

COMMITTEE OF THE WHOLE

12:00 pm, Wednesday, June 11, 2025
School Board Office

AGENDA

PRESENTATIONS:

Graduation Project: Drawing as a Social Practice – K. Gordon
Kindergarten Gradual Entry – Kindergarten Teachers

1. APPROVAL OF AGENDA

- 1.a) **MOTION:** “THAT the Committee of the Whole Meeting Agenda of June 11, 2025, be adopted as circulated.”

2. STANDING COMMITTEES

- 2.a) Finance and Facilities
2.a.i) 2024 PSO Climate Change Accountability Report
2.a.ii) 2025/2026 Draft Budget
- 2.b) Education and Strategic Planning
2.b.i) Program Review Schedule
- 2.c) Audit
2.c.i) N/A
- 2.d) Policy Development
2.d.i) 2025/2026 Board Meeting Calendar
2.d.ii) 2025/2026 Board Work Plan

3. OTHER INFORMATION

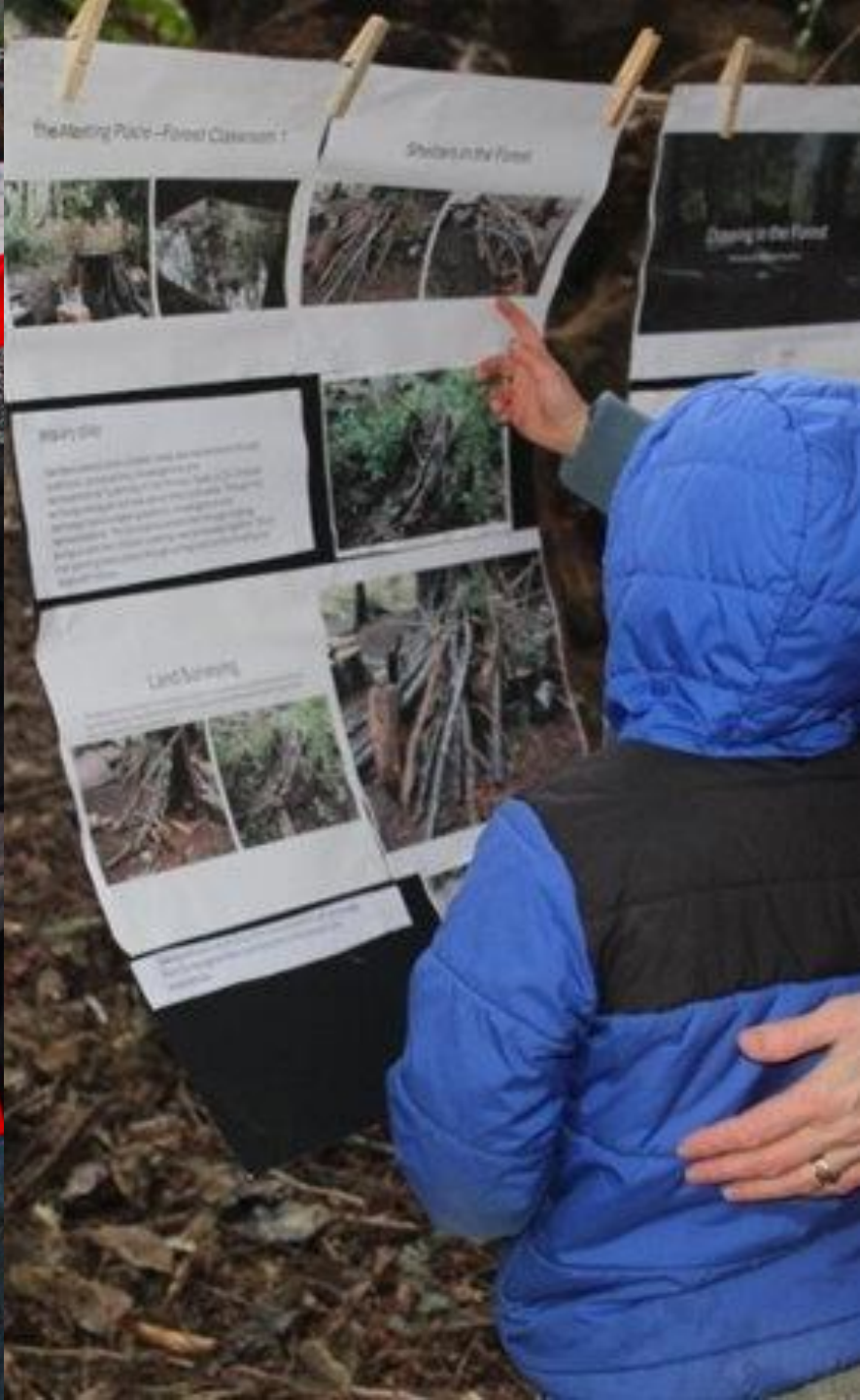
- 3.a) Letter re: Kindergarten Gradual Entry Changes

ADJOURNMENT

SH/attachments

















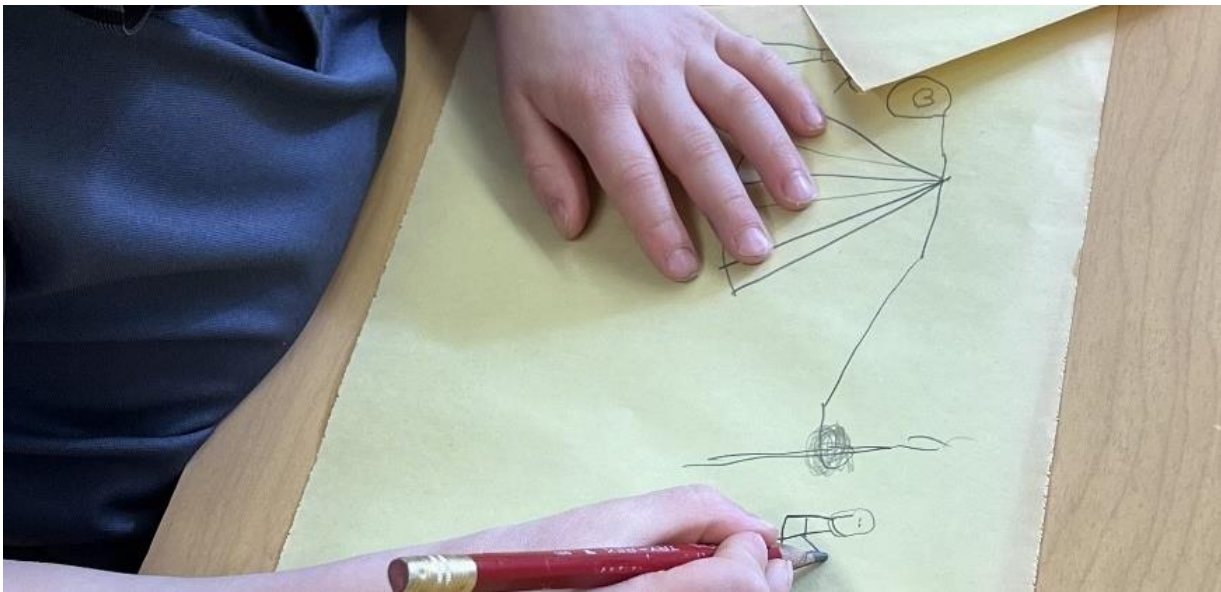












Kindergarten Gradual Entry

qathet School District Presentation

June 11, 2025

Who are we...

- ◆ Collectively, we have decades of lived experiences teaching kindergarten and early primary.
- ◆ We have taught and raised children in the qathet region.
- ◆ We have extensive professional development in pedagogical practice in the early years.

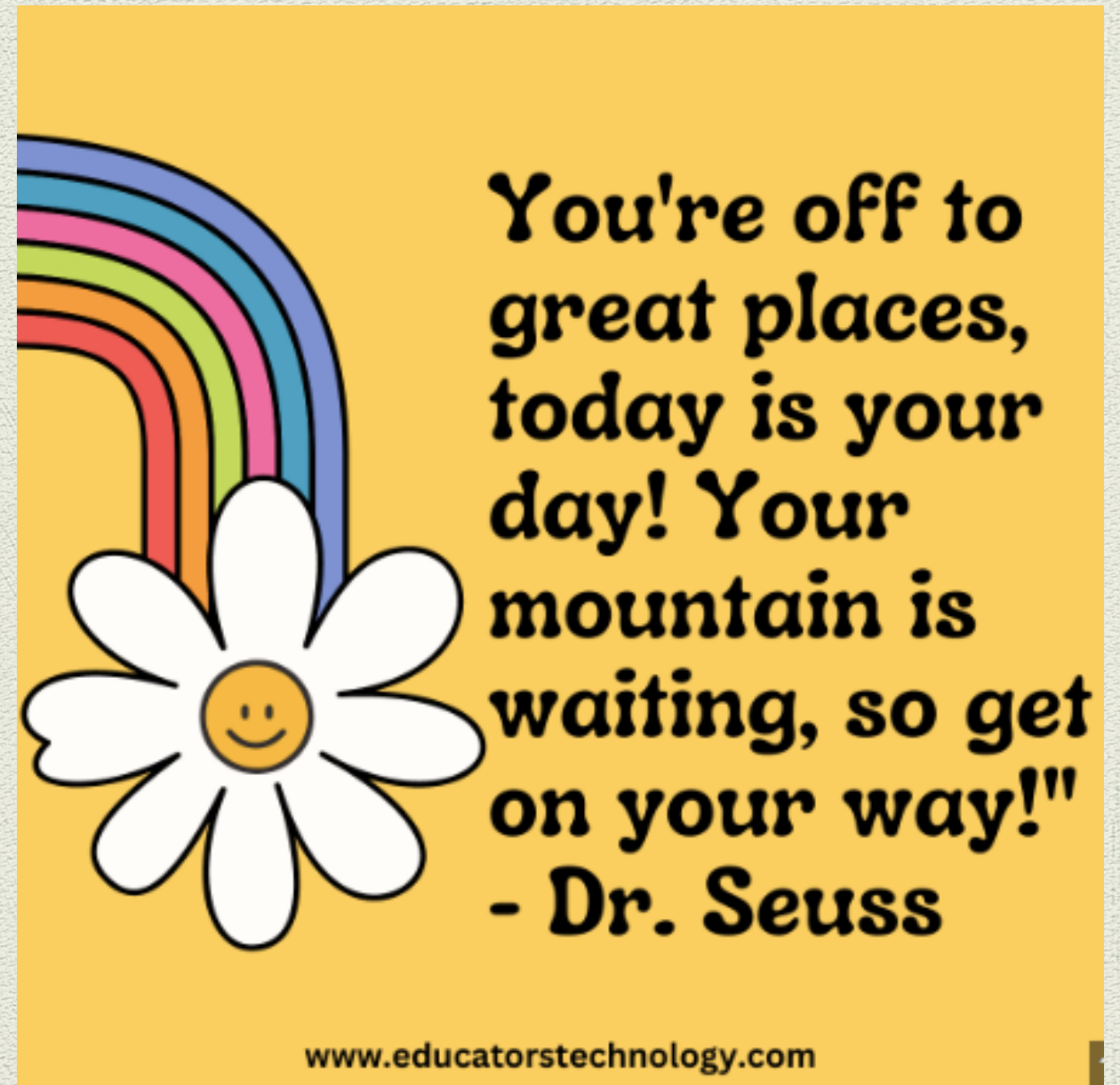
Why are we here...

- ◆ To advocate for a gradual entry that honours the unique needs of Kindergarten children as they begin their school journey.
- ◆ The School Act allows for 853 hours of instruction for students in Kindergarten (25 hours less than Grades 1-7) in order to accommodate this transition.



Why is Gradual Entry important...

- ◆ It is a BIG transition!
- ◆ A gentle, child-centred approach to learning many, many new routines is required for young children to feel confident attending a 6 hour school day.
- ◆ An opportunity to develop foundational relationships with children and families.



What does the EDI tell us...

- ◆ The Early Development Instrument (EDI) indicates that children in the qathet region are arriving in kindergarten with increasing vulnerability on one or more scales.

Human Early Learning Partnership. Early Development Instrument [EDI] report. Wave 7 Community Profile, 2019. Powell River School District (SD47). Vancouver, BC: University of British Columbia, Faculty of Medicine, School of Population and Public Health; February 2020. Available from: http://earlylearning.ubc.ca/media/edi_w7_communityprofiles/edi_w7_communityprofile_sd_47.pdf



SCHOOL DISTRICT EDI TRENDS

Collecting EDI data over multiple years allows for an improved understanding of trends in children's development. Figure 11 shows that for the summary measure Vulnerable on One or More Scales, the vulnerability rate for Powell River was 36% in Wave 6 and 37% in Wave 7. There is no meaningful change in childhood developmental vulnerability for this time period.. The longer-term trend shows that 28% of children were vulnerable in Wave 2 and 37% were vulnerable in Wave 7. This represents a meaningful increase in childhood developmental vulnerability for this time period.

Figure 12 illustrates EDI vulnerability rates for each of the five scales across five points in time (Waves 2 through 7) for Powell River School District. These trend data help identify gradual changes in vulnerability across and between EDI scales over this period.

FIGURE 11. WAVE 2-7 VULNERABILITY TRENDS FOR POWELL RIVER

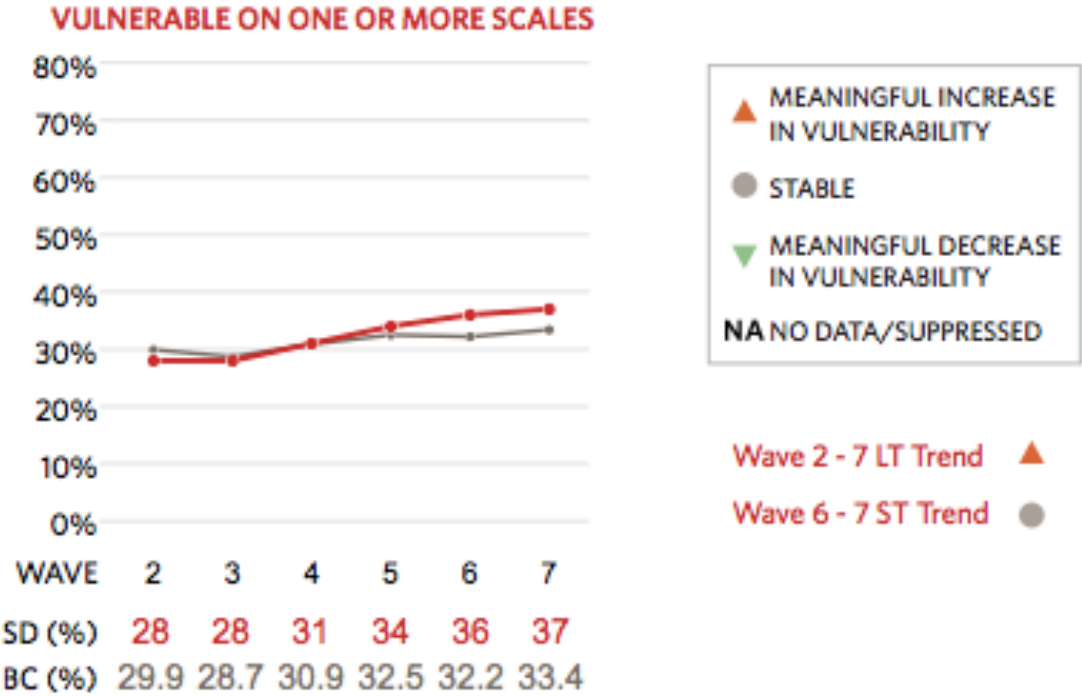
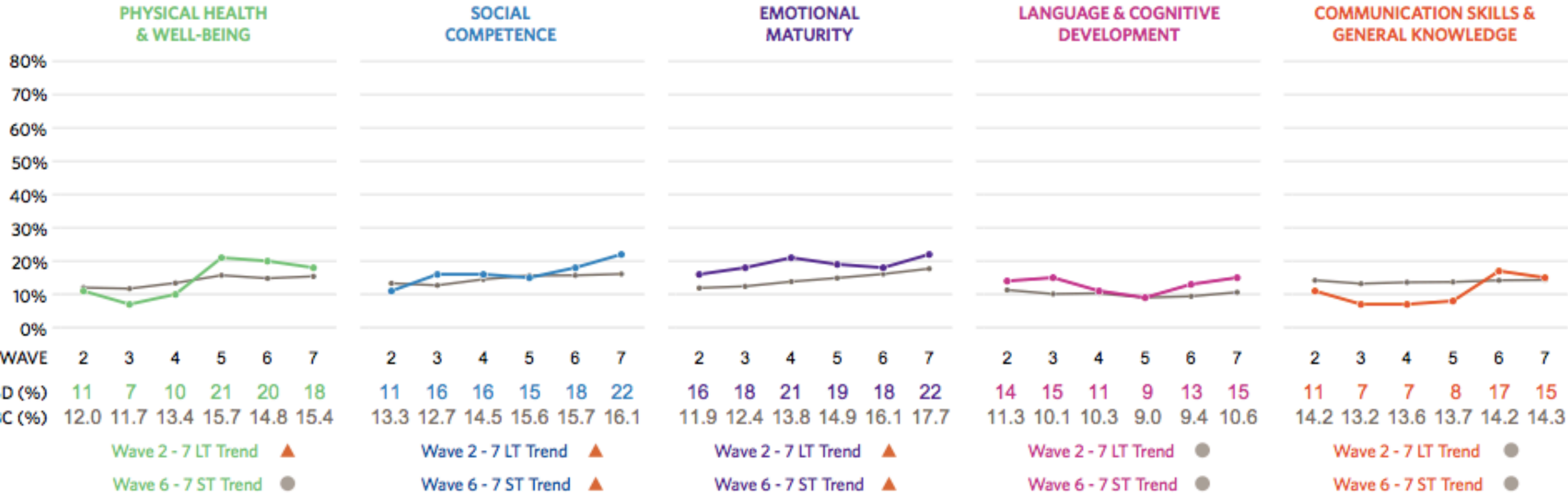


FIGURE 12. WAVE 2-7 SCALE LEVEL VULNERABILITY TRENDS FOR POWELL RIVER



Note: Data are suppressed for waves when there are fewer than 35 Kindergarten children in the school district. See Appendices 1A and 1B for full tables of your school district's EDI data.

SCHOOL DISTRICT WAVE 7 EDI DATA

Figure 9 shows that in Powell River 37% or 88 children are vulnerable on at least one area of development as measured by the EDI in Wave 7 (2016–2019). Figure 10 explores vulnerability rates, and the corresponding number of children vulnerable, across each of the five scales of the EDI.

Total Number
of Children
235

FIGURE 9. WAVE 7 VULNERABILITY ON ONE OR MORE SCALES FOR POWELL RIVER

VULNERABLE ON ONE OR MORE SCALES

This is a summary measure that reports the percentage of children who are vulnerable on at least one or more of the five scales of the EDI. Children captured by this measure may be vulnerable on only one scale, or may be experiencing vulnerabilities on two, three, four or all five scales of the EDI.

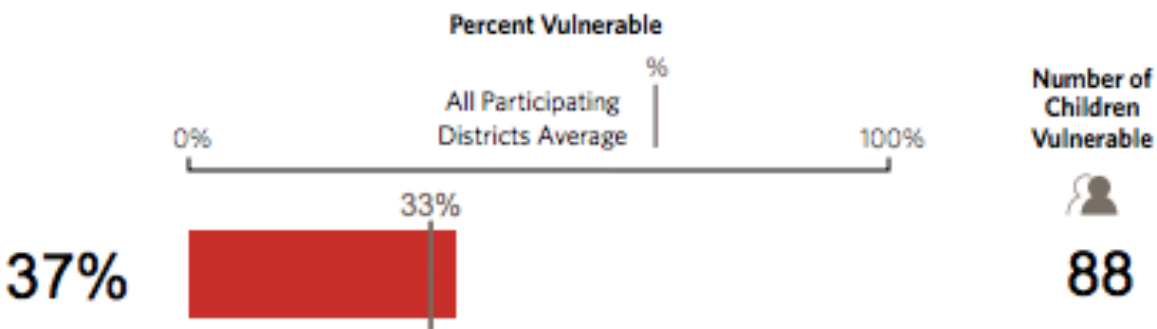


FIGURE 10. WAVE 7 SCALE LEVEL VULNERABILITY FOR POWELL RIVER



PHYSICAL HEALTH & WELL-BEING

Children's gross and fine motor skills, physical independence and readiness for the school day such as, motor control, energy level, daily preparedness for school and washroom independence.



SOCIAL COMPETENCE

Children's overall social competencies, capacity for respect and responsibility, approaches to learning, and readiness to explore new things.



EMOTIONAL MATURITY

Children's prosocial and helping behaviours, as well as hyperactivity and inattention, and aggressive, anxious and fearful behaviour.



LANGUAGE & COGNITIVE DEVELOPMENT

Children's basic and advanced literacy skills, numeracy skills, interest in math and reading, and memory.



COMMUNICATION SKILLS & GENERAL KNOWLEDGE

Children's English language skills and general knowledge, such as their ability to clearly communicate one's own needs, participate in story-telling, and general interest in the world.



“Simply put, social and emotional learning is not another thing on the plate, it is the plate!”

–Kimberly Schonert-Reichl 2022

Learning in the Primary Years, p16

Our concerns...

- ◆ Decreasing Gradual Entry from 10 days to 5 will be detrimental to the social and emotional well being of our youngest students.
- ◆ Deferring a portion of the 25 hours to the spring does not support the benefits of a continuous progression of carefully planned days in September.
- ◆ Interrupting the education of kindergarten children in the spring to accommodate the deferral, is disruptive to current students and families.

How do we compare...

- ◆ Most of Metro Vancouver, which includes the majority of the Kindergarten children in our province, have a two week Gradual Entry schedule with student's first full day on the 3rd Monday of September.
- ◆ In addition, Comox Valley, Delta, Coquitlam, Abbotsford, Cranbrook, Chilliwack, and the Sunshine Coast have two or more weeks of Gradual Entry.

Our wishes...

- ◆ To return to the 10 day Gradual Entry schedule.
- ◆ To be welcomed to the decision making table and to participate in a truly collaborative model.
- ◆ To work in a Compassionate Leadership system that honours our experience and expertise in working with kindergarten children.
- ◆ To receive clear, transparent communication with a feedback loop that respects the voice of the teacher.

Some things to be grateful for...

- ◆ We are grateful to have the addition of support in our classrooms in September.
- ◆ Thank-you for the opportunity to share our thoughts with you today.



2024 PSO Climate Change Accountability Report

qathet School District (SD47)



Declaration Statement

This PSO Climate Change Accountability Report for the period January 1, 2024 to December 31, 2024 summarizes our greenhouse gas (GHG) emissions profile, the total offsets to reach net-zero emissions, the actions we have taken in 2024 to minimize our GHG emissions, and our plans to continue reducing emissions in 2025 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 the metric at the end of 2025, ahead of 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.

Emissions by Source (tCO₂e)

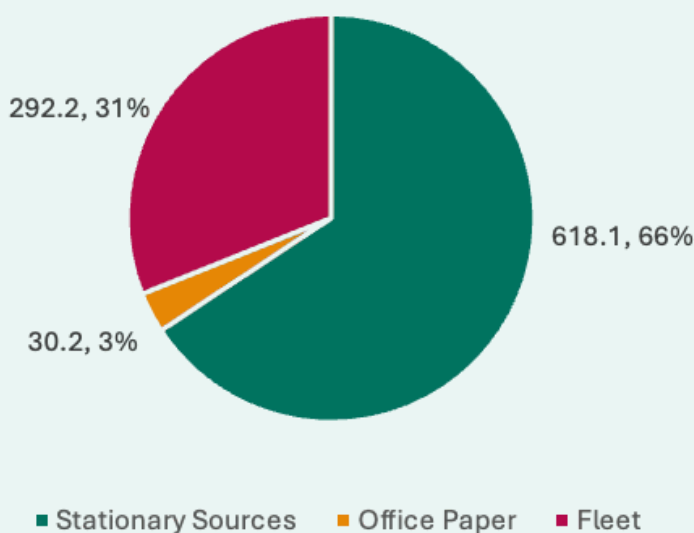


FIGURE 1 – GHG EMISSIONS BY 3 KEY SOURCES

Stationary Sources

Stationary sources represent the largest contribution of emissions at 618.1 tCO₂e, or approximately 66% of the District's total. Emission sources in the stationary category include natural gas, electricity, and fugitive emissions from refrigeration sources (Heat pumps, refrigerators, coolers, freezers, etc). The energy used provides heating, lighting, and necessary electronics to operate our schools and District buildings.

As can be seen from Figure 2, Direct Fuel Consumption (Natural Gas/Propane) was used as approximately 53% of the District's Stationary Energy use, but when compared to the Figure 1, contributed to 66% of total District emissions while electrical emissions represents 3% of the total. Given the significant relative difference between Natural Gas and Electricity emissions per equivalent energy unit, the School District will continue to mitigate stationary source emissions through the reduction of fugitive emissions and removal of inefficient natural gas consumption with electrical equivalent replacement options, where practicable.

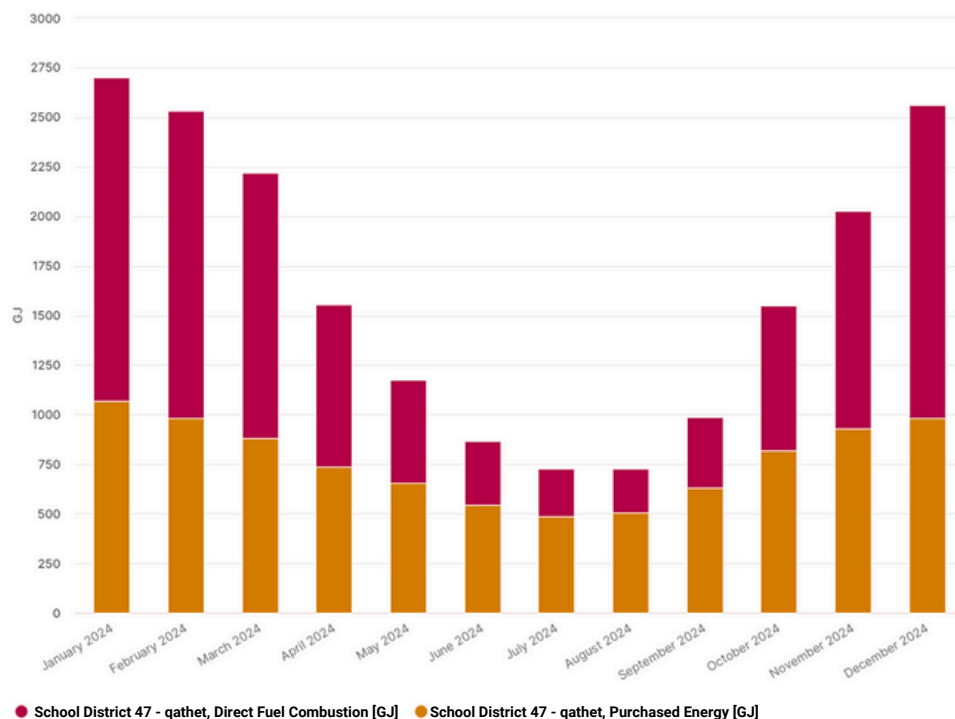


FIGURE 2 – STATIONARY ENERGY USE – ELECTRICAL AND FUEL

In 2024, the School District had a primary focus on the stationary source reductions with the following projects completed:

James Thomson Elementary School HVAC Upgrade Commissioning

- The James Thomson HVAC project received the final rooftop unit for the gym and was fully commissioned in the first quarter of 2024. This system operates on a new efficient DDC system which is able to shut down the system when not in use and monitor facility HVAC systems throughout the day to ensure the system is working as efficiently as practicable.

Henderson Elementary School 3-phase Power Upgrade

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

Henderson 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.

Henderson Elementary School LED Lighting Upgrade

- Replace the dated T8/T12 lighting fixtures with new energy-efficient LED lighting throughout the school.

Elementary School Domestic Hot Water Heat Pump Tanks

- Replace specific high-usage hot water tanks with a cascading heat pump hot water tank to improve energy efficiency and remove natural gas heaters.



In looking at 2025, the focus continues to be on Stationary Sources and opportunities to reduce emissions and improve climate resiliency. 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. As part of our renewable energy infrastructure planning, Future funding applications will support the added solar capacity project once the school addition has been commissioned.

Edgehill Elementary School HVAC Upgrade

- The existing school building areas will undergo an extensive upgrade to replace all HVAC equipment from a Natural Gas heating system to a refrigerant heat pump system which will provide energy efficient heating and cooling to all spaces. This system will tie directly into the building addition to provide one modern operating system through DDC control system ensuring operational efficiency.

Edgehill Elementary School LED Lighting Upgrade

- Replace the dated T8/T12 lighting fixtures with new energy efficient LED lighting throughout the school.

Westview Elementary School LED Lighting Upgrade

- Replace the existing older LED lighting unit and replace with newer LED lighting and dimming controls throughout the school for added efficiency based on occupancy.

Mobile Sources

The School District fleet, consisting of yellow school buses and white fleet vehicles (such as maintenance vans, activity buses, etc) and is the second largest contributor to the District's emissions at 292 tCO₂e, or 31% of the total emissions.

Given the moderate climate in the qathet region relative to other school districts in the province, as well as the length and duration of bus trips across the region, electric fleet options are being pursued through infrastructure grant funding and will perform well within the existing School District bus fleet.

The District has enrolled in BC Hydro's EV Fleet Ready Program which provides funding for studies to be completed to assess facility and fleet infrastructure requirements to support converting portions of the fleet to electric. Infrastructure upgrades expected would include a 3-phase power upgrade to extend the BC Hydro 3-phase power access to the SD47 Bus Garage and install a bank of electric chargers capable of charging the school bus fleet. The study is expected to be completed mid-2025 and engagement with BC Hydro for next steps within the EV program, as well as other funding opportunities.

It is the District's goal to prepare the necessary facility infrastructure to facilitate the use of an electric bus on the next fleet replacement. The current goal to begin receiving electric school bus fleet vehicles is currently 2027.

In addition to the large infrastructure planning for large fleet vehicles, the School District plans to extend charging capabilities at remote locations, including Texada Elementary School. The EV charging capacity is in addition to the EV chargers at all other school sites to promote energy efficient transportation across the District.



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. The introduction of SharePoint sites in place of a stand-alone file directory promotes use of digital materials that can be accessed and referenced easily as opposed to stored files to be printed and distributed. 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.

2024 GHG Emissions and Offsets Summary

GHG emissions for the period January 1 - December 31, 2024

Total BioCO ₂	13.8
Total Emissions (tCO ₂ e)	943
Total Offsets (tCO ₂ e)	738

Adjustments to Offset Required GHG Emissions Reported in Prior Years

Total Offsets Adjustment (tCO ₂ e)	0
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Grand Total Offsets for the 2024 Reporting Year

Grand Total Offsets to be Retired for 2024 Reporting Year (tCO ₂ e)	738
Offset Investment (\$)	\$ 18,450.00

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 2024 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 indicate 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 underwent a significant change during the 2024 year which resulted in a loss of recyclable waste diversion streams. The School District was affected in the streams that could be diverted and continues to work with provincial partners to reduce waste across all streams. In working with the City of Powell River, the School District was able to introduce curb side pick-up for recycling at the James Thomson and Edgehill Elementary Schools. The District has worked with the City to submit 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.

Executive Sign-off:



Signature

May 30, 2025

Steve Hopkins

Secretary-Treasurer



Budget Planning & Reporting

2025/2026



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



Role of Secretary Treasurer

Acts as the Chief Financial Officer for the district. Reporting directly to the Superintendent with additional responsibilities under the School Act. Responsibilities include:

Corporate Governance

Maintenance & Transportation

Health & Safety

Financial Monitoring & Reporting

Information Technology

Risk Management

Budget & Audit

Legal

Freedom of Info & Protection of Privacy



Presentation Overview



Budget Planning Cycle

- Key Dates



Provincial Funding Model

- Capital Fund
- Special Purpose Fund
- Operating Fund



Operating Grants



Budget Planning

- Strategic Priorities
- Enrolment Trends
- Accumulated Operating Surplus
- Budget Assumptions
- Budget Pressures
- Mitigation Strategies



Financial Reporting

- Budgeted Revenues
- Budgeted Expenses





Budget Planning Cycle: Key Dates

April to June: Budget Planning & Staffing

June: School Board Adoption of the Annual Budget

July / August: Independent Financial Audit

September: Student Enrolment Count

December: Amended Operating Grant Announcement

February: Multi Year Enrolment Forecast

March: Operating Grant Announcement



Provincial Funding Model



Capital Fund: expenditures related to facilities and equipment

Minor Capital

School Enhancement
Carbon Neutral Program
Bus Acquisition Program
Playground Equipment Program
Food Infrastructure Program
Building Envelope Program
Annual Facility Grant
Child Care Capital Planning

Major Capital

Seismic Mitigation Program
Expansion Program
Replacement Program
Facility Grant
Rural District Program

2025/2026 Funding Program

Expansion Program - Edgehill Elementary school Addition \$16.7 M
School Enhancement Program - Edgehill HVAC Upgrades \$1.125 M
Carbon Neutral Program - Energy Upgrades - \$255,000
Bus Acquisition Program - \$135,000
Food Infrastructure Program - \$157,709
Annual Facility Grant - \$785,853



Provincial Funding Model



Special Purpose Fund: 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

2025/2026 Funding Program Contributions

Annual Facilities Grant	\$122,953	CR4YC	\$6,000
Learning Improvement Fund	\$145,707	Seamless Day	\$55,400
Scholarships & Bursaries	\$250,000	Early Childhood Dual Credit	\$40,000
School Generated Funds	\$1,400,000	Auditory Outreach Program	\$1,455,000
Strong Start	\$128,000	JUST B4	\$25,000
Ready Set Learn	\$14,700	SEY2KT	\$19,000
OLEP	\$61,294	Early Care & Learning	\$175,000
Community LINK	\$230,412	Feeding Futures	\$397,844
Classroom Enhancement Fund	\$2,307,530	Health Career Grants	\$50,000
Mental Health in Schools	\$55,000		
2025/2026 Total Contribution	\$6,938,840		



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

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 Learning

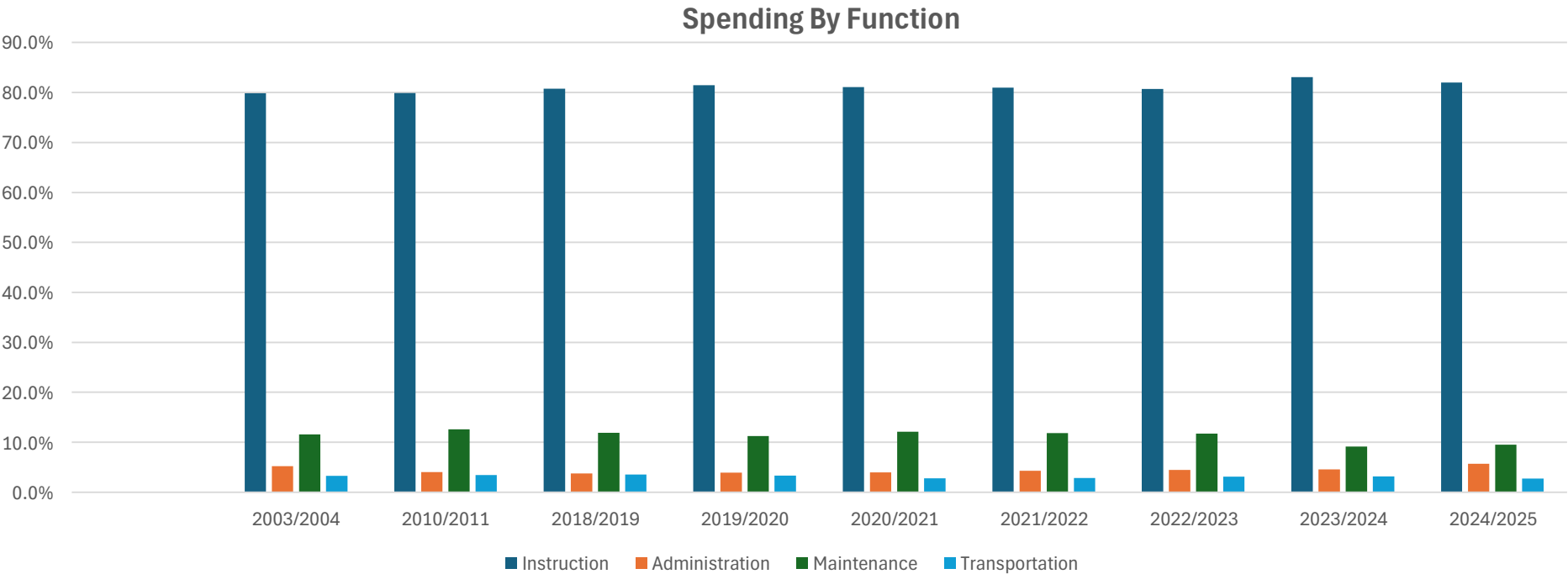
Indigenous Education Councils



Provincial Funding Model

Spending by function:

- Instruction (80%)
- Operations and Maintenance (12%)
- District Administration (5%)
- Transportation and Housing (3%)



Spending % split
consistent over 20
years



Operating Grants

Estimated Operating Grants Overview - 2025/26 School Year

September 2025 Enrolment Count				
	School-Age Enrolment	Funding Level	Funding	Total Supplement
Standard (Regular) Schools	2,000.0000	\$9,015	\$18,030,000	
Continuing Education	0.0000	\$9,015	\$0	
Alternate Schools	15.0000	\$9,015	\$135,225	
Online Learning	1,000.0000	\$7,280	\$7,280,000	
Home Schooling	4	\$250	\$1,000	
Course Challenges	0	\$282	\$0	
Total Enrolment-Based Funding (September)	3,015.0000			\$25,446,225
	Total Enrol. Change	Funding Level	Funding	Total Supplement
1% to 4% Enrolment Decline	-27.8125	\$4,508	\$0	
4%+ Enrolment Decline		\$6,761	\$0	
Significant Cumulative Decline (7%+)	11.6250	\$4,508	\$0	
Supplement for Enrolment Decline				\$0
	Enrolment	Funding Level	Funding	Total Supplement
Level 1 Inclusive Education	10	\$51,300	\$513,000	
Level 2 Inclusive Education	345	\$24,340	\$8,397,300	
Level 3 Inclusive Education	145	\$12,300	\$1,783,500	
English Language Learning	20	\$1,815	\$36,300	
Indigenous Education	365	\$1,790	\$653,350	
Adult Education	2.5000	\$5,755	\$14,388	
Equity of Opportunity Supplement			\$212,538	
Supplement for Unique Student Needs				\$11,610,376
		Funding		
Variance from Provincial Average	-\$786			
Estimated Number of Educators	167.639	-\$131,764		
	Enrolment	Funding Level	Funding	Total Supplement
FTE Distribution	3,017.5000	\$180.33	\$544,146	
Supplement for Salary Differential				\$412,382
Supplement for Unique Geographic Factors				\$3,968,113
Funding Protection				\$0
Curriculum and Learning Support Fund				\$27,385
September 2025 Enrolment Count, Total				\$41,464,481

Enrolment Based Funding Supplement for Unique Student Needs Supplement for Salary Differential Unique Geographic Factors

School District 47 (qathet)

July 2025 Enrolment Count				
	Enrolment	Funding Level	Funding	Total Supplement
Summer Learning Grade 1-7	100	\$260	\$26,000	
Summer Learning Grade 8-9	10	\$260	\$2,600	
Summer Learning Grade 10-12	35	\$510	\$17,850	
Supplemental Summer Learning Funding			\$0	
Cross-Enrolment, Grade 8 and 9	15	\$510	\$7,650	
Summer Learning, Total				\$54,100
February 2026 Enrolment Count				
	Enrolment	Funding Level	Funding	Total Supplement
School-Age FTE - Continuing Education	0.0000	\$9,015	\$0	
Adult FTE - Continuing Education	0.0000	\$5,755	\$0	
K-Gr 9 School-Age FTE - Online Learning	30.0000	\$3,640	\$109,200	
Gr 10-12 School-Age FTE - Online Learning	40.0000	\$7,280	\$291,200	
Adult FTE - Online Learning	0.0000	\$5,755	\$0	
Level 1 Inclusive Education Enrolment Growth	0	\$25,650	\$0	
Level 2 Inclusive Education Enrolment Growth	5	\$12,170	\$60,850	
Level 3 Inclusive Education Enrolment Growth	5	\$6,150	\$30,750	
Newcomer Refugees	0.0000	\$4,508	\$0	
ELL Supplement - Newcomer Refugees	0	\$908	\$0	
February 2026 Enrolment Count, Total				\$492,000
May 2026 Enrolment Count				
	Enrolment	Funding Level	Funding	Total Supplement
School-Age FTE - Continuing Education	0.0000	\$9,015	\$0	
Adult FTE - Continuing Education	0.0000	\$5,755	\$0	
K-Gr 9 School-Age FTE - Online Learning	0.0000	\$2,427	\$0	
Gr 10-12 School-Age FTE - Online Learning	10.0000	\$7,280	\$72,800	
Adult FTE - Online Learning	0.0000	\$5,755	\$0	
May 2026 Enrolment Count, Total				\$72,800
Indigenous Education Councils				\$67,305
2025/26 Full-Year Estimated Total				\$42,150,686
Estimated 2025/26 Operating Grant from Indigenous Services Canada				\$1,104,133
Estimated 2025/26 Operating Grant from Ministry of Education and Child Care				\$41,046,553



Budget Planning

Strategic Priorities

Cultivating an Ethic of Learning
(titıwšēm taʔow)

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

Cultivating Curiosity
(payot gagayɛłtən)

Transform our learning environments into places of innovation.

Cultivating Connection
(paʔa kʷums qʷayigən)

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

Supporting Self-Determination
(ʔaʔjınxʷegəs)

Ensure holistic Indigenous student success.

Cultivating Truth and Reconciliation
(gʷnaʔxʷuθs)

Honour Truth and Reconciliation.

Cultivating Integrity/Responsibility
(hays qayumıxʷ ʔayʔaytawθ)

Prioritize climate change, organizational health and sustainability.

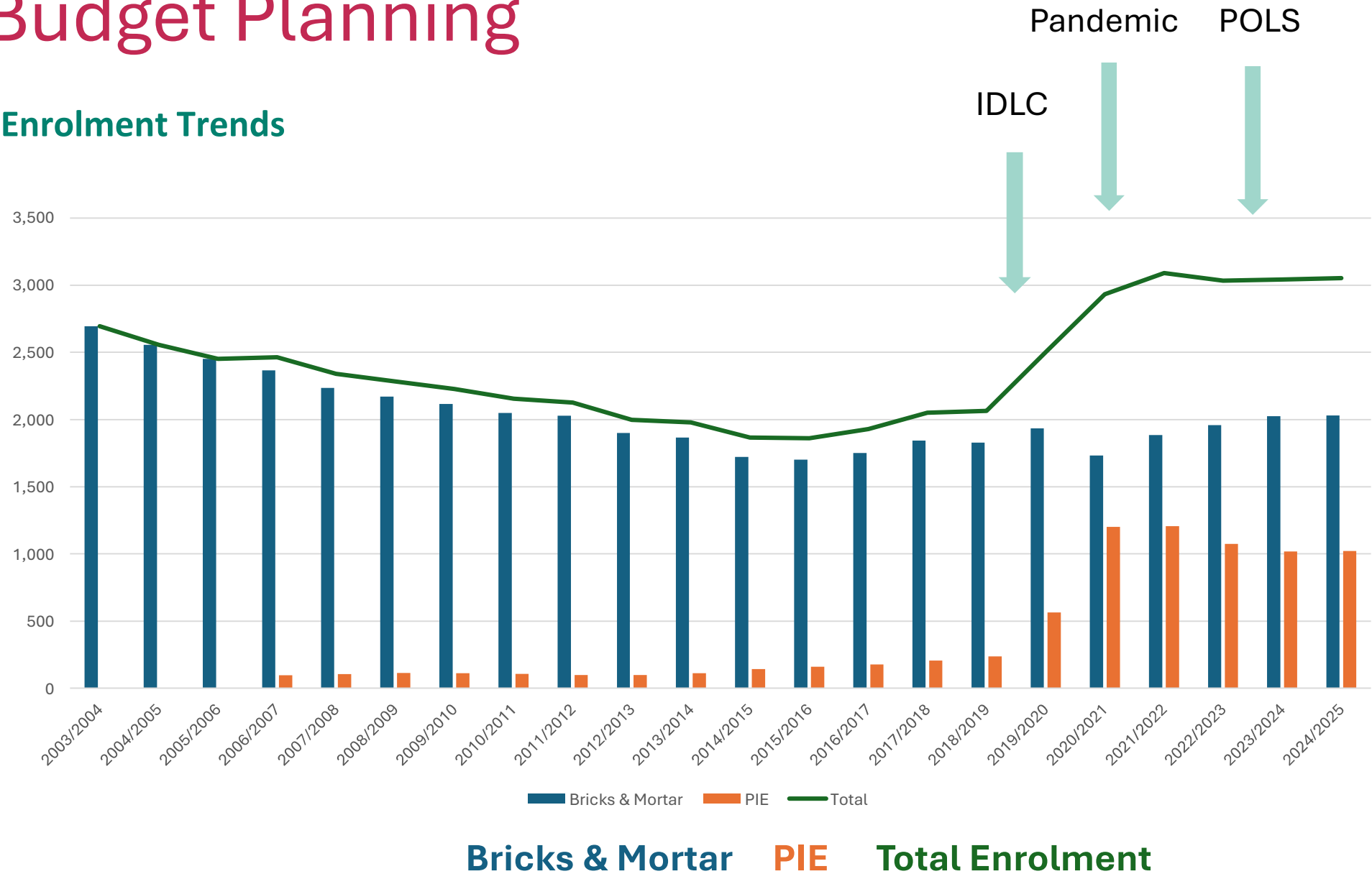


A budget is a plan for how to spend and manage resources. It is a plan...a guide, and not a fixed rule. It can be adjusted as things change.






Budget Planning

Enrolment Trends



Budget Planning

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.



Budget Planning

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.

Year	Accumulated Surplus	Internally Restricted	Unrestricted	Operating Spend	Percentage
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%

Set aside to augment current year revenues to help fund the annual budget or service plan

Accumulated operating surplus not internally restricted for coming year. Also held as a contingency fund to assist with emergent situations.



Budget Planning

Budget Assumptions (estimates you make about key factors)



Provincial government will fund total provincial enrolment including any growth



Student 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 costs do not yet assume any wage increases



Budget Planning

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
- The approach to remedy at secondary school has changed in recent years, the current model is deemed to not be sustainable
- Some secondary programs have continued to run despite low enrolment numbers
- A surplus of continuing teachers
- Last year ended with more staff in place than what was budgeted
- Transition costs to the onboarding of new leadership
- School Trustee By-Election
- Rising costs of replacement staff
- Rising cost of health and related employee benefits
- Inflationary cost pressures of various goods and services
- Volatility of economic landscape



Budget Planning

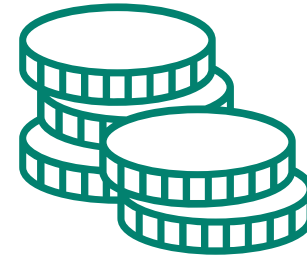
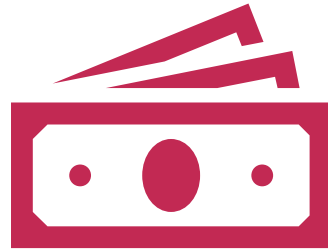
Mitigation Strategies

- ◆ Re-allocate \$241,677 from Local Capital Reserve to Operating Reserve
- ◆ Leave Director of Finance role unfilled
- ◆ Maintain 0.6 FTE reduction of business-related staff
- ◆ Adopt an efficient staffing timetable at secondary
- ◆ Ongoing implementation of routine program reviews
 - Continue to curtail programs with enrolment below a minimum threshold
 - Right sizing of summer programming
 - Re-direct resources associated with collapsed programs
- ◆ Utilize own forces in delivery of some capital projects
- ◆ Implement a five percent increase to school operating budgets
- ◆ Continue to capitalize on opportunities as they present themselves (ie. Childcare Manager vs. District Principal)



Financial Reporting

2025/2026 Annual Budget



Financial Reporting – Budgeted Revenues

The table below summarizes projected revenue in the 2025/2026 preliminary budget compared to the 2024/2025 amended budget:

	25/26 Preliminary	24/25 Amended	Variance
Operating Grant, Ministry of Education	\$41,046,553	\$ 41,026,615	\$19,938
Other MOE Grants	656,666	905,269	(248,603)
Provincial Grants - Other	75,000	75,000	0
International & Summer Tuition	720,000	726,540	(6,540)
Other Education Authorities	110,000	110,000	0
First Nations (TEA)	1,104,133	1,104,133	0
Miscellaneous Revenues	155,000	230,000	(75,000)
Rentals	75,400	85,400	(10,000)
Interest	75,000	100,000	(25,000)
Total Operating Revenue	\$44,017,752	\$44,362,957	(\$345,205)



Financial Reporting – Budgeted Revenues

The following table summarizes projected expenses in the 2025/2026 preliminary budget compared to the 2024/2025 amended budget:

	25/26 Preliminary	24/25 Amended	Variance
Salaries			
Teachers	\$13,992,284	\$ 14,413,363	(\$421,079)
Principals & Vice-Principals	2,855,160	2,966,400	(111,240)
Education Assistants	4,241,382	4,487,147	(245,765)
Support Staff	3,982,986	4,009,548	(26,562)
Other Professionals	2,257,188	2,385,684	(128,496)
Substitutes	1,688,413	1,594,908	93,505
Total Salaries	29,017,413	29,857,050	(839,637)
Employees Benefits	6,701,503	6,722,102	(20,599)
Total Salary and Benefits	35,718,916	36,579,152	(860,236)
Services and Supplies	7,746,336	7,585,449	160,887
Utilities	607,500	557,500	50,000
Total Services and Supplies	8,353,836	8,142,949	210,887
Total Operating Expense	\$44,072,752	\$ 44,722,101	(\$649,349)
Appropriation of Surplus Funds	\$55,000	\$ 359,144	(\$304,144)



Questions?



MEMORANDUM



Date: June 11, 2025
To: Board of Education
From: Paul McKenzie, Superintendent
Re: **Proposed Program Review Cycle**

1.0 BACKGROUND

The success and continuity of programs offered within the qathet School District depend on several key factors, including alignment with the Ministry of Education and Child Care, the Board's Strategic Plan, student interests, and overall program viability. Establishing a regular cycle of program reviews will provide the qathet Board of Education with the knowledge and insight needed to govern effectively and best support students, staff, and the broader community.

2.0 INFORMATION

Attached is the revised Program Review Cycle. Below are the Program Reviews, Support Structures, and Initiatives scheduled for the 2025/2026 school year, along with the recommended meeting dates.

2025/26 Schedule	Date	Level of Review
Framework for Enhancing Student Learning	September 24, 2025 Regular Board Meeting	Annual Report
Early Learning Initiatives	October 8, 2025 Committee of the Whole	Level 1 Report
French Immersion	November 12, 2025 Committee of the Whole	Level 2 Report
Sustainability Program	November 12, 2025 Committee of the Whole	Level 2 Report
Superintendent's Success Report	January 21, 2026 Regular Board Meeting	Annual Report
Feeding Futures Program	February 11, 2026 Committee of the Whole	Level 1 Report
Board Authority Authorized (BAA)	February 11, 2026 Committee of the Whole	Proposals
Academies	February 11, 2026 Committee of the Whole	Proposals
Online Learning	April 5, 2026 Committee of the Whole	Level 2 Report
Literacy Support	April 5, 2026 Committee of the Whole	Level 2 Report

3.0 OPTIONS FOR ACTION:

- (A) Approve the proposed Program Review Cycle
- (B) Make recommendations for further information or adjustments to the proposed review cycle

4.0 STAFF RECOMMENDATION:

THAT the Board of Education approve the proposed Program Review Cycle for 2025-2026

5.0 APPENDICES

- (A) Program Review Schedule

Program Review Cycle – Revised June 11, 2025

EDUCATION PROGRAMS	23/24	24/25	25/26	26/27
Board/Authority Authorized Courses BAA - <i>Annual</i>	Proposals	Proposals	Proposals	Proposals
Specialty Academies New - <i>Annual</i>		Proposals	Proposals	Proposals
Career Life Programs and Dual Credit Programs <i>3 to 5 year cycle</i>		Review		
Sexual Health Education Program <i>2 year cycle</i>		Review Level 2		Review
Indigenous Education Program <i>2 to 3 year cycle</i>				Review
French Immersion FI <i>2 to 3 year cycle</i>			Review Level 2	
Sustainability Program <i>2 year cycle</i>		Review Level 2	Review Level 2	
Online Learning <i>2 to 3 year cycle</i>			Review	
SUPPORT STRUCTURES AND SERVICES	23/24	24/25	25/26	26/27
Long Term Facility Plan Review - <i>By Board Directive</i>				
Transportation Review <i>3 to 5 year cycle</i>				Review
International Education <i>2 year cycle</i>				Review
Inclusive Education Services / Alternate Education Formerly known as Student Support Services <i>3 to 5 year cycle</i>		Review Level 2		
INITIATIVES	23/24	24/25	25/26	26/27
Superintendent’s Student Success Report – <i>Annual</i>		Report	Report	Report
Enhancing Student Learning Framework FESL <i>Annual</i>	Report	Report	Report	Report
Early Learning Initiatives - Report <i>3 year cycle</i>			Review Level 1	
Child Care Programs <i>2 year cycle</i>		Review Level 1		
Feeding Futures Programs <i>2 year cycle</i>			Review Level 1	
Literacy Support Programs <i>2 year cycle</i>			Review Level 2	
Numeracy Support Programs <i>2 year cycle</i>				Review

REVIEW LEGEND
Level 3 Review
<ul style="list-style-type: none">• District-wide surveys• Involving all rights holders• Focus Groups• Interviews with key staff and clients
Level 2 Review
<ul style="list-style-type: none">• Surveys to a representative sample group of rights holders• Optional Focus Groups and personnel interviews as appropriate
Level 1 Review
<ul style="list-style-type: none">• Limited or no surveying and/or interviews to gather informal feedback.

2025-2026

Board Meeting Schedule

Current Board Schedule
CotW - Second Week
Reg/Closed Meetings (Oct & 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	31			

SEPT

Sept 1 - Labour Day
Sept 10 - Committee of the Whole
Sept 19 - Professional Day
Sept 24 - Regular / Closed Meetings
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 11 - Committee of the Whole
Feb 13 - Professional Day
Feb 16 - Family Day
Feb 25 - 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 8 - Committee of the Whole
Oct 13 - Thanksgiving
Oct 22 - Regular / Closed Meetings
Oct 24 - Professional Day

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 11 - Regular / Closed Meetings
Mar 16 to 27 - Spring 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						

NOV

Nov 11 - Remebrance Day
Nov 12 - Committee of the Whole
Nov 26 - Regular / Closed Meetings
Nov 27-29 - 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 3/6 - Good Friday/Easter Monday
Apr 8 - Committee of the Whole
Apr 9-11 - BCSTA Annual General Meeting
Apr 22 - 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 10 - Regular / Closed Meetings
Dec 22 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 13 - Committee of the Whole
May 15 - Professional Day
May 18 - Victoria Day
May 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	31

JAN

Jan 1 to 2 - Winter Break
Jan 14 - Committee of the Whole
Jan 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				

JUN

Jun 10 - Committee of the Whole
Jun 24 - Regular / Closed Meeting
Jun 26 - Admin Day
Jun 29-30 - Summer Break

Board Annual Work Plan 2025-2026

July

Board Meeting Agenda Items

- No regularly scheduled meetings

Events

- N/A
-

August

Board Meeting Agenda Items

- No regularly scheduled meetings

Events

- Trustee Working Session Retreat (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
- Review Capital Project Update - Edgehill Elementary School

Events

- Recognize National Truth & Reconciliation Day (September 30)

October

Board Meeting Agenda Items

- Suspension Review
- Review School Growth Plans
- Review quarterly Fiscal Accountability Report
- Review the submission of the Executive Compensation Disclosure Report
- Program Review: Early Learning Initiatives / Level 1 Report (CotW)

Events

- Recognize World Teachers' Day (October 5)
 - Represent the Board at BCSTA Provincial Council (October 25-26)
-

November

Board Meeting Agenda Items

- Election of Board Chairperson & Vice Chairperson
- Election of Provincial Council and BCPSEA Representatives
- Approve Department Operational Plans
- Routine review of select Board Policies
- Program review:
- Program Review: French Immersion / Level 1 Report (CotW)
- Program review: Sustainability / Level 2 Report (CotW)

Events

- Attend and participate in BCSTA Trustee Academy (November 27-29)
 - Attend Remembrance Day Assemblies
-

December

Board Meeting Agenda Items

- Approve the submission of the annual Statement of Financial Information
- Approve Trustee Appointments to Board Committees, to Internal Administrative Committees, and to External Committees, Organizations and Agencies
- Review the Board Annual Work Plan

- Review Capital Project Update - Edgehill Elementary School
- School Presentations

Events

- Attend Winter Concerts

January

Board Meeting Agenda Items

- Receive Strategic & School Growth Plan Interim Report
- 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
- Review the Superintendent's Student Success report
- School Presentation

Events

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

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)
- Program Review: Feeding Futures / Level 1 Report (CotW)
- School Presentation

Events

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

March

Board Meeting Agenda Items

- Approve School Calendar Submission
- Review Provincial Motions for BCSTA AGM
- Review the Board Annual Work Plan
- Review Capital Project Update - Edgehill Elementary School
- School Presentations

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
- Program Review: Online Learning / Level 2 Report (CotW)
- School Presentation

Events

- Recognize the Anniversary of Tla'amin Treaty (April 5)
 - Recognize Education Week
 - Attend BCSTA AGM (April 9-11)
-

May

Board Meeting Agenda Items

- Approve Annual Facility Grant Plans
- Approve terms of engagement and appoint or reappoint auditor
- Formalize Board Development Plan
- Review Community Connections Report
- Program Review: Literacy Support / Level 2 Review
- School Presentation

Events

- Recognize Mental Health Week (May 5-11)
- 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
- Review Capital Project Update - Edgehill Elementary School
- School Presentation

Events

- Recognize Children and Youth in Care Week
- Attend Employee Recognition event
- Attend Board Retirement Celebration
- Attend Graduation Ceremonies (June 6)
- 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

Board Annual Work Plan

2024-20252025-2026

July

Board Meeting Agenda Items

- No regularly scheduled meetings

Events

- ~~Canadian School Board Associations Congress (July 3-5)~~ N/A
-

August

Board Meeting Agenda Items

- No regularly scheduled meetings

Events

- ~~None~~ Trustee Working Session Retreat (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 Board Annual Work Plan~~
- Approve the Framework for Enhancing Student Learning Report
- ~~Review the Superintendents School Opening Report~~
- ~~Review the Board Annual Work Plan~~
- ~~Review Capital Project Update - Edgehill Elementary School~~ Approve the contract for the Construction Management Services for the Edgehill Elementary School Classroom Addition project

Events

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

October

Board Meeting Agenda Items

- [Suspension Review](#)
- Review School Growth Plans
- Review quarterly Fiscal Accountability Report
- Review the submission of the Executive Compensation Disclosure Report
- [Program Review: Early Learning Initiatives / Level 1 Report \(CotW\)](#)

Events

- Recognize World Teachers' Day (October 5)
 - Represent the Board at BCSTA Provincial Council (October 25-26)
-

November

Board Meeting Agenda Items

- Election of Board Chairperson & Vice Chairperson
- Election of Provincial Council and BCPSEA Representatives
- Approve Department Operational Plans
- Routine review of select Board Policies
- Program review: [Dual Credit Programs / Level 2 Report \(CotW\)](#)
- [Program Review: French Immersion / Level 1 Report \(CotW\)](#)
- [Program review: Sustainability / Level 2 Report \(CotW\)](#)

Events

- Attend and participate in BCSTA Trustee Academy (November ~~21-23~~27-29)
 - Attend Remembrance Day Assemblies
-

December

Board Meeting Agenda Items

- Approve the submission of the annual Statement of Financial Information

- Approve Trustee Appointments to Board Committees, to Internal Administrative Committees, and to External Committees, Organizations and Agencies
- Review the Board Annual Work Plan
- Review Capital Project Update - Edgehill Elementary School
- School Presentations

Events

- Attend Winter Concerts

January

Board Meeting Agenda Items

- Receive Strategic & School Growth Plan Interim Report
- 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
- Review the Superintendent's Student Success report
- Program review: Sustainability Program / Level 2 Report (CotW)
- School Presentation

Events

- Represent the Board at the BCPSEA Annual General Meeting (January 30-31 TBD)

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 the Superintendent's Student Success report
- Review Proposed Draft School Calendar Submissions or Amendments (CotW)
- Proposals: Board Authority Authorized Courses (CotW)
- Proposals: Academies (CotW)

- [Program Review: Feeding Futures / Level 1 Report \(CotW\)](#)
- [School Presentation](#)

Events

- Represent Board at BCSTA Provincial Council (~~Zoom February 22~~TBD)
- Recognize Pink Shirt Day – Anti Bullying (February ~~26~~25)

March

Board Meeting Agenda Items

- Approve School Calendar Submission
- Review Provincial Motions for BCSTA AGM
- Review the Board Annual Work Plan
- [Review Capital Project Update - Edgehill Elementary School](#)
- [School Presentations](#)

Events

- Chairperson – Represent at Ministry of Education Annual Partner Liaison Meeting (~~March 7~~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~~Response Letter)
- Review quarterly Fiscal Accountability Report
- [Program Review: ~~Inclusive Education, including Sexual Health~~ / Level 2 Report \(CotW\)Online Learning / Level 2 Report \(CotW\)](#)
- [School Presentation](#)

Events

- Recognize the Anniversary of Tla'amin Treaty (April 5)
- Recognize Education Week (~~April 15-19~~)
- Attend BCSTA AGM (April ~~24-26~~9-11)

May

Board Meeting Agenda Items

- Approve Annual Facility Grant Plans
- Approve terms of engagement and appoint or reappoint auditor
- Formalize Board Development Plan
- Review Community Connections Report
- Program Review: Literacy Support / Level 2 Review
- School Presentation

Events

- Recognize Mental Health Week (May ~~125~~-~~1811~~)
 - 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
- Review Capital Project Update - Edgehill Elementary School
- School Presentation

Events

- Recognize Children and Youth in Care Week
 - Attend Employee Recognition event
 - Attend Board Retirement Celebration
 - Attend Graduation Ceremonies (June ~~76~~)
 - 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~~ approve Capital capital Project project Bylaws bylaws as ~~Required~~ required
- Undertake ~~Trustee trustee & Superintendent superintendent Evaluation evaluations~~
- Hear ~~Appeals appeals~~ as ~~Needed~~ needed
- Ratify ~~Collective collective Agreements agreements~~ as needed
- Represent Board at BCSTA Branch Meetings
- Attend ~~School school Functions functions~~

Dear qathet School Board Trustees,

We would like to take this opportunity to share our knowledge and lived experiences over the past few decades regarding how Kindergarten students begin their school journey. We have worked through many different Gradual Entry models and feel that collectively we have a deep understanding of how to thoughtfully welcome students in a developmentally appropriate way into their first school experience.

We are here today to voice our concerns and disappointment over the decrease in time for Gradual Entry in fall of 2025. Reducing the number of days of Gradual Entry from 10 days to 5 days is a hurried approach and not in each child's best interest. Children are transitioning from many different settings (home/daycare/preschool) where there are a small group of children, into the busy school environment where there is a ratio of 20 children to 1 teacher.

The School Act allows for 25 fewer hours of instruction for Kindergarten students, compared to Grades 1-7 in order to accommodate Gradual Entry. The published schedule for Kindergarten students entering in the fall of 2025 does not honour the prescribed time for this transition.

Metro Vancouver, which includes the majority of K students in our province, have schedules reflecting a two-week gradual entry and these districts start fully on the third Monday of September. If the main issue for these changes is

that parents cannot make the gradual entry schedule work, it would seem that parents in these districts find solutions. We fully believe we can as well when families are educated into the benefits of a slow and steady start.

When looking at the EDI (Early Development Instrument) data for our area, the vulnerability trends show an increase in all domains: Social Competence, Emotional Maturity, Communication Skills and General Knowledge, Physical Health and Well-Being and Language and Cognitive development. Knowing that our students are vulnerable across the board, we should be supporting each child's development by giving them time to adjust to Kindergarten and setting each child up for success. Children entering Kindergarten in the fall of 2025 were born during the pandemic resulting in less social experiences early on. It is important to consider mental health and wellness issues and concerns. When Kindergarten students are not supported and made to feel safe, small issues can grow into much larger issues quickly. Often children in this situation will need parents to come to the school and to console their child. Supporting Social and Emotional Learning is first and foremost our job and priority. Without calm and secure children, learning cannot occur.

Our Gradual Entry plan allowed time for families to come in and have welcoming conversations with teachers once relationships had been established. The information and stories shared between the teacher, parent and child provided valuable insight into each child's development and

helped to shape a plan for the upcoming year. These meetings will be sorely missed with the new revised schedule.

We wish that we were given the opportunity to have participated in the decision making process to reduce Gradual Entry from 10 days to 5. If our district truly believes in Compassionate Leadership Systems, teachers experience and expertise should have been sought through collaborative decision making, shared leadership, and transparent communication. Because of the actions that were taken in communicating these changes, trust has been broken between teachers and the district. If we believe in these systems then we must practice them.

We also are concerned about deferring Gradual Entry hours from the fall to the spring. If parents are having a hard time finding care for their children during Gradual Entry, how can it be expected that they will find care on two different days in the spring when their child will be sent home so that new Kindergarten students can be welcomed into schools. Teachers were told of this change yet not given any specific information as to what these visits look like and when they will occur.

One positive note to end on is the district will be providing EA support to Kindergarten classrooms in the month of September to assist with Gradual Entry. Teachers have been asking for this support for many years. We appreciate having

supportive colleagues walking beside us as we transition children into school.

We look forward to speaking with you and sharing our experience and concerns.

Sincerely,

Tina Crookshank (Kindergarten Teacher), Wendy Adams (qathet Primary Teacher's Association President), Leanne Gahan (Kindergarten Teacher), Jemma Culos (Kindergarten Teacher), Maddy Foster (ECE), Janet Street (ECE), Jane Brockington (Kindergarten Teacher/Grade One), Carolyn Roberts (Kindergarten Teacher/Grade One), Claudine Veran (Kindergarten Teacher), Brittany Bodie (Kindergarten Teacher), Jacquie Mckinty (Kindergarten/Grade One Teacher), Lucien Ervington (Kindergarten Teacher)