- Programs such as Reading Rev, UFLI, and similar structured supports

Individualized Support

- One-to-one help when students are stuck on words or ideas
- Small group reading or intervention support
- Feedback and correction that helps improve skills

Reading Aloud & Shared Reading

- Teachers reading aloud to students or reading together
- Partner reading and group reading activities

Supportive Learning Environment

- Encouragement, patience, and teachers “going slow” when needed
- Opportunities for choice and creative writing (e.g., free writing, journals)



What else do you want to tell us about reading or writing at school?

Responses and key themes summarized by ChatGPT

Positive Student Perspectives

Enjoyment & Interest

- Many students expressed enjoyment of reading and/or writing
- Some reported strong enthusiasm for storytelling, creative writing, and specific genres (e.g., graphic novels, fiction, horror, sports, manga)
- Libraries and access to books were valued by several students

Perceived Benefits

- Students noted reading helps learning, imagination, vocabulary, and knowledge
- Some feel reading and writing are improving their skills and confidence

Engagement in Writing

- Several students particularly enjoy creative writing opportunities
- Some students write independently at home (stories, comics, journals)



What else do you want to tell us about reading or writing at school?

Areas Students Identified for Improvement

Choice, Challenge & Relevance

Requests for:

- More choice in books
- Harder or more engaging texts for strong readers
- Opportunities to vote on class books
- More genre variety

Writing Opportunities

Some students want:

- More creative writing time
- Clearer writing topics or guidance
- Less repetitive tasks

Engagement & Stress

A few students reported:

- Stress from assignments or repetitive work
- Writing fatigue (e.g., hand discomfort)
- Preference for independent reading rather than structured activities



Overall Summary

General Attitudes Toward Reading & Writing

- *Most students report positive or neutral attitudes toward reading:*
- *Many say they like or love reading, though some remain disengaged.*

Writing attitudes are slightly more mixed:

- *Many students enjoy writing, particularly creative writing.*
- *A noticeable group finds writing difficult, stressful, or less enjoyable than reading.*

Reading Confidence & Difficulty

- *The majority of students describe reading as easy or sometimes easy.*

Common reading challenges include:

- *Unfamiliar vocabulary and long words*
- *Maintaining focus or motivation*
- *Understanding meaning (comprehension)*
- *Reading in another language (e.g., French immersion)*
- *Environmental distractions or confidence reading aloud*

Engagement Factors in Reading

Students say reading is most enjoyable when:

- *They can choose their own books*
- *Stories are engaging, suspenseful, funny, or connected to interests*
- *There is quiet time and space to read*
- *They have access to a wide variety of books*
- *Teachers read aloud or provide supportive guidance*
- *Interest and relevance strongly influence motivation.*



Writing Experiences

Students highlighted:

- Enjoyment of creative writing opportunities (stories, comics, journals)

Desire for:

- More writing time
- Clearer topics or guidance
- Variety and creativity in assignments

Challenges mentioned include:

- Spelling and grammar confidence
- Hand fatigue or writing stamina
- Feeling stressed by repetitive or structured tasks

Perceptions of Instruction & Support

Students reported that teachers help through:

- Explaining words and modelling reading/writing
- Sounding out words and phonics support
- Spelling practice and structured programs
- One-to-one or small group support
- Regular reading and writing practice

However, some students:

- Were unsure how teachers help, or
- Felt they received limited support.



Elementary Student Survey

Overall Summary Generated by ChatGPT

Key Takeaways for the Literacy Review

Strengths

- *Generally positive attitudes toward reading.*
- *Strong student awareness of reading benefits.*
- *Appreciation for teachers, libraries, and literacy programs.*
- *Many students feel confident in reading ability.*

Areas to Monitor

- *Writing confidence and enjoyment are more variable than reading.*
- *Engagement depends heavily on choice and interest.*
- *Some students experience stress, boredom, or lack of challenge.*
- *Support consistency varies across classrooms and learners.*

Potential Considerations Moving Forward

- *Continue strengthening reading engagement through choice and relevance.*
- *Enhance writing instruction, stamina, and confidence.*
- *Maintain strong teacher support and structured literacy approaches.*
- *Ensure access to diverse, high-interest reading materials.*
- *Support both struggling readers and advanced readers.*



Secondary Student Literacy Survey

January/February 2026, 152 responses,

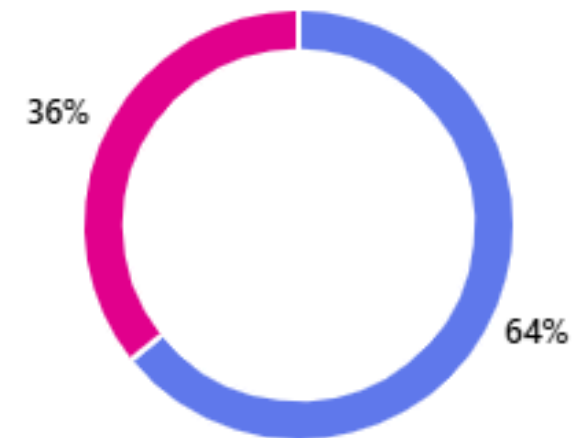
Broad representation across secondary, French immersion, homeschool/distributed learning, and diverse learner needs

Mix of quantitative ratings and detailed narrative feedback

1. What grade are you in?

[More details](#)

| | |
|------------|----|
| ● Grade 8 | 97 |
| ● Grade 9 | 54 |
| ● Grade 10 | 0 |
| ● Grade 11 | 0 |
| ● Grade 12 | 0 |



2. What school do you go to?

[More details](#)

| | |
|----------------------------|-----|
| ● Brooks Secondary | 151 |
| ● PIE | 0 |
| ● Westview Learning Centre | 0 |



Which courses this year include the most reading and writing for you?

Responses and key themes summarized by ChatGPT

Courses Most Frequently Identified

- English / Language Arts

Most commonly identified course for both reading and writing

- Students clearly associate literacy development primarily with English classes
- Social Studies / Humanities

Second most frequently mentioned area

- Students noted regular reading, writing assignments, projects, and analysis tasks
- French / Second Language Courses
- Frequently identified, particularly in immersion programs
- Students noted significant reading, writing, and comprehension work

Other Courses Occasionally Mentioned

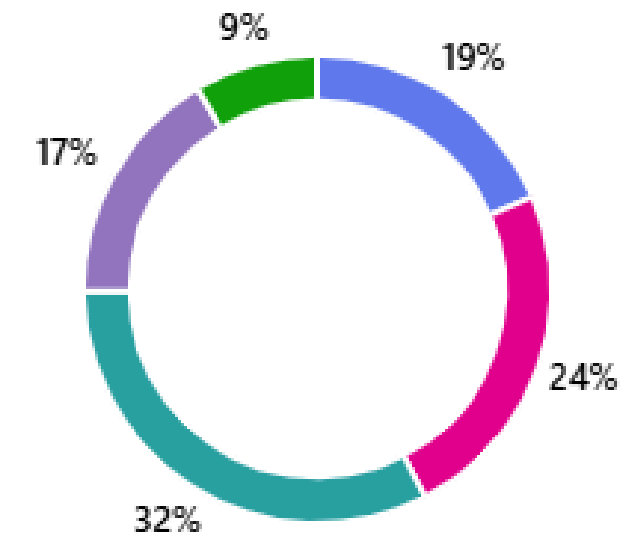
- Science: Some reading/writing through reports and content texts
- Careers/Planning courses: Writing tasks, reflections, and assignments
- Math/STEM: Rarely mentioned, though occasional written work noted



4. How do you feel about reading?

[More details](#)

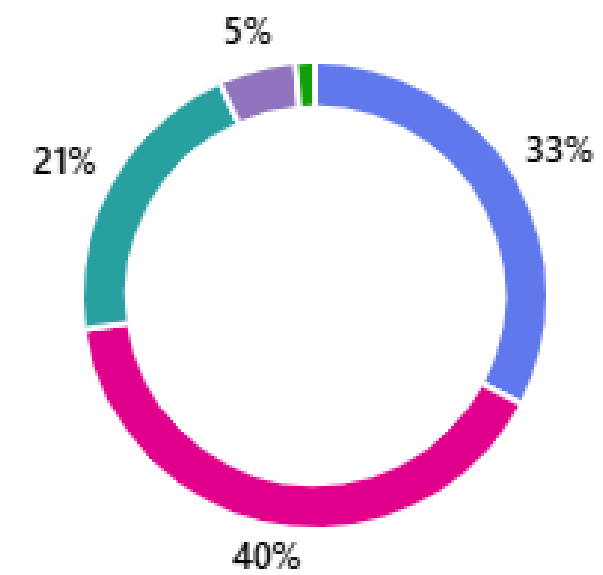
| | |
|---|----|
| ● I like reading a lot | 28 |
| ● I like reading | 36 |
| ● I feel neutral about reading | 49 |
| ● I don't really like reading | 25 |
| ● I dislike reading | 13 |



5. How easy or hard is reading for you?

[More details](#)

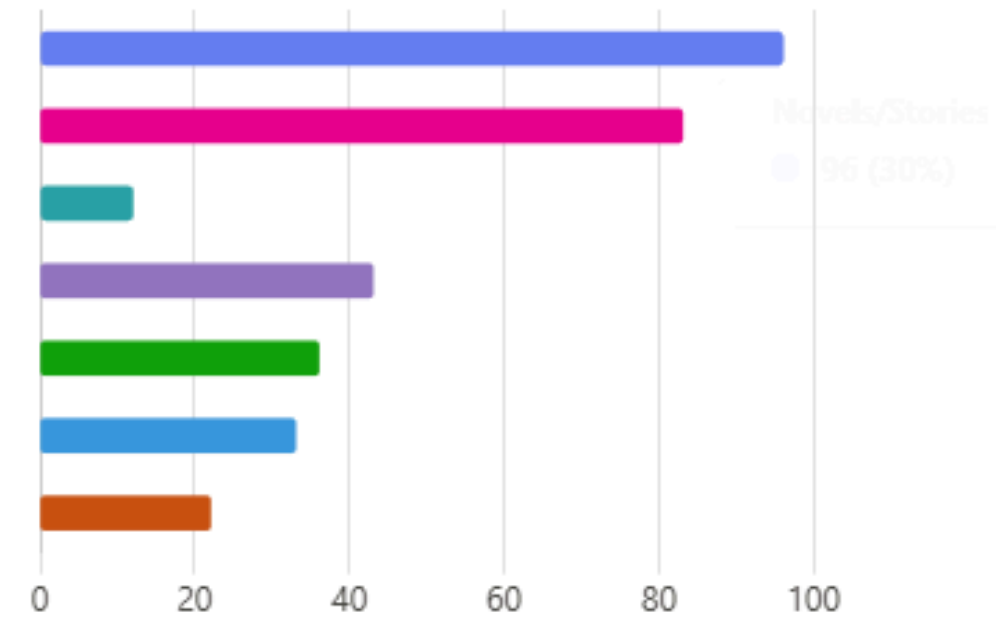
| | |
|--|----|
| ● Extremely easy | 49 |
| ● Somewhat easy | 60 |
| ● Neutral | 31 |
| ● Hard | 8 |
| ● Very Hard | 2 |



6. What type of reading do you do most in your classes? (check all that apply)

[More details](#)

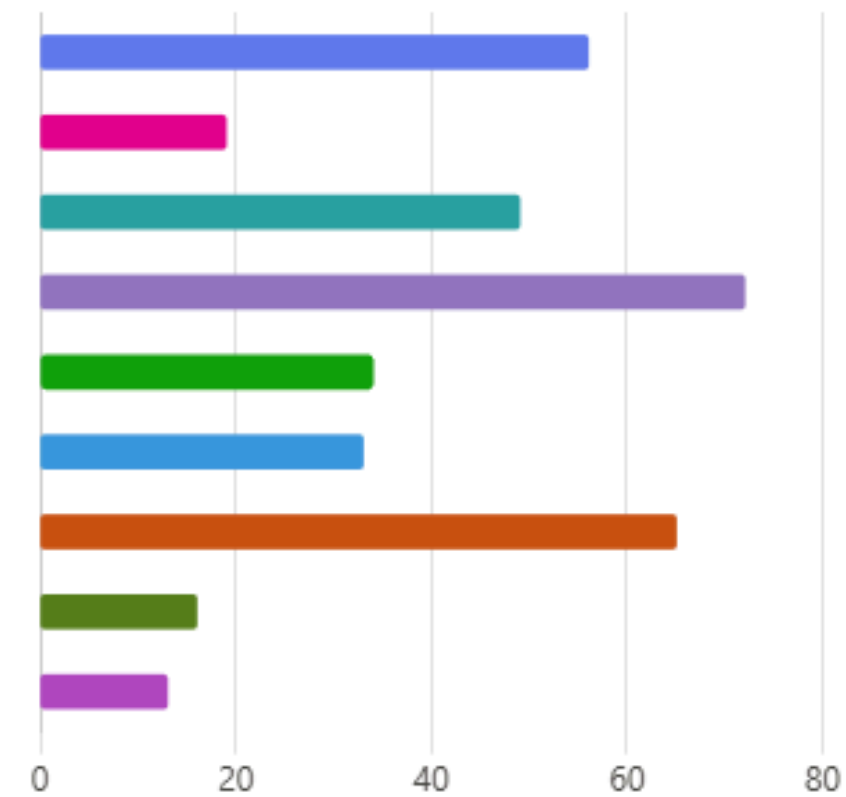
| | |
|--------------------------------|----|
| ● Novels/Stories | 96 |
| ● Textbooks | 83 |
| ● Poetry | 12 |
| ● Non-Fiction | 43 |
| ● Online sources | 36 |
| ● Instructions/technical texts | 33 |
| ● Other (please tell us) | 22 |



7. What helps you understand what you read (check all that apply)?

[More details](#)

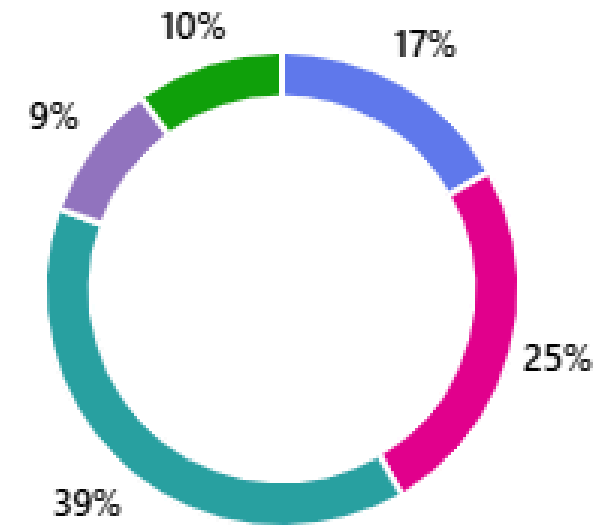
| | |
|-----------------------------------|----|
| ● Talking about the text in class | 56 |
| ● Graphic organizers | 19 |
| ● Extra time | 49 |
| ● Quiet reading time | 72 |
| ● Video explanations | 34 |
| ● Teacher modelling/think alouds | 33 |
| ● Talking with a partner | 65 |
| ● Audio versions of text | 16 |
| ● Other | 13 |



8. How do you feel about writing?

[More details](#)

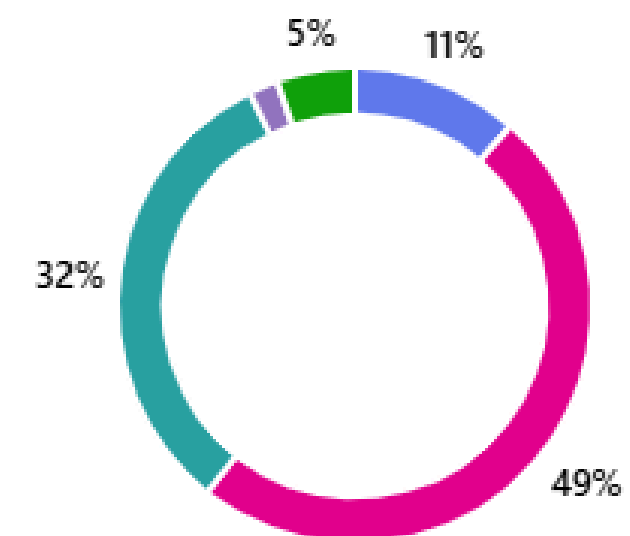
| | |
|--------------------------|----|
| ● I love it | 25 |
| ● I like it | 37 |
| ● It's okay | 58 |
| ● I don't really like it | 14 |
| ● I don't like it at all | 15 |



9. How easy or hard is writing for you?

[More details](#)

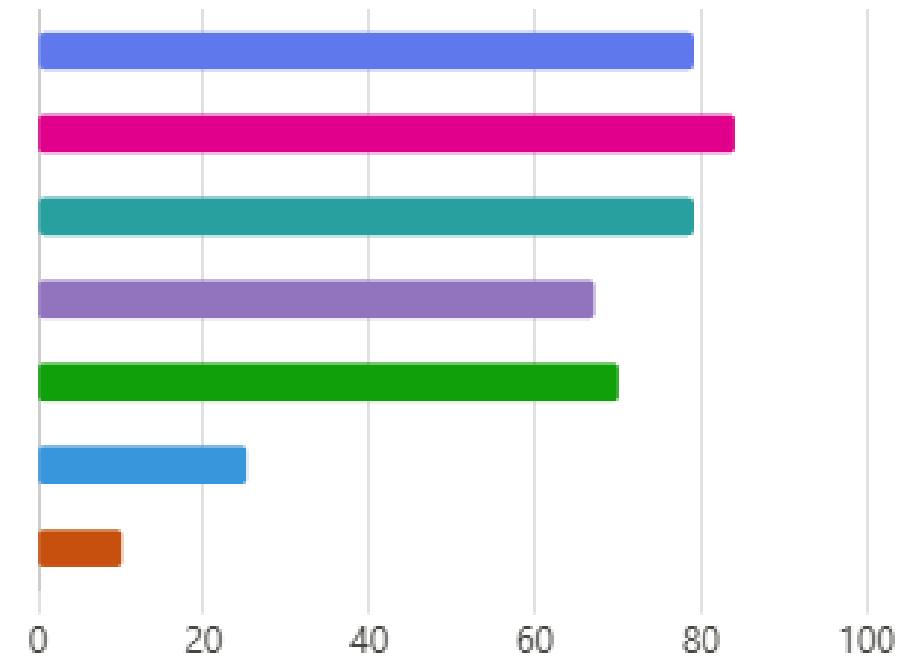
| | |
|------------------------|----|
| ● Very easy | 17 |
| ● Easy | 74 |
| ● Sometime challenging | 48 |
| ● Hard | 3 |
| ● Very hard | 8 |



10. What types of writing do you do most in your classes? (check all that apply)

[More details](#)

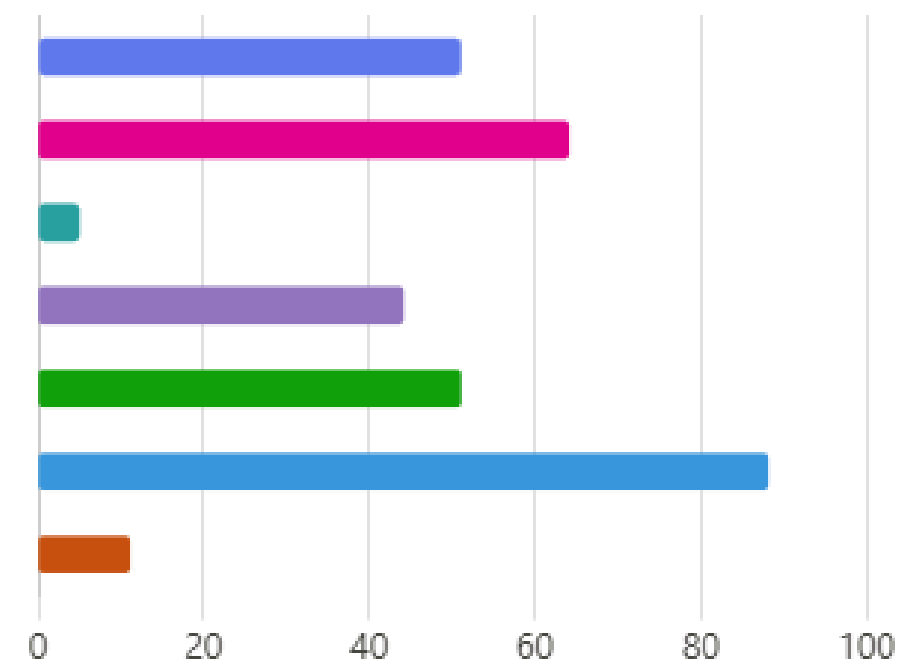
| | |
|---------------------------------|----|
| ● Paragraphs or essays | 79 |
| ● Short response | 84 |
| ● Creative writing | 79 |
| ● Research writing | 67 |
| ● Notes | 70 |
| ● Personal reflections/journals | 25 |
| ● Other | 10 |



11. What helps you most with writing? (check all that apply)

[More details](#)

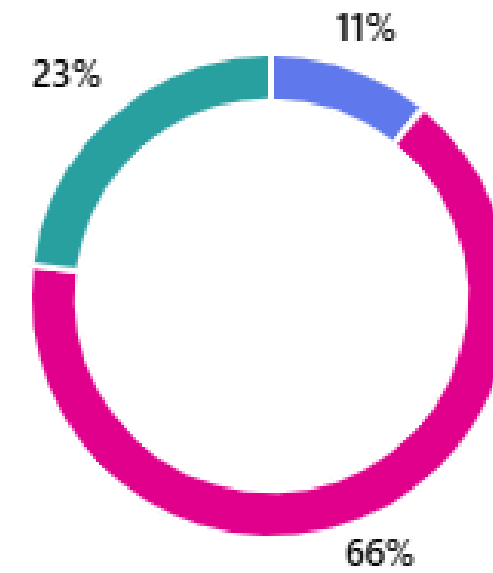
| | |
|--|----|
| ● Teacher help | 51 |
| ● Time to revise/edit | 64 |
| ● Graphic organizers | 5 |
| ● Peer feedback | 44 |
| ● Using technology (spell check, voice to text, etc) | 51 |
| ● Quiet time to write | 88 |
| ● Other | 11 |



12. Do you get extra help with reading or writing?

[More details](#)

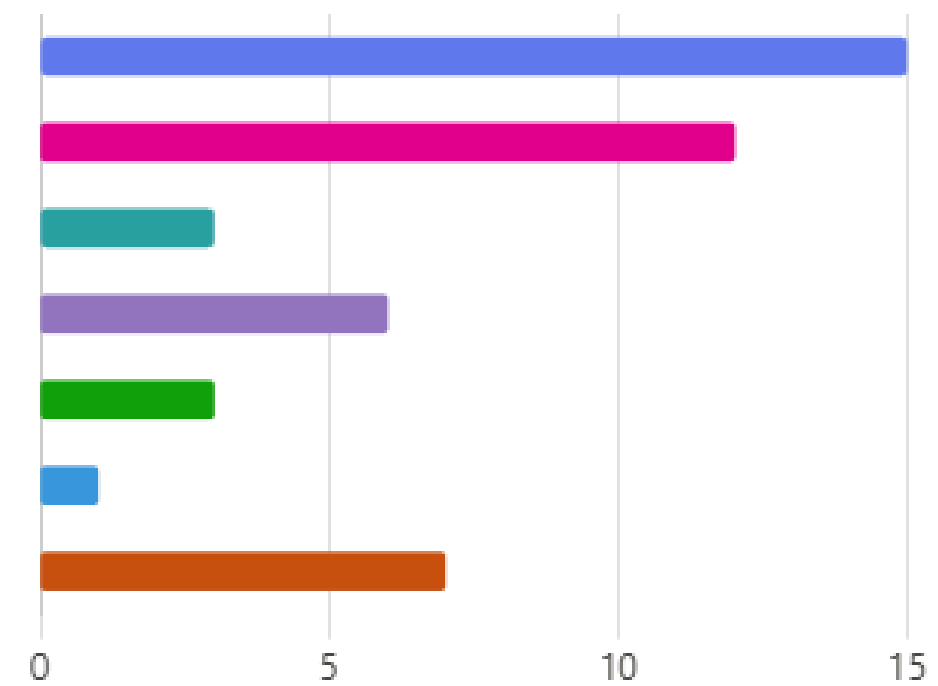
| | |
|------------|----|
| ● Yes | 16 |
| ● No | 98 |
| ● Not sure | 34 |



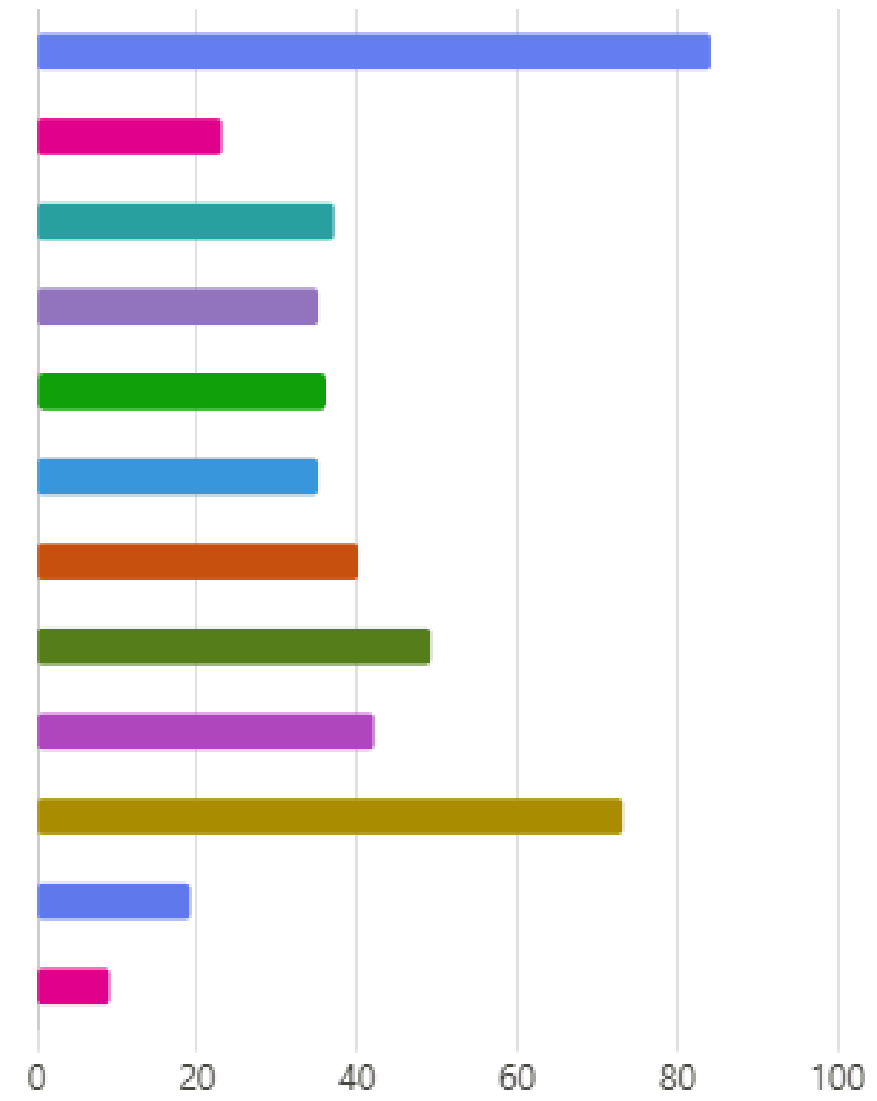
13. If yes, what type of help do you get (select all that apply)?

[More details](#)

| | |
|----------------------------|----|
| ● Small group support | 15 |
| ● Learning support teacher | 12 |
| ● ELL support | 3 |
| ● Education Assistant | 6 |
| ● After school help | 3 |
| ● Online programs/tools | 1 |
| ● Other | 7 |



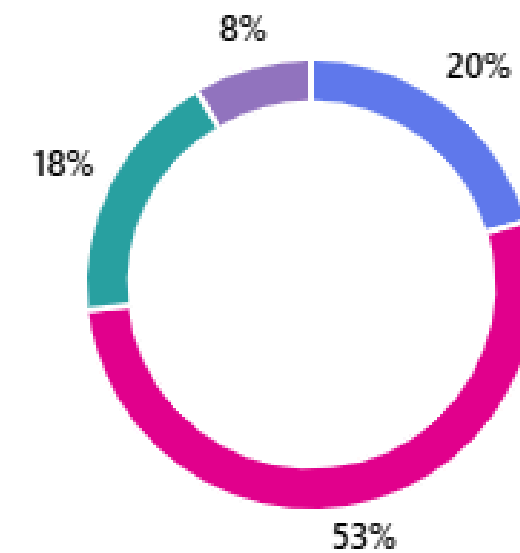
| | |
|---|----|
| ● Staying focused | 84 |
| ● Vocabulary | 23 |
| ● Understanding what the text is saying | 37 |
| ● Writing ideas down | 35 |
| ● Organizing my thinking | 36 |
| ● Reading quickly | 35 |
| ● Keeping up with classwork | 40 |
| ● Not enough time | 49 |
| ● Anxiety or stress | 42 |
| ● Not interested in the topic | 73 |
| ● I don't know | 19 |
| ● Other | 9 |



15. How often do your classes include reading or writing activities that you find meaningful or interesting?

[More details](#)

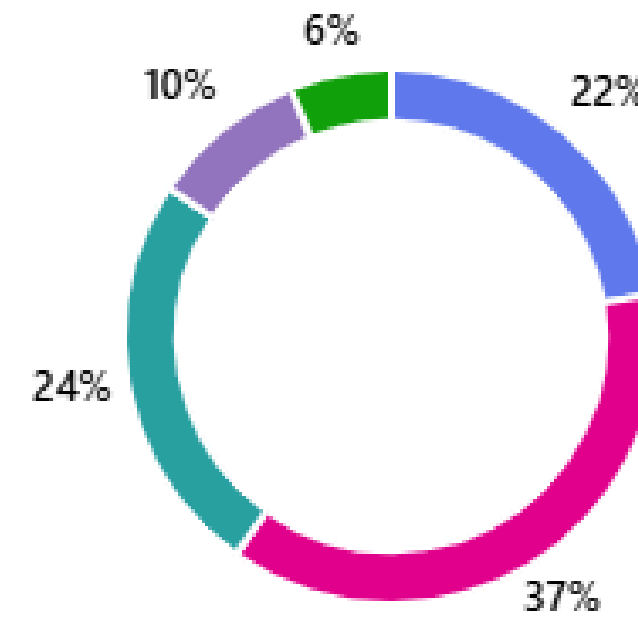
| | |
|------------------|----|
| ● Often | 29 |
| ● Sometimes | 75 |
| ● Not very often | 26 |
| ● Hardly ever | 12 |



16. At your school, do you feel you are getting better at reading or writing?

[More details](#)

| | |
|----------------|----|
| ● Yes | 33 |
| ● Yes Somewhat | 55 |
| ● A little | 36 |
| ● Not really | 14 |
| ● No | 9 |



What is one thing that helps you the most with reading or writing at school?

Responses and key themes summarized by ChatGPT

The most frequent response was the importance

of:

- Quiet classrooms
- Calm spaces to concentrate
- Minimal distractions
- Some students also prefer background music or light noise rather than complete silence.
- Interest & Choice in Topics

Engagement improves when:

- Topics are personally interesting
- Students enjoy the book or assignment
- They have some choice in reading or writing topics.
- Teacher Support & Clear Instruction

Students value:

- One-to-one teacher help
- Clear explanations and examples
- Feedback on writing and spelling
- Access to help when needed.
- Time to Work

Students frequently noted:

- Extra time to read, write, revise, or reflect
- Uninterrupted time for focus
- Reduced pressure supports better performance.
- Peer Collaboration

Friends and small groups help through:

- Feedback and idea-sharing
- Reading or discussing together
- Emotional support and motivation.



What makes reading or writing harder for you?

Responses and key themes summarized by ChatGPT

The most frequent barrier students identified

was:

- Loud classrooms or talking peers
 - General distractions and interruptions
1. Difficulty maintaining focus
 2. Some students noted stress or cognitive overload in busy environments.
 3. Interest & Engagement

Reading or writing becomes harder when:

- Topics are not interesting or relevant
- Books are perceived as boring
- Students lack choice in reading material.
- Time & Workload Pressures

Students noted:

- Not enough time to complete reading/writing tasks
- Stress related to deadlines or rushing
- Heavy workload affecting focus

Writing-Specific Challenges

- Difficulty generating ideas or organizing thoughts
- Spelling, grammar, and vocabulary concerns
- Physical discomfort from writing (hand fatigue)
- Anxiety about correctness or performance.
- Comprehension & Vocabulary

Some students reported:

- Trouble understanding what they read
- Difficulty processing information even after reading
- Challenges with unfamiliar vocabulary.



Is there anything else you want the literacy review team to know?

Responses and key themes summarized by ChatGPT

Engagement & Relevance

Some students expressed that:

- Topics can sometimes feel uninteresting or repetitive
- They prefer choice and personally relevant reading or writing materials
- Independent or creative writing outside class is often more motivating.

Environment & Learning Conditions

Students emphasized:

- Preference for quiet spaces
- Flexibility in seating or working conditions
- Reduced workload stress when possible.
- Workload & Stress

A small number noted:

- Stress when assignments accumulate
- Desire for manageable deadlines and balance between quality and quantity.
- Resources & Supports

Requests included:

- More book copies or variety
- Access to dictionaries/thesauruses
- Improved classroom resources (e.g., printers).
- Positive Teacher Relationships
- Some students highlighted appreciation for specific teachers and supports



Secondary Literacy Survey Results

Responses and key themes summarized by ChatGPT

1. Environment Strongly Impacts Literacy Success

- *Quiet, calm classrooms help students focus on reading and writing.*
- *Noise, distractions, and interruptions are frequently cited barriers.*
- *Some students prefer flexibility (music, seating choice, quiet spaces).*
- *Implication: Classroom environment and learning conditions matter significantly for literacy engagement*

2. Interest and Choice Drive Engagement

- *Students are more motivated when:*
- *Topics are relevant or interesting*
- *They can choose books or writing topics*
- *Reading materials reflect their interests or identity.*
- *Lack of interest is a common reason for disengagement.*
- *Implication: Choice and relevance are key factors in secondary literacy motivation*

3. Writing Confidence Is More Variable Than Reading

- *Common writing challenges include:*
- *Generating ideas or organizing thoughts*
- *Grammar, spelling, and vocabulary confidence*
- *Writing stamina or physical discomfort*
- *Anxiety about correctness.*
- *Implication: Writing instruction and support remain an important focus area*



4. Teacher Support Is Highly Valued

Students highlighted:

- *Clear explanations and modelling*
- *One-to-one help and feedback*
- *Structured guidance and examples*
- *Access to support when needed.*
- *Positive teacher relationships were noted as a significant factor in literacy success*

5. Time and Workload Matter

Students reported:

- *Needing sufficient time to read, write, revise, and reflect*
- *Stress when assignments accumulate or deadlines are tight*
- *Preference for quality over quantity in literacy tasks*

6. Literacy Across Subjects Is Uneven

- *Most reading/writing occurs in English, Social Studies, and French.*
- *Less connection is perceived in math, science, or electives.*
- *Implication: Opportunities may exist to strengthen cross-curricular literacy*

7. Diverse Learner Needs Are Evident

Students mentioned:

- *Dyslexia, memory challenges, and language learning needs*
- *Difficulty focusing or processing information*
- *Desire for differentiated supports.*



5

Literacy Survey
Staff Results



Teacher and Staff Literacy Survey

January/February 2026, 50 responses,

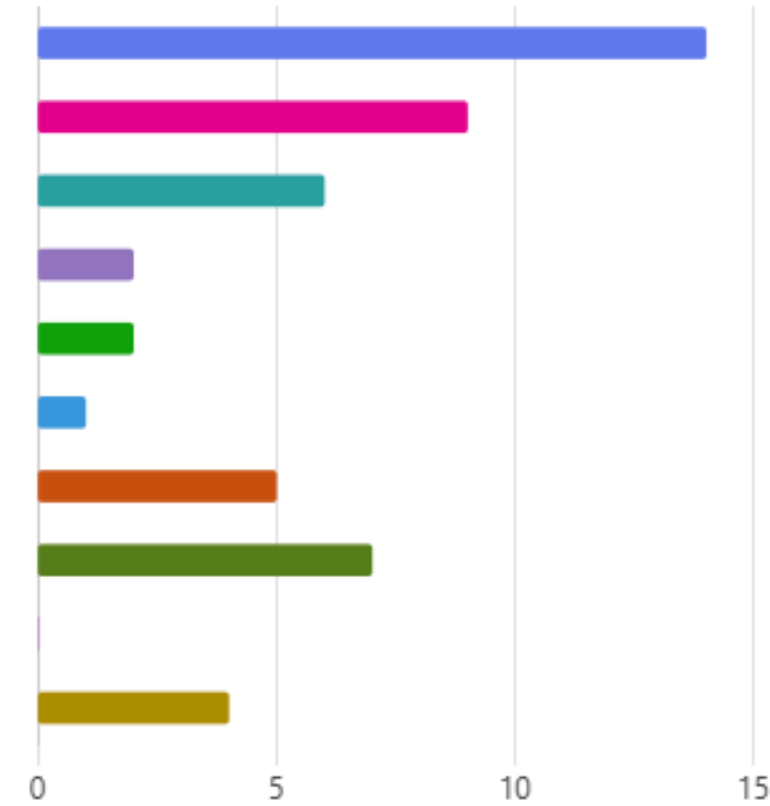
Broad representation across elementary, secondary, French immersion, homeschool/distributed learning

Mix of quantitative ratings and detailed narrative feedback

1. What is your current role?

[More details](#)

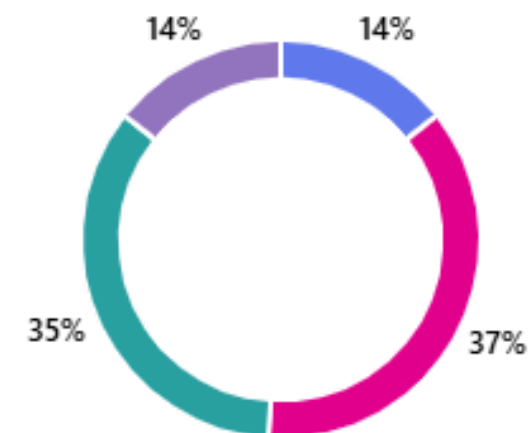
| | |
|------------------------------|----|
| Primary teacher (K-3) | 14 |
| Intermediate teacher (4-7) | 9 |
| Secondary Teacher | 6 |
| Inclusive Education Teacher | 2 |
| Literacy Support Teacher | 2 |
| Teacher Librarian | 1 |
| Administrator | 5 |
| Education Assistant | 7 |
| Indigenous Education Support | 0 |
| Other (please specify) | 4 |



2. How many years have you worked in this district?

[More details](#)

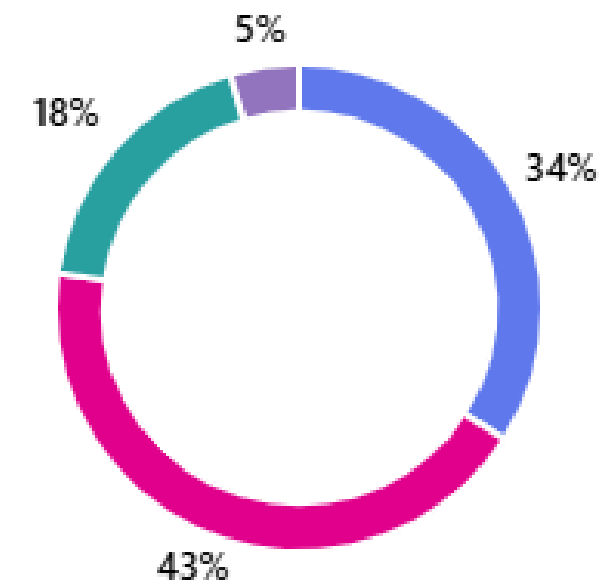
| | |
|-------|----|
| 0-3 | 7 |
| 4-10 | 18 |
| 11-20 | 17 |
| 20+ | 7 |



3. If you teach K-9, how confident do you feel in teaching foundational reading skills (phonemic awareness, phonics, decoding)?

[More details](#)

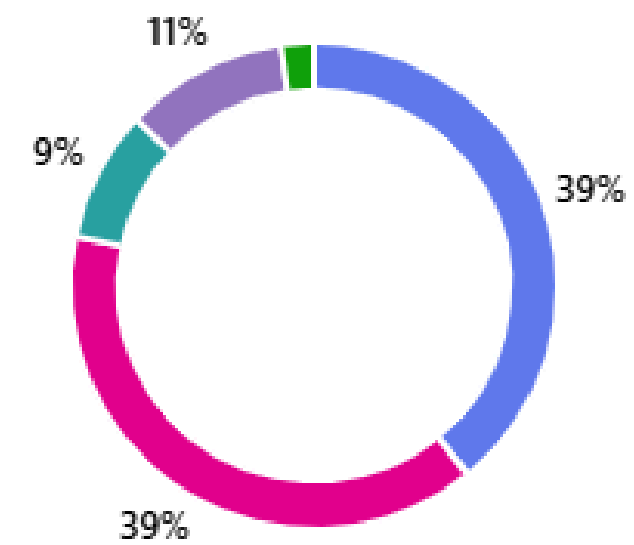
| | |
|---------------------------|----|
| ● Extremely confident | 15 |
| ● Somewhat confident | 19 |
| ● Neutral | 8 |
| ● Somewhat not confident | 2 |
| ● Extremely not confident | 0 |



4. How confident do you feel in teaching comprehension strategies within your subject area or grade?

[More details](#)

| | |
|---------------------------|----|
| ● Extremely confident | 18 |
| ● Somewhat confident | 18 |
| ● Neutral | 4 |
| ● Somewhat not confident | 5 |
| ● Extremely not confident | 1 |



What literacy programs or resources do you use regularly within your subject area or grade?

Responses and key themes summarized by ChatGPT

Most Frequently Mentioned Programs

- Structured Literacy / Phonics-Based Programs
- UFLI was the most commonly referenced program across grades
- Other phonics and structured literacy approaches included:
 - Heggerty
 - Jolly Phonics
 - Firm Foundations
 - Decodable readers and phonics centers
 - Words Their Way
 - Digital Literacy Platforms
 - Reading Eggs, Raz Kids/Reading A-Z, Epic, CommonLit, ReadWorks
 - Brightspace and online course platforms
 - Some use of AI-supported tools for reading passages and planning

Classroom-Based Literacy Practices

- Literature & Text-Based Instruction
- Novel studies, literature circles, guided reading
- Reading Power / Writing Power frameworks
- Use of high-quality literature and subject-area texts
- Partner reading, daily reading practice, journaling, storytelling

Assessment & Diagnostic Supports

- DIBELS, Jerry Johns assessments, PM Benchmarks
- Informal reading diagnostics and observational assessment

Cross-Curricular Literacy Approaches

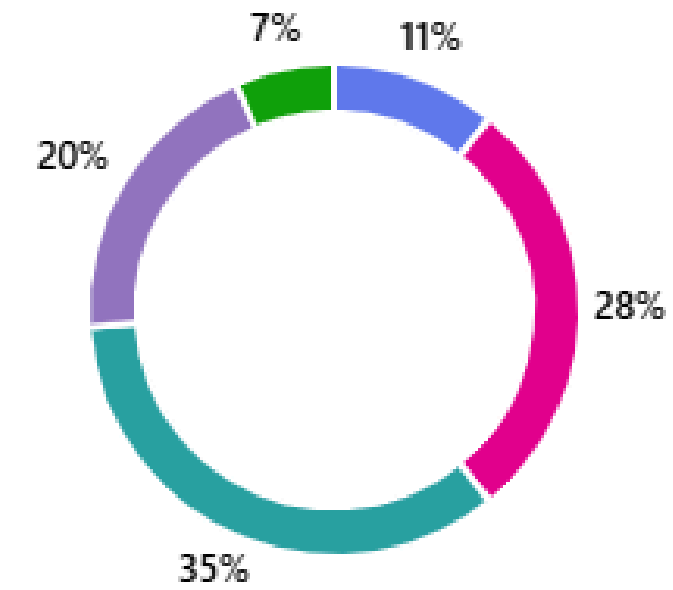
- Reading and writing embedded in:
 - Science and Social Studies texts
 - Inquiry projects and content-area learning
 - Some teachers noted challenges accessing appropriate texts for non-ELA subjects.



6. How effectively do current screening assessment tools help you plan instruction?

[More details](#)

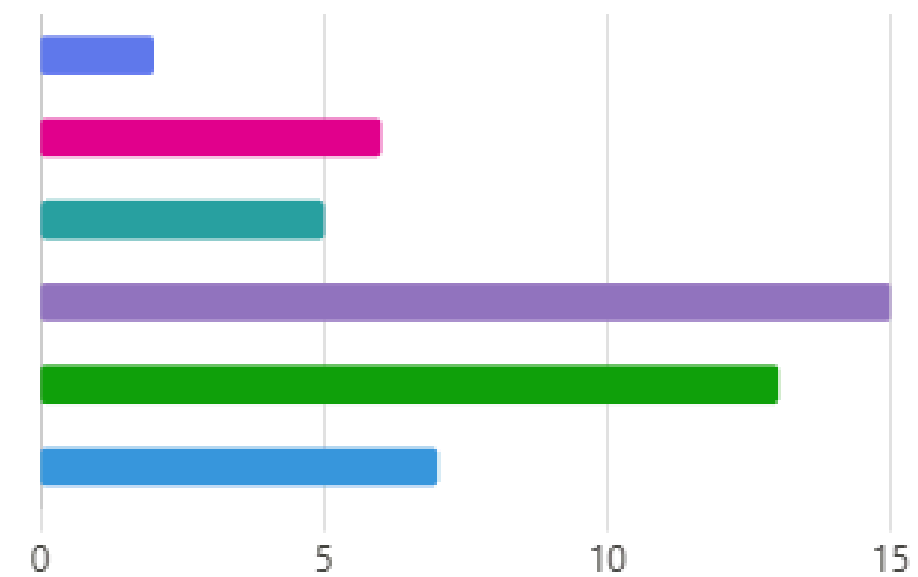
| | |
|---|----|
| ● Very effectively | 5 |
| ● Somewhat effectively | 13 |
| ● Neither effectively nor ineffectively | 16 |
| ● Somewhat ineffectively | 9 |
| ● Very ineffectively | 3 |



10. How frequently do you engage in collaborative conversations about literacy?

[More details](#)

| | |
|-------------|----|
| ● Never | 2 |
| ● Rarely | 6 |
| ● Monthly | 5 |
| ● Sometimes | 15 |
| ● Weekly | 13 |
| ● Often | 7 |



What additional assessment tools or training in your grade or subject area would support you?

Responses and key themes summarized by ChatGPT

1. Time for Assessment & Collaboration

- Many staff emphasized that time is the most critical support:
- Time to assess students one-to-one
- Time for feedback and conferencing
- Time for collaboration with colleagues
- Time to analyze assessment data and plan next steps

2. Consistent Assessment Tools & Reporting Clarity

Staff expressed interest in:

- Standardized reading assessments across grades
- Clear benchmarks for reporting literacy progress
- Consistent rubrics for writing assessment
- Clear guidance on interpreting screening tools
- Some noted that current reporting can feel subjective

3. Professional Learning & Training Needs

Common requests included:

- Continued training in structured literacy approaches (e.g., phonics, fluency, comprehension)
- Guidance on assessment tool implementation
- Training on supporting struggling readers and writers
- Opportunities to collaborate and learn from colleagues



4. Updated or Expanded Assessment Resources

Staff noted interest in:

- Updated reading passages and assessment materials
- Tools assessing intermediate literacy skills (fluency, comprehension, vocabulary)
- Early literacy assessment supports
- Access to home-support resources for families

5. Support Structures & Intervention Capacity

Some staff highlighted:

- Value of literacy support teachers and small-group interventions
- Need for resources to support diverse learners
- Desire for better coordination between classroom and support programs.
- ous students and parents



What barriers do students face in literacy learning at your school?

Responses and key themes summarized by ChatGPT

1. Limited Time, Staffing & Support

- Limited one-to-one or small group instruction time
- High numbers of students with diverse literacy needs in single classrooms
- Insufficient adult support (teachers, EAs, literacy specialists)
- Behavioural and attendance challenges impacting instructional time

2. Wide Range of Student Needs

- Teachers reported increasing variability in literacy readiness:
- Students significantly below grade level alongside advanced learners
- Students entering secondary school with limited reading proficiency
- Increasing numbers of IEPs and complex learning needs
- Emotional, behavioural, or trauma-related barriers to learning

3. Home Environment & Engagement Factors

- Limited reading support at home for some students
- Competing priorities such as screen time or extracurricular activities
- Need for greater parent education on literacy development



4. Resource Availability

Staff identified gaps in:

- Print books, decodable texts, and instructional materials
- Literacy intervention resources
- Assessment and diagnostic supports (e.g., psych-educational assessments)
- Access to appropriate literacy materials across subject areas

5. Instructional Consistency & Continuity

Some staff highlighted:

- Variation in literacy approaches across classrooms and grades
- Disruptions to literacy blocks
- Need for consistent programming and early foundational skill development

6. Engagement, Attention & Classroom Conditions

Additional barriers included:

- Student attention span and motivation



What types of literacy professional learning would be most helpful in your grade or subject area?

Responses and key themes summarized by ChatGPT

1. Differentiation & Supporting Diverse Learners

The most common request focused on:

- Teaching literacy across a wide range of abilities within one classroom
- Strategies for extreme differentiation (K–7 ranges, multi-grade classrooms)
- Supporting struggling intermediate and secondary readers
- Adapting instruction for diverse learning needs

2. Structured Literacy & Skill Development

Staff expressed interest in learning more about:

- Phonics instruction and decoding strategies
- Fluency development and comprehension support
- Vocabulary development
- Assessment-informed intervention strategies

3. Assessment & Data-Informed Instruction

Requests included:

- Training on screening and assessment tools
- Interpreting literacy data to guide instruction
- Consistent writing assessment practices
- Progress monitoring and intervention alignment



4. Collaboration & Professional Learning Structures

Many staff highlighted:

- Need for more collaborative planning time
- Grade-group meetings and professional dialogue
- Opportunities to learn from colleagues
- Alignment between intervention and classroom instruction

5. Resources & Instructional Approaches

- Additional professional learning interests included:
- Engaging intermediate readers (e.g., hi-lo texts)
- Literacy in online or distributed learning contexts
- Nature-based literacy instruction
- Literacy centers, games, and hands-on learning approaches
- Parent education supports for home literacy.

6. System-Level Professional Learning Considerations

Some staff suggested:

- External literacy experts or specialists
- More targeted, practical professional learning
- Better alignment between investment in professional learning and classroom impact.



Where do you see the greatest opportunities for improvement in literacy instruction?

Responses and key themes summarized by ChatGPT

1. Increased Targeted Support & Intervention

The most consistent theme was the need for:

- More small-group and one-to-one instruction
- Expanded use of intervention teachers and trained EAs
- Sustained, consistent intervention rather than short-term pull-out support
- Early identification and intervention for struggling readers

2. Differentiation Across Diverse Learner Needs

Teachers noted challenges with:

- Wide ranges of literacy ability within single classrooms
- Supporting both struggling and advanced learners simultaneously
- Addressing diverse learning needs, including disabilities and attendance challenges

3. Collaboration & Professional Alignment

Staff highlighted opportunities to:

- Increase collaboration between classroom teachers and interventionists
- Share effective practices across schools and grade groups
- Align literacy instruction across grades for continuity



4. Resources & Instructional Materials

Suggested improvements included:

- More classroom novels and engaging texts (especially intermediate grades)
- Tangible instructional resources across subject areas
- Quality literacy curricula that are adaptable to diverse learners
- Continued access to evidence-informed programs

5. Engagement & Relevance for Students

Teachers noted the importance of:

- Making reading and writing meaningful and engaging
- Increasing relevance for intermediate and secondary students
- Reducing stigma around literacy intervention supports

6. Time & Instructional Conditions

Staff emphasized:

- Time for daily literacy practice
- Reduced disruptions to literacy blocks
- Stable classroom environments conducive to learning

7. Cross-Curricular Literacy Integration

Some staff suggested:

- Integrating literacy across subject areas
- Ensuring reading, writing, and comprehension skills are reinforced beyond English classes



Is there anything else you would like the literacy review team to know?

Responses and key themes summarized by ChatGPT

1. Need for More Human Support (Not More Programs)

A recurring message was:

- Staff generally do not want additional literacy programs or tools

The greatest need is:

- More adult support in classrooms
- Sustained intervention time
- Practical capacity to implement existing strategies
- Some staff expressed fatigue and concern about growing student needs exceeding available supports

2. Early Learning & Whole-System Perspective

Staff emphasized:

- Recognition of early learning programs as foundational to literacy
- Importance of holistic perspectives on literacy development
- Consideration of broader developmental, emotional, and environmental factors.

3. Student Engagement & Meaningful Literacy Experiences

Staff noted:

- Inquiry-based, interest-driven literacy increases engagement
- Frequent opportunities to read and write with adult support are key
- Simplicity and consistency in literacy instruction can be effective.



4. Questions About Current Assessment & Intervention Approaches

Some staff raised:

- Questions about assessment tools and alignment with instruction
- Concerns about intervention access, particularly for intermediate students
- Need for clearer guidance on balancing decoding, fluency, and comprehension instruction

5. Resource Needs Across Contexts

Staff highlighted:

- Need for literacy resources across subject areas
- Importance of school libraries and librarians
- Additional supports for English language learners
- Continued training opportunities for EAs and support staff

6. Collaboration & Connection to Classrooms

Staff suggested:

- Continued collaboration between literacy leaders and classroom teachers
- Opportunities to observe literacy instruction in practice
- Dialogue grounded in classroom realities



Staff Literacy Survey Results

Responses and key themes summarized by ChatGPT

Key Strengths Identified

- *Dedicated and reflective teaching staff*
- *Increasing use of structured literacy approaches*
- *Growing collaboration among educators*
- *Commitment to supporting diverse learners*
- *Strong recognition of early literacy importance.*

Priority Opportunities for Improvement

Instructional Capacity

- *More staffing for literacy intervention*
- *Increased EA and specialist support*
- *Time for assessment and collaboration*

Instructional Consistency

- *Alignment across grades and schools*
- *Clear assessment and reporting practices*

Professional Learning

- *Differentiation strategies*
- *Structured literacy implementation*
- *Data-informed intervention planning*

Resources

- *High-interest texts for intermediate/secondary students*
- *Cross-curricular literacy materials*
- *Supports for diverse learners*



6

Literacy in qathet School District

Next steps



qathet Literacy Priorities Moving Forward

1. Increase Literacy Support Capacity

- Tier 1 instruction
- Small group instruction
- Sustained support for struggling learners.

2. Improve Consistency Across Grades & Schools

- Shared literacy framework
- Common assessment practices
- Alignment of expectations

3. Strengthen Writing Instruction

- Explicit teaching
- Assessment clarity
- Cross-curricular writing opportunities.

4. Enhance Student Engagement

- Choice and relevance
- Diverse reading materials
- Authentic literacy tasks

5. Support Literacy Across the K–12 Continuum

- Early intervention plus ongoing support
- Focus on intermediate and secondary learners

6. Strengthen Home–School Literacy Partnerships

- Parent resources
- Clear communication
- Equity of access



Questions?



Thank you!



Non-Enrolling Services @ Elementary

| Resource | 26/27 | 25/26 | Variance |
|--|-------|-------|--------------|
| Library | 2.2 | 2.2 | |
| Counselling | 2.1 | 2.1 | |
| Resource Teachers | 4.8 | 4.4 | + 0.4 |
| Learning Assistance | 3.2 | 1.5 | + 1.7 |
| Initiatives: | | | |
| District | 3.0 | 1.6 | + 1.4 |
| School | | 2.4 | - 2.4 |
| *Remedy | | 2.2 | - 2.2 |
| Total services as of June 30th | | | - 1.1 |
| <i>*Estimated remedy supports added in October after consultation with individual teachers</i> | 2.2 | | + 2.2 |
| Net services as of October 1st, 2026 | | | + 1.1 |

CALL FOR INTEREST
For internal applicants only

TARGETED STUDENT SUCCESS TEACHER K-7
(Position of Special Administrative Responsibility)

We invite applications from qualified teachers to help support instructional practice in this new Position of Special Administrative Responsibility. A detailed job description is provided below.

Position Summary

A Targeted Student Success Teacher (TSST) supports students who require targeted assistance to engage with the BC curriculum. Working closely with classroom teachers, the TSST helps identify learning needs, implement interventions, and coordinate supports to enhance student learning.

This role integrates direct student support, collaborative planning, and assessment-informed instruction to provide specialized support for students working toward grade-level expectations. In collaboration with classroom teachers, Inclusive Education teachers, the coaching team, administrators, and support staff, the TSST contributes to the design and implementation of responsive interventions, supports inclusive education practices, and helps ensure that students receive the right support at the right time.

Key Responsibilities

Student Support

- Provide one-on-one, small-group, and in-class support to students requiring targeted intervention.
- Implement individualized support plans and follow up on recommended learning strategies.
- Deliver remedial instruction and strategic skill-building in areas such as literacy, numeracy, executive functioning, and study skills.

Assessment & Planning

- Administer and interpret the district screening tools to identify student strengths and needs.
- Analyze student work and progress to inform instructional decisions and intervention planning.
- Contribute to the development, implementation, and monitoring of Individual Education Plans (IEPs).

Collaboration & Coordination

- Work with classroom teachers to differentiate instruction and design inclusive learning environments.
- Participate in school-based team meetings and collaborate with specialists (e.g., counsellors, speech-language pathologists, education assistants).
- Coordinate supports and resources for students.

School Wide-Support

- Promote equitable, inclusive practices aligned with the BC Curriculum and school goals.
- Support teachers in understanding diverse learning needs and implementing effective strategies.
- Assist with provincial assessments for students with identified learning needs.

Required Qualifications

- Valid BC Teaching Certificate.
- Strong knowledge of the BC Curriculum and core competencies.
- Experience working with students with diverse learning needs.
- Demonstrated ability to use assessment data to guide instruction.

Preferred Skills & Competencies.

- Strong interpersonal and communication skills for working with students, staff, and families.
- Ability to build supportive, nurturing learning environments that foster student independence and self-advocacy.
- Demonstrated ability to provide evidence-based interventions strategies based on district screening tools.
- Familiarity with assistive technology and evidence-based intervention strategies.

Working Conditions

- School-based role supporting students across multiple grade levels.
- Combination of direct instruction, collaborative planning, and coordination of supports.
- Regular communication with families and participation in school-based team processes.
- Provide updates on student progress each term.
- Two-year termed position.

How to Submit Your Expression of Interest:

By fax: 604 485-6435

By email: hr@sd47.bc.ca

Deadline for expressions of interest is Tuesday, June 9, 2026, at 4:00 pm.

If you have questions about this position, please contact: kristen.brach@sd47.bc.ca or vianne.kintzinger@sd47.bc.ca

Posted: June 5, 2026

DISTRIBUTION: All Staff
Website: www.sd47.bc.ca

CALL FOR INTEREST
For internal applicants only

TIER 1 INSTRUCTIONAL COACH K-9
(Position of Special Administrative Responsibility)

We invite applications from qualified teachers to provide instructional leadership in this new Position of Special Administrative Responsibility. A detailed job description is provided below.

Position Summary

A Tier 1 Instructional Coach supports high-quality, research-based classroom practice by working alongside teachers to strengthen Tier 1 instruction aligned with the BC Curriculum and informed by relevant qualitative and quantitative student data.

This role centres on collaborative, job-embedded professional learning that honours teacher professionalism, builds collective capacity, and supports responsive instructional planning, delivery, and assessment to improve student learning.

The successful candidate demonstrates strong instructional expertise, an ability to build trusting relationships, and a commitment to working collaboratively with educators, school teams, the coaching team, and district staff in support of shared learning priorities.

The coach models effective practices, facilitates evidence-informed professional dialogue, and helps create the conditions for meaningful, sustainable instructional growth across classrooms.

Key Responsibilities

- **Instructional Coaching & Professional Support** — Work alongside teachers in reflective professional learning conversations that may include co-planning, classroom-based support, and follow-up reflection.
- **Modeling Effective Instruction** — Model research-based, high-impact instructional practices in partnership with teachers, including approaches that support student engagement, formative assessment, and thoughtful lesson design.
- **Collaborative Planning** — Co-plan with teachers and teams using the BC Curriculum to support purposeful learning design, responsiveness to student needs, and alignment with curricular competencies and content.
- **Evidence-Informed Practice** — Facilitate collaborative conversations with teachers and teams to examine student work, classroom assessment evidence, and instructional approaches in order to inform next steps for teaching and learning.

- **Professional Learning Facilitation** — Create and facilitate professional learning opportunities related to Tier 1 instruction, curriculum implementation, assessment literacy, and inclusive classroom practice.
- **Classroom Assessment Support** — Support educators in using evidence informed classroom-based assessment practices and interpreting evidence of student learning to guide instructional decision-making.
- **Collaboration with School and District Teams** — Work collaboratively with teachers, school-based teams, administrators, and district staff to support coherent instructional practices and school learning goals.
- **Support for New Teachers** — Contribute to induction and mentorship opportunities that support novice teachers through relationship-based professional learning and collegial support.
- **Ongoing Professional Learning** — Engage in continuous professional learning to deepen expertise in instructional practice, adult learning, coaching, and collaborative facilitation.

Required Qualifications

- Bachelor's degree in Education; advanced coursework or a Master's degree in curriculum, instruction, literacy, or a related field is an asset.
- Minimum of three years of successful classroom teaching experience, with a demonstrated record of strong instructional practice.
- Demonstrated knowledge of effective Tier 1 instructional practices and the BC Curriculum.
- Experience using student learning evidence to support thoughtful, evidence-informed instructional planning.
- Demonstrated ability to build trust, foster collaborative relationships, and support professional learning with adults.
- Experience working collaboratively with school and district teams to support instructional priorities, learning plans, and shared goals.
- Demonstrated ability to work effectively as part of a team.
- Knowledge of current educational research and issues relevant to teaching and learning.
- Demonstrated facilitation and presentation skills.
- Strong interpersonal and communication skills, including the ability to engage in respectful dialogue, collaborative problem-solving, and reflective professional conversation.

Preferred Skills & Competencies

- Deep understanding of research-based instructional strategies.
- Ability to build trusting, collaborative relationships with educators.
- Strong facilitation skills for adult learning.
- Ability to travel between school sites
- Commitment to equity-centered, inclusive instructional practices.

Working Conditions

- School-based or district-based role supporting multiple teachers, classrooms, and grade levels.
- Combination of classroom-embedded support, professional learning facilitation, and collaborative planning.
- Regular collaboration with school teams, administrators, and district staff.
- Two-year term position.

How to Submit Your Expression of Interest:

By fax: 604 485-6435

By email: hr@sd47.bc.ca

Deadline for expressions of interest is Tuesday, June 9, 2026, at 4:00 pm.

If you have questions about this position, please contact: kristen.brach@sd47.bc.ca or vianne.kintzinger@sd47.bc.ca

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Data-Based Decision Making in Multi-Tiered Systems of Support: Principles, Practices, Tips, & Tools

by Sarah V. Arden and Jill M. Pentimonti

Recent data indicate that students, especially those with disabilities, are struggling to demonstrate the kinds of growth educators would hope to see. In fact, for students with disabilities, 67% of fourth graders and 63% of eighth graders lack basic reading skills (National Center for Education Statistics [NCES], 2015). Such data are troubling, given that students' reading achievement at a young age is highly predictive of future academic success (e.g., Cooper, Moore, Powers, Cleveland, & Greenberg, 2014; La Paro & Pianta, 2000; Cunningham & Stanovich, 1997). Schools are being pushed, often with limited resources, to impact reading outcomes for students with disabilities, including students with dyslexia. One approach used by educators to positively impact student-level reading outcomes is through the use of Multi-tiered Systems of Support (MTSS). MTSS offers a framework to help schools prioritize instructional resources and time so that, ideally, *all* students would access instruction and demonstrate improved outcomes. Implementing the process of MTSS requires educators to make many decisions. And while each decision is important, perhaps none is more critical than those that involve data collection, data interpretation, and using data to inform instructional adaptation over time.

As schools have implemented tiered systems of support over the last two decades or so, one thing has become clear: Implementing MTSS within the infrastructure of authentic school systems is very challenging (Arden, Gandhi, Zumeta Edmonds, & Danielson, 2017). This could be due to a lack of guidance from policy makers around how to successfully implement MTSS (Balu et al., 2015; VanDerHeyden et al., 2016; Hauerwas, Brown, & Scott, 2013), or because many educators have not received in-depth training or practice opportunities to hone the nuanced data-based decision-making skills required (Cook & Odom, 2013): delivering instruction, monitoring progress, collecting and analyzing data, and adapting and intensifying intervention. In addition, MTSS requires schools to use fluid iterative processes of analyzing assessment data to adapt instruction in new ways (NCII, 2013). Asking teachers to demonstrate high levels of proficiency using data to drive instructional decisions is something both special and general education teachers have reported as very challenging (Fuchs & Vaughn, 2012; Young & Kim, 2010).

The health of any multi-tiered system of support relies heavily on the skill of the instructors to engage in data-based decision-making processes to inform their instructional decisions across core, Tier 2, and Tier 3 instruction. Without practitioners who can make sound, data-based decisions, schools

will continue to struggle in their attempts to implement MTSS. In this article, we present a broad overview of the principles of data-based decision making and discuss practitioner-friendly tools and examples educators can use when engaging in the data-based decision-making process to inform their instructional choices within an MTSS framework.

Data-Based Decision Making in a Multi-Tiered System

In an MTSS framework, research-based core instruction (i.e., general education, grade-level curriculum) is delivered to all students followed by progress monitoring or assessment to check for understanding. For many students, this core instruction, or Tier 1, will suffice to meet their instructional needs. Data from progress monitoring checks, however, may indicate that some students would benefit from extra support and instruction; this additional instruction (e.g., Tier 2 and potentially, Tier 3 at the most intensive levels) would be provided using a fluid and systematic approach that includes use of evidence-based instructional programs, instruction delivered with increasing intensity (i.e., in a smaller group, with more feedback, at a slower pace), ongoing progress-monitoring checks, and instructional adaptations based on *analysis of student-level data*. Research tells us that approximately 15% of students may require Tier 2 instruction at some point in their educational career and that 3-5% of students may require intensive Tier 3 instruction (Fuchs & Fuchs, 2006).

In recent years, data-based decision making has been recognized as an essential part of education (Espin, Wayman, Deno, McMaster & de Rooij, 2017; Mandinach, 2012). This recognition has occurred as educators have been encouraged to use scientifically based curriculum, assessments, and tools, rather than anecdotal evidence or opinions to make instructional decisions (IDEA, 2004). This new emphasis on evidence and data collection has resulted in increased access to an extensive range of educational data, including results from formative and summative assessments, state assessments, universal screeners, and progress monitoring probes. Research, however, suggests that many educators have not been taught how to interpret this wealth of data in a way that might lead to significant or meaningful instructional changes or improved student outcomes (Heritage, Kim, Vendlinski, & Herman, 2009; Olah, Lawrence, & Riggan, 2010). This dearth of data interpretation expertise leaves many schools data rich and information poor (Slotnik & Orland, 2010). This article attempts to remedy these limitations by providing practical tips, tools, and

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Abbreviation

MTSS: Multi-tiered Systems of Support

examples that can be used to guide practitioners as they engage in data-based decision making within MTSS.

Data-Based Decision Making in Core Classrooms

Core, or the primary level of Tier 1 instruction, focuses on delivering instructionally sound, critical curriculum to all students within the regular education classroom. Also, this core curricula should incorporate differentiated instruction to help students to access core instruction. In core, educators commonly make data-based decisions using *universal screening* and *progress monitoring*. Within the context of MTSS, *universal screening* is the first step in identifying students who may be at risk of academic failure. Universal screeners are brief assessments of targeted skills and are administered to all students in a school. Data from universal screeners are used to determine the effectiveness of the core curriculum, assess how students compare to their peers, and identify students at risk for poor learning outcomes. For schools to adequately identify students at risk using universal screening data, screening must be conducted more than once a year (e.g., fall, winter, spring) and include procedures to ensure implementation accuracy (i.e., all students are tested, scores and cut points/designs are accurate).

Although seemingly similar to universal screening, *progress monitoring* is significantly different. Progress monitoring should be used as an additional data source within a comprehensive core instructional program to monitor students' response to instruction, specifically in areas where data from a universal screener indicate they may need additional support. Progress monitoring should occur at regular intervals (monthly is recommended to assess progress on core instruction), to ensure that accurate and meaningful results are produced and that teachers can use these results to quantify short- and long-term student gains. Progress monitoring data can be used for two purposes: 1) to identify students just above the cut score and those scoring below the cut score and, 2) to identify students at-risk who need supplemental instruction based on response to instruction. With progress monitoring data, teachers establish long-term goals indicating the level of proficiency students should demonstrate. Following are suggestions to help practitioners effectively engage in data-based decisions:

- Identify valid and reliable screening and progress monitoring tools
- Ask the right questions, and
- Build a team that can fluently interpret data.

Let's look more closely at each of these suggestions:

Identify screening and progress monitoring tools. One of the most critical components to any kind of assessment of student progress is to ensure the tool used is valid (i.e., accurately measures the underlying construct it is intended to measure, such as decoding ability or comprehension skills), reliable (i.e., produces similar results under consistent conditions), and sensitive (i.e., accurately identifies students) enough to measure the intended outcomes. Although selecting these tools can feel

overwhelming, there are many resources available to help educators in their selections. See Table 1 for suggestions.

Ask the right questions and build a climate of data fluency.

Using screening and progress monitoring data to inform decision making in core instruction includes a number of essential but complex steps. First, it is best to infuse a climate of data fluency. Data fluency is defined as a common understanding and shared language between general education staff, intervention providers, special education staff, and school leaders around 1) the reasons behind data collection, 2) the value of collecting varied types of data, and 3) data analysis procedures that inform instructional decision making. After progress monitoring probes are administered, we suggest all relevant practitioners gather as a team and interpret the data to answer questions such as: Are students making progress at an acceptable rate? Are they meeting short- and long-term performance goals? Does the core instruction need to be adjusted and how can we tell? These simple questions can help teams avoid the pitfalls of becoming data rich and information poor by prioritizing how they analyze data to make decisions and which decisions are most relevant to their needs.

Build a team. To build a climate of data fluency and encourage collaboration, schools should develop teams comprised of interventionists, special education and classroom teachers, and administrators to analyze and interpret data. These teams should engage in a problem-solving process to analyze school-wide data from universal screening and progress monitoring assessments of students in Tier 1. These teams can assist teachers in planning and implementing differentiated instructional strategies on the basis of students' varying skill levels (Kovaleski & Pedersen, 2008). This teaming process should also be used for designing instruction and placing students into and out of tiered interventions (i.e., Tier 2 and Tier 3, see below).

We suggest that data teams convene after each benchmark (i.e., fall, winter, spring) to review school-wide, universal screening data, discuss the aggregate growth of students in each grade and as a whole. This team would also be responsible for suggesting instructional strategies and selecting students for tiered interventions. In order to be the most effective, we suggest these data teams include representatives across the grade levels, given the challenges some teachers face as they work to incorporate expectations for data use into their current practice (Fuchs & Young, 2006). See Table 1 for a link to customizable resources to support teams as they organize and run data meetings.

Data-Based Decision Making in Tier 2

Even when core instruction is well intentioned, research based, and instructionally sound, there will be a percentage of students who need additional help to demonstrate understanding of the skills being taught. In an MTSS framework, this support is often referred to as Tier 2 instruction. It is important to clarify that Tier 2 instruction constitutes more than differentiated core instruction; it is typically provided outside the general education classroom by an interventionist or other trained

TABLE 1. Resources for Data-Based Decision Making in an MTSS System

| Topic | Purpose | Resource |
|--|---|--|
| Progress Monitoring & Universal Screeners | Increase knowledge and skills around progress monitoring in core instruction | IRIS Modules: https://iris.peabody.vanderbilt.edu/module/gpm/#content |
| | Increase knowledge and skills around progress monitoring in MTSS | CRTI Implementer Series: http://www.rti4success.org/resource/rti-implementer-series-module-2-progress-monitoring |
| | Selecting universal screening and progress monitoring tools | NCII Tools Charts: http://www.intensiveintervention.org/resources/tools-charts |
| Data Meetings | Protocols intended to support data team meetings, including an agenda and note taking template | NCII Data Meeting Tools: http://www.intensiveintervention.org/tools-support-intensive-intervention-data-meetings |
| | Data team meeting protocols with suggestions for customization and discussions around why students are not responding | EBI Network RTI Meeting Documents: http://ebi.missouri.edu/?page_id=382 |
| | Increase knowledge and skills to set according goals and objectives | NCII Goal Setting Module: http://www.intensiveintervention.org/process/goal-setting |
| Instructional Guidance | Examples of how to deliver standards-based instruction for students across the tiers | NCII Instructional One Pagers: http://www.intensiveintervention.org/standards-relevant-instruction-multi-tiered-systems-support-mtss-or-response-intervention |
| | Ideas for ways to adapt instruction in qualitative and quantitative ways | NCII Intensification Menu: http://www.intensiveintervention.org/resource/designing-and-delivering-intervention-students-severe-and-persistent-academic-needs-dbi |
| | Increase knowledge and skills around diagnostic assessments and data-based instructional adaptations | Diagnostic Assessment Guide: http://www.intensiveintervention.org/resource/informal-academic-diagnostic-assessment-using-data-guide-instruction-part-4-identifying |

staff. Tier 2 instruction generally refers to a standardized approach, protocol, or program that is 1) a valid instructional match for students receiving the instruction and, 2) delivered in a smaller group setting than core instruction, with increased duration, dosage, and intensity over time (NCRTI, 2010).

Students who require Tier 2 instruction would be those who have had access to differentiated instructional opportunities in the core setting and yet their universal screening and monthly progress monitoring data indicate they are not making adequate progress to master the skills (Shapiro, Hilt-Panahon, & Gischlar, 2010). Research tells us that when instructionally sound core instruction is delivered with fidelity, only 15% of students may need Tier 2 supports. Decisions about Tier 2 instruction should generally be made by the school data team during their problem-solving meetings and as part of their data analysis.

Developing effective Tier 2 systems. A critical role for the data team is to examine the aggregate school-wide screening and progress monitoring data and determine if the health of their system is intact. Teams can do this is by reviewing the number of students who are in need of Tier 2 instruction. If there are consistent patterns in the data that point to high numbers of students not making adequate progress (i.e., if more than 20-30% of students are not passing benchmark assessments or if most students in one grade level are failing to master a given skill), it might mean that the instructional practices

used in core instruction need strengthening (NCII, 2013b). Using data-based decision making effectively can help to safeguard the allocation of instructional resources and allow for prioritized delivery of those resources when necessary.

The role of data teams. Data teams play a critical role for students who receive Tier 2 instruction. They are responsible for collecting and interpreting data for students who receive Tier 2, outlining the decision-making protocols and processes, and then initiating those processes. Examples of these protocols might include setting appropriate goals and desired instructional outcomes for students receiving Tier 2 instruction (see Table 1), graphing and reviewing student-level data to check for adequate progress, developing a menu of intervention decisions and intensification strategies interventionists can use when students do not respond to instruction (see Table 1), assigning a case manager to take responsibility for intervention plans, and building systems to facilitate co-ownership of the data-based decision-making process among general education teachers and the interventionists who typically deliver Tier 2. Research shows that when teams develop these kinds of data-fluent processes and procedures, schools have greater success sustaining data-based decision-making practices over time (NCII, 2013b).

Progress monitoring in Tier 2. Once a student begins to receive Tier 2 instruction, it is critical that progress monitoring occur at a more frequent pace compared to those students in

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core. It is suggested that students in Tier 2 receive bi-weekly progress monitoring probes (Fuchs & Fuchs, 2006). This frequency allows interventionists and data teams to document the impact of the intervention in a timely fashion (i.e., don't wait an entire school year before it is determined an intervention did not work) while simultaneously allowing a student to access the intervention for long enough for it to make an impact. Data from these bi-weekly progress monitoring assessments should be graphed and reviewed on an ongoing and regular basis to determine if the Tier 2 instruction is adequately meeting the student's needs. Research suggests that students faithfully receive Tier 2 intervention in small groups for six to nine weeks (depending on the grade, intervention schedule, duration, etc.) before educators determine if a student's response is adequate (Metcalf, 2013). If the graphed progress monitoring data reflect a response to the intervention, data teams should discuss ways to gradually release the instructional supports and slowly transition the student back into the general education setting. However, if the graphed progress monitoring data do not reflect an adequate response, data team members should discuss a number of options: 1) Is the student progressing at a speed that is not sufficient? 2) What is this student's history with intervention? Would he/she benefit from additional time in intervention or from instruction delivered in a smaller group? 3) Are the needs of this student so specific that intensive and specialized instruction outside of Tier 2 is required? (Fuchs, Fuchs, & Vaughn, 2014). If the answers to the first two questions are "yes," then data teams may want to continue delivering Tier 2 instruction with increased duration and/or in a decreased group size. If the answers are no, however, and it is determined that a student's needs cannot be met in Tier 2 based on data and responsiveness to instruction, then the data team can suggest a student receive Tier 3 instruction. In some cases, the recommendation for Tier 3 instruction is also when an evaluation for eligibility for special education is considered.

Data-Based Decision Making in Tier 3

Approximately 3-5% of students who receive valid, reliable Tier 2 instruction delivered with fidelity will continue to demonstrate the need for more intensive intervention. In the context of MTSS, this level of intervention is referred to as Tier 3 or intensive intervention. In some cases, students who demonstrate the need for this level of instruction are referred for a special education evaluation and in some cases Tier 3 is considered special education. Referral and evaluation processes vary from district to district and state to state, however, and are relatively unimportant for the purposes of our discussion about data-based decision making. Whether a student has a diagnosed disability, has been referred, or has not been identified as having a disability, instruction for students at the Tier 3 level often requires interventionists and data teams to engage in an iterative process of sophisticated intensification practices, in-depth diagnostic data reviews, and instructional adaptation (NCII, 2013b).

Progress monitoring at Tier 3. It is recommended that students who receive Tier 3 intervention have their progress

monitored on a weekly basis to allow for interventionists to make a determination about the impact of their instruction and to make timely instructional adaptations. Understanding the sensitivity of the progress monitoring tool becomes very critical when progress monitoring at the most intensive, or Tier 3 level. Often students who require Tier 3 instruction perform far below their chronological age or grade level. Because of this, monitoring progress using grade level assessments will result in data with a decreasing slope or data that appear flat (i.e., no growth) because those tools are not sensitive enough to measure growth outside of the grade-level skills they measure. For example, if a fifth-grade student is performing at the second-grade level but is given an assessment measuring skills at the fifth grade level, that assessment is too "blunt" to measure student outcomes and will result in flat or declining data. If that same student is given an assessment at the second-grade level, it should be sensitive enough to more accurately measure the true growth a student has made at his or her instructional level. It is the job of data teams to recognize this issue and make a determination to progress monitor out of grade level. It is also the role of the data team to ensure that the goals for students receiving Tier 3 instruction are set appropriately and not based on grade level or age level expectations but on the expectations of students' instructional levels and/or previous growth (NCII, 2013; see Table 1).

Diagnostic Assessment and Instructional Adaptations

Informal diagnostic assessments are important components of data-based decision making in Tier 3 instruction; the assessments help determine specific skills a student is struggling to master and estimates the instructional level of that student's performance. Diagnostic assessment in Tier 3 is intended to be informal and brief and can include error analysis, skills analysis, or other reviews of relevant data (NCII, 2013) and should reveal information about an individual student's needs, including a potential lack of foundational skills, a need for additional fluency practice, or an ongoing error in a hierarchy of skills that impacts accuracy. Results from diagnostic assessment should directly inform the intervention for students at the Tier 3 level as data teams and interventionists work to adapt instruction to meet these individualized needs. Once instruction is adapted, the decision-making process continues and progress is monitored, diagnostic assessment occurs based on student responsiveness, and additional instructional adaptations are made.

Data's Central Role

Given the need to support student growth in reading outcomes, many educators look to improve student results through the use of tiered systems of support. Central to MTSS framework implementation are decisions that involve data collection, data interpretation, and data use to inform instructional adaptation over time. While these decision-making processes are often complex, they can be implemented successfully. In this article, we have presented practical tips, tools and examples to guide practitioners as they use data to inform instruction.

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MEMORANDUM



Date: June 10, 2026
To: Board of Education
From: Paul Mackenzie, Superintendent of Schools
Re: School Supplies Service (2026/27)

1.0 BACKGROUND

With strong support from families and staff in each school, for the upcoming school year, each elementary school will be offering a school supply service to their families with the following considerations:

- Optional parent contribution of \$30 per student;
- Supplies bought by schools; and,
- Materials selected specifically for classroom learning needs.

Schools have increasingly experienced concerns from families about school supply buying processes. While district-wide supply lists provide broad consistency, classroom teachers often adapt materials based on instructional approaches, classroom organization, and student needs. This has occasionally resulted in:

- parents buying supplies that are later unused or sent home,
- Inconsistencies in the quality and type of materials students bring to school; and,
- varying levels of classroom readiness at the beginning of the year.

At the same time, many schools and districts across British Columbia have begun implementing optional classroom-based or school-based bulk purchasing models. These approaches are commonly framed around: equity, affordability, consistency of classroom materials and reducing stress for families.

2.0 ADDITIONAL INFORMATION

Offering an optional school supply service will create:

Equity and Classroom Readiness: Students taking part in the program would begin the school year with consistent materials selected specifically for classroom learning activities. This may help reduce inequities in access to supplies and ensure students are prepared for instruction from the beginning of the year.

Reduced Stress for Families: Families would no longer need to search for specific items across multiple stores or interpret broad supply lists that may differ from classroom expectations. A single fee may simplify the process and reduce unnecessary purchases.

Improved Alignment to Classroom Needs: Teachers would be able to select materials directly connected to classroom organization and instructional practices, reducing waste and ensuring materials bought are actively used within the classroom.

Reduction in Waste: Bulk purchasing may reduce duplicate or unnecessary purchases and allow supplies to be distributed as needed throughout the school year.

Cost savings: Due to a lack of alignment between our current centralized lists, and what teachers are using in their classrooms, schools are currently carrying the burden of providing materials to classrooms to ensure the supplies align with the approach to teaching in the classroom.

Families choosing not to take part would continue to receive a teacher-specific supply list aligned to classroom learning expectations to ensure students arrive with materials consistent with peers in their classroom.

If support is needed, please contact the school confidentially.

As always, no student will go without supplies due to financial concerns.

3.0 APPENDICES

A) Appendix A: School Supply Flyer for families

NEW



WAIT! Don't buy your school supplies... let us do the shopping for you!



This coming school year, qathet School District is excited to offer an **optional** school supply program designed to simplify back-to-school preparation for families while ensuring students begin the year with consistent, classroom-ready materials.

How the Program Works

OPTION 1: Join the Program

- ✓ Pay a flat fee of \$30 per student
- ✓ No need to shop for classroom supplies
- ✓ Supplies provided directly for your child's classroom

OPTION 2: Purchase Independently

- ✓ Use a teacher-specific supply list provided by the school
- ✓ Cost is comparable to participating in the program

This Programs Helps To

- Simplify the process for families
- Reduce unnecessary purchasing
- Improve consistency across classrooms
- Ensure students are prepared from day one

Participation is Optional

If you do not want to participate:

- Use a teacher-specific supply list provided by the school
- Cost is comparable to participating in the program

If support is needed, please contact the school confidentially. **As always, no student will go without supplies due to financial concerns.**

What This Means for Students

- Students receive consistent classroom materials
- Supplies are selected based on teacher and classroom needs
- Students arrive on the first day ready to learn



Why We're Doing This

We've heard from families and staff that:

- Supply lists don't always match classroom use
- Some items go unused or are sent home
- Finding specific items can be stressful and time-consuming



Stay tuned. More information will be shared mid-August!

AD HOC COMMITTEE

4:00 pm, Wednesday, June 3, 2026
School Board Office

NOTES

Present: Gretchen Conti, Maureen Mason

Also in attendance: Paul McKenzie (Superintendent), Kristy Payne (Director of Communications)

The meeting was called to order at 11:00 a.m.

1. APPROVAL OF AGENDA

- 1.a) **MOTION:** “THAT the Ad Hoc Committee agenda of June 3, 2026, be adopted as circulated.”

2. STANDING COMMITTEES

- 2.a) Candidate Information Session Planning

The committee reviewed a draft candidate information session slide deck and suggested enhancements, including the addition of a Student Achievement slide within the Local Context section.

The committee discussed options for delivering the session, including recording the presentation and making it available online, as well as offering two sessions: one in June and a second in late August to accommodate individuals who may become interested in running closer to the nomination period.

The committee also discussed presentation roles and considered the appropriateness of trustee participation. Members noted that trustees could provide valuable insight by sharing their experiences and responding to questions, while staff would present information related to district operations and local context. The committee discussed whether participation by trustees who may be seeking re-election could be perceived as campaigning. It was noted that this concern may be mitigated if all trustees are invited to attend and participate.

Potential dates discussed included:

- Monday, June 29, 2026
- A date during the week of August 25–27, 2026

The committee supported requiring advance registration and discussed possible venues, including the School Board Office or Oceanview Education Centre, depending on space requirements.

Potential promotion methods included:

- Social media
- District newsletter
- PEAK
- School Week-at-a-Glance communications
- DPAC communications

The committee agreed to bring the draft presentation to the upcoming Committee of the Whole meeting to seek trustee feedback and direction.

3. ADJOURNMENT

The meeting adjourned at 11:50 am.

CANDIDATE INFORMATION SESSION

Preparing candidates for effective
governance roles.





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We would like to express our respect for and gratitude to the łaʔamin peoples whose traditional and treaty territory qathet School District resides on. We recognize the ongoing impacts of colonialism and are committed to our own learning and unlearning while courageously working towards decolonization and indigenization through truth, healing, celebration, and reconciliation.





WELCOME & LOCAL CONTEXT

ABOUT OUR SCHOOL DISTRICT

We serve approximately 3,600 students in five elementary schools, one remote island elementary school, one online learning school, an alternate school, and one secondary school.

Programs include:

- ʔayʔaʔuθəm Language Program (K-12)
- Before and After School Program/Seamless K
- Dual Credit Academics and Trades
- French Immersion (K-12)
- GIJE (Guided Indigenized Journey to Excellence) 10-12 program
- International Education Program
- Just B4 Pre-School Program
- Outdoor Learning Center Programs
- Provincial Auditory Outreach Program
- qaymɪxʷqenəmšt (K-1 ʔayʔaʔuθəm immersion language pilot)
- Strengthening Early Years to Kindergarten Transition (SEY2KT)
- Strong Start Programs



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STRATEGIC PLAN PRIORITIES

Cultivating an Ethic of Learning

- Ensure every student has the best possible learning experience.

Cultivating Curiosity

- Create innovative and engaging learning environments.

Cultivating Connection

- Support student well-being, belonging, and community connections.

Supporting Self-Determination

- Advance Indigenous student success and self-determination.

Cultivating Truth and Reconciliation

- Honour commitments to reconciliation through learning and action.

Cultivating Integrity & Responsibility

- Support sustainability, organizational health, and responsible stewardship.



[Click here for more information on the 2023-2028 Strategic Plan.](#)



INDIGENOUS EDUCATION AND RECONCILIATION



Relationships

Partnership with Tla'amin Nation

Respect for Treaty and traditional territory

Ongoing dialogue and collaboration

Learning

Indigenous perspectives and histories

Truth and Reconciliation

Cultural understanding and belonging

Student Success

Equity and achievement

Sense of belonging and well-being

Monitoring outcomes and accountability



WHY CONSIDER RUNNING?

WHY YOU SHOULD RUN FOR SCHOOL TRUSTEE

To support student success

Help shape decisions that impact learners today and into the future.

To serve the local community

Represent local voices and contribute to a strong public education system.

To provide leadership and oversight

Work collaboratively with fellow trustees to guide district priorities and resources.

To make a lasting difference

Support long-term decisions that benefit students, families, and the community.



[Click here to learn more about the Role of Boards of Education and Trustees in BC.](#)



QUESTIONS TO CONSIDER BEFORE RUNNING

There is no "perfect" trustee candidate. These questions are intended to help prospective candidates reflect on the opportunities, responsibilities, and commitments of the role.

Service

How can I best serve all students in the district?

Collaboration

Can I work effectively with people who hold different views?

Commitment

What time can I realistically commit to the role?

Learning

Am I willing to learn and grow in the role?

Accountability

Am I comfortable making decisions in public?

Governance

Am I interested in governing rather than managing?

Perspective

How will I balance the interests of my community with the needs of the district?

Teamwork

Am I willing to support Board decisions once they have been made?



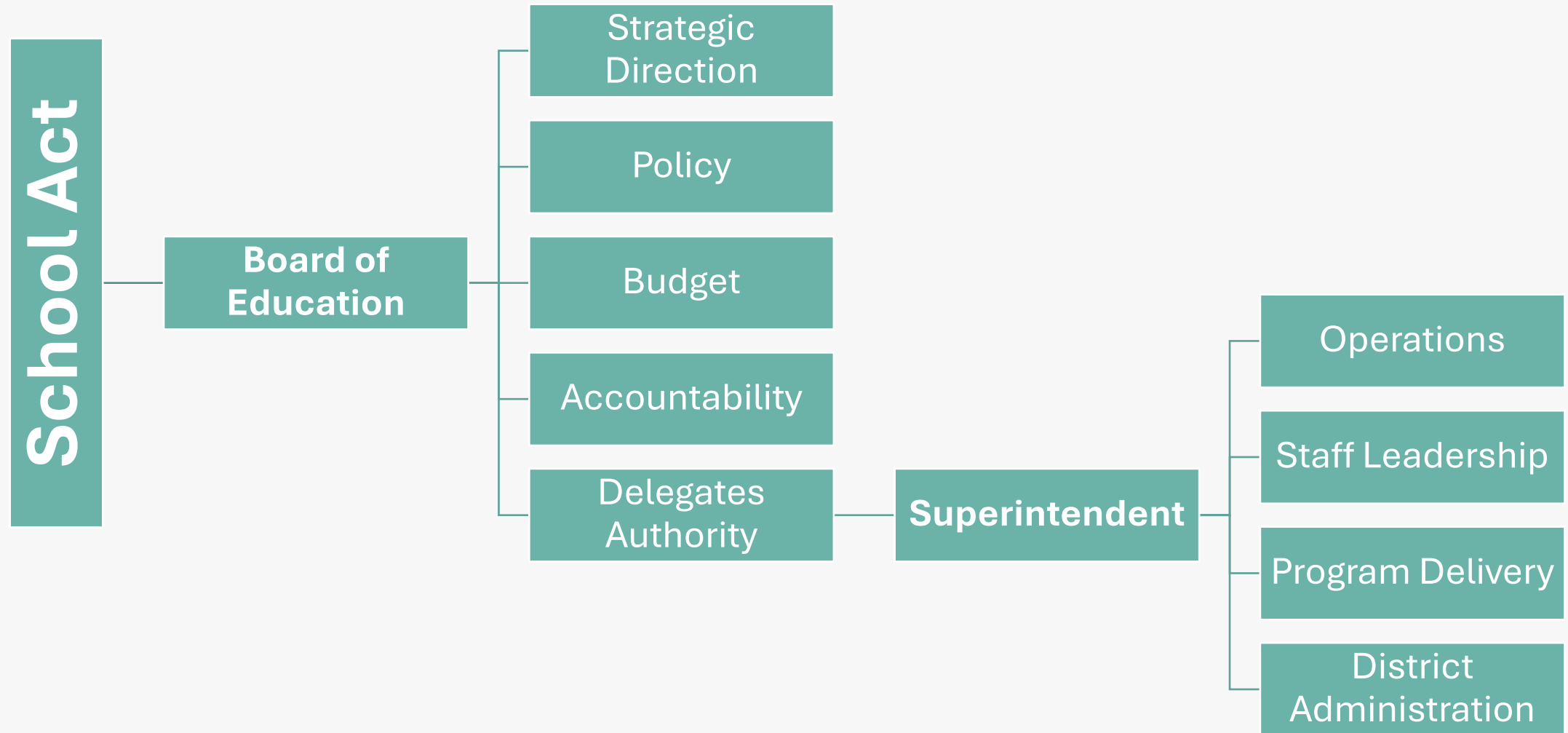
[Click here to view Policy 3 - Role of Trustee.](#)





UNDERSTANDING THE SYSTEM

BOARD AUTHORITY UNDER THE SCHOOL ACT



[Click here to view the *School Act*, in particular Part 4 – School Trustees, Part 5 – Conflict of Interest, and Part 6 – Boards of Education.](#)



PUBLIC EDUCATION IN BC: CO-GOVERNANCE MODEL

Provincial Government

- Sets legislation
- Establishes curriculum
- Provides funding
- Sets provincial expectations

Local Board of Education

- Sets local priorities
- Adopts policies
- Approves budgets
- Oversees district performance

[Click here to learn more about the Role of Boards of Education and Trustees in BC.](#)





WHAT IS GOVERNANCE?

Governance involves setting strategic direction, establishing policies, and ensuring accountability for results.

Trustees' Responsibilities

Trustees focus on big-picture decision-making, distinct from daily operational management by staff.

Importance of Role Boundaries

Clear boundaries between elected officials and staff are essential for effective and professional governance.

GOVERNANCE VS. OPERATIONS

Governance

Strategic Plan

Policy

Budget Approval

Superintendent Evaluation

Appeals

Operations

Implementation Plan

Administrative Procedures

Budget Management

Day-to-Day Operations

Student/Staff Support



ROLE OF THE TRUSTEE

WHO ARE SCHOOL TRUSTEES?



Role as Community Representatives

Trustees are elected to represent the interests of their local communities within the education system.

Advocates for Public Education

Trustees advocate for quality public education and participate in decisions affecting students and staff.

Collective Board Authority

Trustees operate as a board with shared authority and decision-making responsibility for the district.

Accountability and Balance

Trustees balance community interests with district-wide needs while being accountable to the public.



[Click here to view Policy 3 - Role of Trustee.](#)



CORE RESPONSIBILITIES



Strategic Direction Setting

Trustees define and guide the long-term vision and strategic priorities for the school district.

Budget Approval

Trustees review and approve budgets ensuring financial resources align with district goals.

Oversight of Superintendent

Trustees oversee the superintendent's performance and operational management of the district.

Policy Establishment and Appeals

Trustees establish policies, hear appeals, and ensure decisions comply with legal frameworks.





WORKING AS A BOARD

Collective Decision-Making

The board holds decision-making authority collectively, not individually, ensuring shared responsibility. Individual trustees have no authority outside of meetings.

Importance of Consensus

Collaboration, debate, and consensus are vital for effective governance and serving the district's interests.

Unified Public Support

Trustees publicly support board decisions to maintain credibility and trust, regardless of personal views.



FOCUS ON STUDENTS



Student-Centered Decision Making

Trustees prioritize student success and well-being in all decisions, ensuring positive outcomes for learners.

Balancing District Needs

Trustees balance competing interests within the district while keeping students at the center.

Equity and Inclusion

Maintaining a focus on equity and inclusion strengthens ethical and professional responsibilities of trustees.

Community Impact

Grounding governance decisions in student outcomes ensures meaningful and lasting community benefits.



WHAT DRIVES THE WORK OF THE DISTRICT?

Strategic Plan

- Established by the Board to identify priorities and desired outcome

Budget

- Resources are allocated to support strategic priorities.

Implementation

- Staff implement actions and initiatives aligned with Board direction

Student Success

- Progress is monitored and reported back to the Board.

Trustees influence student success by setting direction, allocating resources, and monitoring results.



TIME COMMITMENT

Weekly Hour Commitment

Trustees are expected to dedicate around 10 to 15 hours weekly for their responsibilities.

Core Activities Included

Time includes preparation, meeting attendance, and community engagement activities.

Balancing Responsibilities

Understanding time commitment helps candidates balance personal, professional, and governance duties.

Importance of Time Management

Consistent dedication and time management are essential for effective trusteeship.





STRATEGIC PLAN AND PRIORITIES

The strategic plan is developed by the board through active engagement with students, staff, families, and partners, reflecting shared goals.

Core Priorities

Priorities include fostering learning ethics, encouraging curiosity, strengthening community ties, and supporting Indigenous student success.

Role of Trustees

Trustees ensure priorities guide policies, budgets, and decisions aligning governance with strategic goals and student outcomes.

[Click here to view the full Strategic Plan 2023-2028.](#)



REALITY OF THE ROLE

A YEAR IN THE LIFE OF A TRUSTEE



SEPT

→ School Opening, Audited Financials, Strategic Priorities

OCT-NOV

→ Student Achievement, School Growth Plans, Trustee Academy

DEC-FEB

→ Budget Planning, Calendar Approval, Program Reviews

MAR-APR

→ Strategic Planning, Capital Planning, BCSTA AGM

MAY-JUN

→ Budget Approval, Grad Ceremonies, Recognition Events

As well as: Monthly Board Meetings • Community Engagement • School Events • Professional Learning



LEARNING CURVE

Governance Is Learned

Most trustees arrive with valuable life and professional experience and then learn how governance works through orientation, mentorship, and experience.

Public Education Is Complex

Trustees develop an understanding of education legislation, policy, finance, and accountability over time.

Questions Matter More Than Answers

Trustees are not expected to be experts in every area. Successful trustees ask thoughtful questions and seek to understand different perspectives.

Support Is Available

Organizations such as BCSTA, district staff, and experienced trustees provide training, resources, and ongoing support.

Curiosity Is an Asset

A willingness to learn, listen, and grow is one of the most important qualities a trustee can bring to the role.



A TRUSTEE'S RESPONSIBILITY

A Visible Leadership Role

Trustees serve in a visible public role, where decisions are made openly and community feedback is an important part of the work.

Diverse Perspectives

Trustees work with people who bring different perspectives and experiences, requiring respectful dialogue and collective decision-making.

Decisions That Matter

Many decisions involve balancing competing priorities, limited resources, and the diverse needs of students, families, and schools.



RUNNING FOR SCHOOL TRUSTEE

Who Can Run?

To be eligible for election as a School Trustee, you must:


- ✓ Be a Canadian citizen
- ✓ Be 18 years of age or older by October 17, 2026
- ✓ Have lived in British Columbia for at least six months immediately before filing nomination papers
- ✓ Not be disqualified by legislation from holding elected office

Trustee Term

Five trustees will be elected to serve qathet School District for a four-year term (2026–2030).

RUNNING FOR SCHOOL TRUSTEE

Key Dates

 **Nomination Period**

September 1–11, 2026

 **Campaign Period**

September 19 – October 17, 2026


 **General Voting Day**

October 17, 2026

Learn More

Visit the [qathet School District Election Information Page](#) and the [BCSTA Trustee Candidate Guide](#) for nomination information, key deadlines, and resources for prospective candidates.



 **Additional Resources: [Glossary of Key Terms for School Trustees.](#)**



QUESTIONS?

VISIT PROTOCOL

Background

The Superintendent has been given the responsibility to ensure positive internal and external communications are developed and maintained. Proper protocol is to be followed for visits that occur within the District.

The District encourages parents, and the public, to visit schools, within reason, during normal school hours. The District also believes that the parents of children attending school have special rights and responsibilities to keep themselves informed as to the day-to-day operation of the schools, and the educational well-being of their children.

In encouraging visitors to schools, the District recognizes its responsibility for the welfare of students and to ensure that the functioning of a school is not impaired, visitors are required to adopt the following procedures as a reasonable control.

Principals are requested to continue strong efforts to ensure that parents of students are not only aware of this Administrative Procedure but that they are cordially invited to visit our schools and to thereby develop a spirit of mutual cooperation which will benefit the students involved.

Procedures

1. Royal and Other Dignitary Visits

- 1.1 While rare, school boards or schools occasionally may be included in royal visits (including those of Canada's Governor-General and/or British Columbia's Lieutenant Governor); visits by the Prime Minister or Premier; senior cabinet ministers; ambassadors; or other prominent dignitaries. In such circumstances, the formal protocol of either the Government of Canada or Province of British Columbia takes precedent. Information on proper protocol in these special circumstances can be obtained from the Government of British Columbia. The Superintendent must be contacted in these instances.
- 1.2 In these circumstances, it is expected local event organizers will ensure Trustees are properly recognized and included in the event whenever possible.

2. Special Visits

- 2.1 The District, in recognizing its responsibilities to share educational experiences, welcomes visitors to the school system.
- 2.2 Visits to schools by persons from outside the school system shall be arranged by such officials as the Superintendent may appoint. Such visits will be arranged in consultation with the principals and teachers concerned.



Administrative Procedure 156

- 2.3 The Superintendent will extend to visitors, at District expense, such courtesies as they may deem desirable.

3. General Visits

3.1 All visitors to a school are required to check-in at the school office immediately upon arrival, identify themselves to the Principal or office delegate, and sign in and out using the School's Visitor Sign-In Form. Visitors will be issued a "visitor badge" they must wear at all times so it is visible while on school premises, which must be returned to the office when signing out. Employees should acknowledge and direct unfamiliar persons who do not have a visitor badge to the school office. All visitors to a school are required to report to the school office and identify themselves to the Principal.

3.2 "Visitors" include persons who are not enrolled at the school nor assigned to work at the school, and who are on the school premises for temporary work, volunteering, or other activities during regular school hours.

Exemptions that do not require check-in at the office include:

3.2.1 Students, parents/guardians, members of the public, presenters, and staff from other schools or the school district, who are observing or participating in school-sponsored or sanctioned activities or events that are by-invitation or open to the public (including after-hours community use of facilities and grounds).

3.2.2 District maintenance staff and contractors who are accompanied by school district maintenance staff, or contractors for whom the Director of Operations has provided notice to the Principal of their impending work schedule.

3.1-13.2.3 First responders in the exercise of their duties.

3.23.3 The Principal has complete discretion in determining the appropriateness or convenience of the visit. Classrooms are not open to visitors while instruction is taking place, but special arrangements can be made through the Principal. Teachers are not to be approached directly.

3.33.4 Teachers are to recognize the privileged relationship that exists in their classrooms and must be extremely careful in the choice and use of outsiders as resource persons in the classroom. Any use of such resource persons must be cleared through the Principal's office.

3.43.5 The Principal shall have complete authority to exclude from school premises any persons who it is believed are disrupting the educational programs in the classroom or in the school, are disturbing the teachers or students on the premises, or who the Principal believes are on the premises for the purpose of committing an illegal act.

Reference: Sections 20, 22, 65, 85, 177 *School Act*
Provincial Government Protocol
Federal Government Protocol

Adopted: December 10, 1986

Reviewed: ~~May 18, 2022~~ June 21, 2016

Revised: ~~June 10, 2026~~ May 18, 2022

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Reference: Sections 20, 22, 65, 85, 177 *School Act*
Provincial Government Protocol
Federal Government Protocol

Adopted: December 10, 1986
Reviewed: May 18, 2022
Revised: June 10, 2026

2026-2027

Board Meeting Schedule

Current Board Schedule:
 CotW - Second Wed (except Dec & Mar)
 Reg/Closed - Fourth Wed (except Dec & Mar)



DRAFT

| Su | Mo | Tu | We | Th | Fr | Sa |
|----|----|----|----|----|----|----|
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | | | |

SEPT

- Sept 7 - Labour Day
- Sept 9 - Committee of the Whole
- Sept 23 - Regular / Closed Meetings
- Sept 25 - Professional Day
- Sept 30 - National Day for Truth and Reconciliation

| Su | Mo | Tu | We | Th | Fr | Sa |
|----|----|----|----|----|----|----|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | | | | | | |

FEB

- Feb 10 - Committee of the Whole
- Feb 12 - Professional Day
- Feb 15 - Family Day
- Feb 24 - Regular / Closed Meeting

| Su | Mo | Tu | We | Th | Fr | Sa |
|----|----|----|----|----|----|----|
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

OCT

- Oct 12 - Thanksgiving
- Oct 17 - Local School Election Voting Day
- Oct 23 - Professional Day
- There are no board meetings scheduled due to Local School Elections*

| Su | Mo | Tu | We | Th | Fr | Sa |
|----|----|----|----|----|----|----|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 | | | |

MAR

- Mar 10 - Regular / Closed Meetings
- Mar 15 to 25 - Spring Break
- Mar 26 - Good Friday
- Mar 29 - Easter Monday

| Su | Mo | Tu | We | Th | Fr | Sa |
|----|----|----|----|----|----|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | | | | | |

NOV

- Nov 4 - Inaugural Meeting of the Board
- Nov 11 - Remembrance Day
- Nov 25 - Regular / Closed Meetings
- Nov 26-28 - BCSTA Trustee Academy

| Su | Mo | Tu | We | Th | Fr | Sa |
|----|----|----|----|----|----|----|
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | |

APR

- Apr 14 - Committee of the Whole
- Apr 15-17 - BCSTA Annual General Meeting
- Apr 28 - Regular / Closed Meetings

| Su | Mo | Tu | We | Th | Fr | Sa |
|----|----|----|----|----|----|----|
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |

DEC

- Dec 9 - Regular / Closed Meetings
- Dec 21 to 31 - Winter Break

| Su | Mo | Tu | We | Th | Fr | Sa |
|----|----|----|----|----|----|----|
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | | | | | |

MAY

- May 12 - Committee of the Whole
- May 21 - Professional Day
- May 24 - Victoria Day
- May 26 - Regular / Closed Meetings

| Su | Mo | Tu | We | Th | Fr | Sa |
|----|----|----|----|----|----|----|
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | | | | | | |

JAN

- Jan 1 - Winter Break / New Year's Day
- Jan 13 - Committee of the Whole
- Jan 27 - Regular / Closed Meetings

| Su | Mo | Tu | We | Th | Fr | Sa |
|----|----|----|----|----|----|----|
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | | | |

JUN

- Jun 9 - Committee of the Whole
- Jun 23 - Regular / Closed Meeting
- Jun 30 - Admin Day

BOARD ANNUAL WORK PLAN

2026-2027

JULY

Board Meeting Agenda Items

- No regularly scheduled meetings

Events

- Canadian School Boards Association 2026 Trustee Gathering on Education, Innovation and Reconciliation (July 5-8)
-

AUGUST

Board Meeting Agenda Items

- No regularly scheduled meetings

Events

- Trustee Working Session (TBD)
-

SEPTEMBER

Board Meeting Agenda Items

- Review the Audit Findings Report, Management letter and Financial Statement Discussion and Analysis Report
- Approve the Audited Financial Statements
- Approve the submission of the proposed Minor Capital Plan
- Approve the Framework for Enhancing Student Learning Report
- Review the Superintendents School Opening Report
- Review the Board Annual Work Plan

Events

- Recognize National Truth & Reconciliation Day (September 30)
-

OCTOBER

Board Meeting Agenda Items

- Review School Growth Plans
- Review quarterly Fiscal Accountability Report

- Review the submission of the Executive Compensation Disclosure Report

Events

- Recognize World Teachers' Day (October 5)
 - General School Election (October 17)
-

NOVEMBER

Board Meeting Agenda Items

- Board Inauguration
- Election of Board Chairperson & Vice Chairperson
- Election of Provincial Council and BCPSEA Representatives
- Trustee Orientation (TBD)
- Approve Department Operational Plans
- Routine review of select Board Policies

Events

- Attend and participate in BCSTA Trustee Academy (November 26-28)
 - Attend Remembrance Day Assemblies
-

DECEMBER

Board Meeting Agenda Items

- Approve the submission of the annual Statement of Financial Information (SOFI)
- Approve Trustee Appointments to Board Committees, to Internal Administrative Committees, and to External Committees, Organizations and Agencies
- Review the Board Annual Work Plan
- School Presentations: TBD

Events

- Attend Winter Concerts
-

JANUARY

Board Meeting Agenda Items

- Review quarterly Fiscal Accountability Report
- Review and approve prospective increases to Trustee Remuneration
- Remit Financial Disclosure Forms by January 15
- Review proposals for substantive changes
- School Presentations: TBD

Events

- Represent the Board at the BCPSEA Annual General Meeting (TBD)
- Recognize Literacy Week

FEBRUARY

Board Meeting Agenda Items

- Approve the Amended Annual Budget
- Review School Calendar Consultation Information
- Approve the budget development process and timelines for the following years annual budget
- Routine review of select Board Policies
- Review proposed Draft School Calendar Submissions or Amendments (CotW)
- Proposals: Board Authority Authorized Courses (CotW)
- Proposals: Academies (CotW)
- School Presentation: TBD

Events

- Represent Board at BCSTA Provincial Council (February 19)
- Recognize Pink Shirt Day – Anti Bullying (February 25)

MARCH

Board Meeting Agenda Items

- Review the Superintendent’s Student Success report
- Approve School Calendar Submission
- Review the Board Annual Work Plan
- School Presentations: TBD

Events

- Chairperson – Represent at Ministry of Education Annual Partner Liaison Meeting (TBD)

APRIL

Board Meeting Agenda Items

- Review government grant information for the following years annual budget
- Approve Capital Plan Bylaw (from Ministry Capital Plan Response Letter)
- Review quarterly Fiscal Accountability Report
- Approve terms of engagement and appoint or reappoint auditor
- School Presentation: TBD

Events

- Recognize the Anniversary of Tla’amin Treaty (April 5)
- Recognize Education Week (TBD)
- Attend BCSTA AGM (April 15-17)

MAY

Board Meeting Agenda Items

- Approve Annual Facility Grant Plans
- Formalize Board Development Plan
- Review Community Connections Report
- School Presentation: TBD

Events

- Recognize Mental Health Week (May 3-9)
 - Attend Elementary Track and Field Meet
-

JUNE

Board Meeting Agenda Items

- Approve the Annual Budget
- Approve Major Capital Projects
- Review Carbon Neutral Action Report
- Review Strategic Plan
- Review Board Meeting Calendar
- Review the Board Annual Work Plan

Events

- Recognize Children and Youth in Care Week
 - Attend Employee Recognition event
 - Attend Board Retirement Celebration
 - Attend Graduation Ceremonies (June 5)
 - Attend Award & Scholarship Event
 - Recognize National Indigenous Peoples Day (June 21)
-

ONGOING

- Advocate for public education
 - Attend trustee development and/or orientation sessions
 - Review and approve capital project bylaws as required
 - Undertake trustee & superintendent evaluations
 - Hear appeals as needed
 - Ratify collective agreements as needed
 - Represent Board at BCSTA Branch Meetings
 - Attend school functions
 - Review BCSTA communications, including proposed motions for the BCSTA AGM
 - Receive and consider program review reports, as required
-