

REGULAR BOARD MEETING

4:00 pm, Wednesday, June 25, 2025
School Board Office

A G E N D A

LAND ACKNOWLEDGEMENT

PRESENTATIONS:

Henderson Elementary School Growth Plan – D. Thorsell
Edgehill Expansion Project Update – J. Formosa

QUESTION PERIOD

1. ADOPTION OF AGENDA

MOTION: “THAT the Regular meeting agenda of June 25, 2025, be adopted as circulated.”

2. ADOPTION OF MINUTES

MOTION: “THAT the Regular meeting minutes of May 28, 2025, be adopted as circulated.”

3. REPORT OF CLOSED MEETINGS

3.a) May 28, 2025 – The Board met in-camera to discuss various items concerning personnel.

4. INCOMING CORRESPONDENCE

4.a) Kindergarten Teachers re: Gradual Entry Changes

MOTION: “THAT the correspondence listed in item 4.a) be received.”

5. OUTGOING CORRESPONDENCE

- 5.a) qSD to Kindergarten Teachers – Response and Appreciation
- 5.b) qSD to YouthCAT – Letter of Support
- 5.c) qSD to L. Gaudreau and M. Brooks – Letter of Appreciation

6. SUPERINTENDENT OF SCHOOLS' REPORT

- 6.a) Programming Updates: (Presentation)
 - Literacy and numeracy assessments

- FESL update and timelines
- Ombudsman Report update
- Artificial Intelligence (AI) Integration Initiative update
- Power BI: Evidence-based planning
- School Growth Planning

6.b) Suspension, Exclusion, and Seclusion Report – September 3, 2024, to May 31, 2025

MOTION: “THAT the Superintendent of Schools’ Report be received as presented.”

7. **SECRETARY-TREASURER’S REPORT**

7.a) Major Capital Projects Approval

7.a.i) Appendix A – Capital Plan Summary

7.a.ii) Appendix B – Capital Plan Resolution (Major Capital)

MOTION: “THAT the proposed project outlined in the Capital Plan Overview document be approved for submission to the Ministry of Education and Childcare under the 2026/2027 Major Capital Plan Funding Program.”

7.b) Annual Budget Approval

7.b.i) Appendix A – 2025/2026 Budget Summary

7.b.ii) Appendix B – 2025/2026 Annual Budget

MOTION: “THAT the 2025/2026 Annual Board Budget be adopted and approved for submission to the Ministry of Education and Childcare.”

8. **COMMITTEE REPORTS**

8.a) Committee of the Whole Report for June 11, 2025

Recommended motions arising from the Committee of the Whole Meeting:

Program Review Schedule

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

2025/2026 Board Meeting Calendar

MOTION: TO approve the proposed 2025-2026 Board Meeting Calendar.

2025/2026 Board Work Plan

MOTION: TO adopt the 2025/2026 Board Work Plan.

9. **OTHER BUSINESS**

9.a) N/A

QUESTION PERIOD

MEDIA QUESTION PERIOD

ADJOURNMENT

SH/attachments

REGULAR BOARD MEETING

4:00 pm, Wednesday, May 28, 2025
School Board Office

MINUTES

Present: Jaclyn Miller, Gretchen Conti, Dale Lawson, Maureen Mason

Also in attendance: Paul McKenzie (Superintendent), Steve Hopkins (Secretary-Treasurer)

Regrets: Kirsten Van't Schip (Trustee)

The meeting was called to order at 4:05 pm by Chairperson Miller.

LAND ACKNOWLEDGEMENT

PRESENTATIONS:

Mental Health in Schools – M. Brooks, L. Gaudreau and E. Maxwell

Brooks student representatives M. Brooks and L. Gaudreau, supported by E. Maxwell, provided an overview of the Mental Health Advocacy Group's work. This student-led group, now in its fourth year, includes 15 students from Grades 9 to 12 who meet weekly to promote mental health awareness and foster a more supportive school environment.

The group conducted a schoolwide survey that received 500 responses. Results showed that 75% of students felt they had a good understanding of mental health, and 71% reported regularly experiencing stress or anxiety at school. Identified causes included academic workload, social pressures, and family-related challenges. In response, the group developed and distributed rack cards and posters featuring mental health resources, including mobile apps, school counsellor information, and local support services.

Additional initiatives included a "Kindness Wall" campaign and active engagement through social media. The group secured three grants to support their efforts and organized a Grade 7 Wellness Conference, which included sessions and a gallery walk highlighting community services. Feedback from the 137 student participants was overwhelmingly positive, with over 60% indicating they felt better informed about where to access supports both at school and in the community.

The student representatives, along with fellow student L. Carlos, attended the Mental Health in Schools conference, where they shared ideas and built connections with students from other districts. Trustees expressed appreciation for the group's thoughtful and impactful contributions. The group plans to

continue its initiatives in the coming year, with a final student-led contest scheduled for the upcoming Friday.

James Thomson Elementary School Growth Plan – M. Hull & C. Leigh

Principal Matthew Hull and Vice-Principal Courtney Leigh shared an update on the 2024–2025 School Growth Plan for James Thomson Elementary. The school is deeply committed to outdoor learning, Indigenous education, and fostering community connection. Their three key goals are: improving literacy outcomes as measured by the DIBELS assessment; fostering a culture of respect and integrity through social-emotional learning and character education; and enhancing Indigenous student success by embedding Indigenous perspectives across the curriculum.

The school has implemented a range of initiatives to support these goals, including a monthly character building committee, a school-wide positive behaviour ticket system (yixmet tickets), and weekly Youth Restorative Action circles in intermediate grades. The presence of a therapy dog, Jaxon, supports student regulation and empathy. Positive street data indicates that students feel supported and connected—nearly all surveyed students could identify at least two adults at school who believe in their success, and office referrals have dropped significantly. Looking ahead, the school plans to consolidate its goals into two focus areas aligned with Indigenous ways of knowing, expand character development programming, implement a formal referral system, and develop a school-wide inquiry question to build resiliency.

QUESTION PERIOD

There were no questions.

CHAIRPERSON’S REMARKS

“It’s hard to believe we are gathering with only 5 weeks of the school year remaining. We are so pleased to have Paul McKenzie, our new Superintendent, here now and we know he has made it a priority to get out and meet as many of the staff and students as possible. We are so thrilled to have Paul on board and look forward to some exciting new momentum ahead.

At the end of last month, our Board of Trustees attended the B.C. School Trustees Association’s 2025 AGM. We came together with other Trustees from around the province, education leaders, partners, and policymakers across BC to discuss critical issues facing our system. Topics discussed covered student success, data & evidence, communications, Indigenous Education as well as opportunities for us to connect with our counterparts to share learning.

May is such a busy and exciting month in our schools – and outside. Our Indigenous Education team led a variety of events including the “Story 2 Song” retreat that students get to attend at the Outdoor Learning Centre where they cultivate connection and cultural learning through storytelling, music, and arts. As well, all Grade 7 students from across the district get to experience an overnight camp at the OLC as a way to celebrate their hard work in elementary school and mark their exciting transition to secondary. Camps kicked off this month and will continue into June.

It was Mental Health Awareness Week this month, and I was so proud to hear about three members of the Mental Health and Advocacy Group at Brooks Secondary (whom we just heard from) who had the opportunity to represent their group and present at the Mental Health in Schools conference in Vancouver. They also spoke at our own 3rd annual Health & Wellness Conference on May 14th, where Grade 7 students were brought together to engage in interactive sessions related to wellbeing. We are so impressed by the courage and leadership demonstrated by our students on this topic and a huge thank you to staff who helped make these experiences possible.

You may have noticed the improved decor in this room which is entirely thanks to our students across the district. School Board staff put out a call for student art and thankfully, the students answered! We recognized those who participated with a small celebration here at the Board office. I'm sure everyone would agree that the space feels improved!

Looking ahead to June, a lot is happening. As a Board, we will be reviewing our strategic initiatives as well as the annual budget. June is Pride month and we will also recognize National Indigenous Peoples Day. We are also excited to celebrate staff who are retiring with a special dinner and of course the Brooks graduating class of 2025. The graduation Ceremony is on June 7th and we look forward to seeing many proud family members at Hap Parker Arena.

Big thank you to the staff who are already planning and prepping for the next school year. We know it is a busy time and we appreciate all that you are doing to ensure student success.”

1. ADOPTION OF AGENDA

MOVED: M. MASON

SECONDED: D. LAWSON

THAT the Regular meeting agenda of May 28, 2025, be adopted as circulated.

STATUS: CARRIED

2. ADOPTION OF MINUTES

MOVED: D. LAWSON

SECONDED: G. CONTI

THAT the Regular meeting minutes of April 23, 2025, be adopted as circulated.

STATUS: CARRIED

3. REPORT OF CLOSED MEETINGS

3.a) April 23, 2025 – The Board met in-camera to discuss items which include property and personnel.

4. INCOMING CORRESPONDENCE

4.a) SD33 – Re: Urgent Request for Increased Public Transportation Funding in Chilliwack

4.b) SD73 – Re: Recruitment and retention of Certified Education Assistants

4.c) Min. Osborne – Re: Accessibility of Foundry BC Services in Rural and Remote Areas

5. OUTGOING CORRESPONDENCE

5.a) Board to D. Harper and C. Sinkewicz – Letter of Appreciation

5.b) Superintendent to L. Wallace – Cell Phones Usage at Brooks

Superintendent McKenzie provided an update on the implementation of limitations to cell phone usage during instructional hours. He noted that the transition is progressing well, with no significant concerns beyond typical first-year growing pains. The change reflects ongoing efforts to shift practices and behaviours in line with BC's provincial guidelines and the school's code of conduct.

MOVED: M. MASON

SECONDED: G. CONTI

THAT the correspondence in items 5.a) to 5.b) be received.

STATUS: CARRIED

6. SUPERINTENDENT OF SCHOOLS' REPORT

6.a) Superintendent of Schools – Early Days (presentation)

Superintendent McKenzie shared reflections on his first weeks in the district, outlining his initial goals and approach. He expressed gratitude to former Superintendent Vianne Kintzinger for her support during the transition and emphasized his commitment to listening, learning, and engaging with staff and stakeholders. His early focus has been on reviewing the district's strategic and operational plans, as well as ministry reports, while actively visiting schools and meeting with the principal and vice-principal team.

Intentional conversations have begun with senior leadership, guided by three key questions: What is working? What isn't? What's next? A 360-degree review is underway to inform future directions, with a report to be shared with the Board following interviews with key groups. Superintendent McKenzie spoke to the strong foundation already in place across the district and expressed enthusiasm for building on this success through thoughtful alignment with reporting practices and next steps.

6.b) Community Connections Report (presentation)

Director of Communications Kristy Payne presented the Community Connections Report, highlighting key achievements and strategic priorities from the 2024–25 school year. The communications team has focused on enhancing awareness of the district's strategic plan while building strong internal and external relationships. Over the year, the department collaborated with approximately 50 staff members, supporting initiatives such as career program videos, literacy campaigns, Indigenous education features, school visioning exercises, and branded content like the district logo and guidelines.

The report also emphasized growth in community engagement, including a 27% increase in social media followers, over 19,000 content interactions, and a 71% newsletter open rate among staff. Website traffic reached approximately 74,000 visits, with consistent updates averaging three posts per week. Additional efforts included developing a staff portal, refining branding, and promoting student voice through digital storytelling. Looking ahead, future opportunities include proactive issues management, change communication, addressing misinformation, and positioning the district as a thought leader in public education.

- 6.c) Suspension, Exclusion, and Seclusion Report – September 3, 2024, to April 30, 2025
The report was provided for information.

MOVED: D. LAWSON

SECONDED: G. CONTI

THAT the Superintendent of Schools' Report be received as presented.

STATUS: CARRIED

7. SECRETARY-TREASURER'S REPORT

- 7.a) Capital Plan Response Letter – Amended

- 7.b) Capital Plan Bylaw – Amended

Secretary-Treasurer Hopkins presented an amendment to the previously approved Capital Plan Bylaw, noting that the Ministry of Education and Child Care has approved the addition of a smaller, wheelchair-accessible bus to the plan. While the new bus is not electric, the district is exploring future electrification options, which would require upgrades to power infrastructure.

MOVED: D. LAWSON

SECONDED: M. MASON

THAT Capital Plan Bylaw No. 2025/26-CPSD47-02 be adopted in support of the projects identified in the amended capital Plan response letter.

STATUS: CARRIED

8. COMMITTEE REPORTS

- 8.a) Committee of the Whole Report for May 14, 2025

Recommended motions arising from the Committee of the Whole Meeting:

2025/2026 Annual Facility Grant (AFG) Plans

MOVED: M. MASON

SECONDED: G. CONTI

THAT the Board of Education approve the proposed list of projects under the 2025/2026 Annual Facility Grant program.

STATUS: CARRIED

Maintenance and Transportation, Occupational Health & Safety, and Information Technology Reports

MOVED: D. LAWSON

SECONDED: M. MASON

THAT the Board of Education receive the Maintenance and Transportation Program Report, Occupational Health and Safety Report, and the Information Technology Report.

STATUS: CARRIED

9. OTHER BUSINESS

9.a) Amended Committee Appointments

Trustee Conti was appointed as trustee liaison for James Thomson and Texada Elementary PACs, as well as the trustee representative to the JEDI and SOGI committees.

9.b) Meeting with Minister of Education and Childcare (Oral)

Chairperson Miller provided an oral report on the recent virtual meeting between the Board and Minister Beare. Trustees had the opportunity to ask questions and engage in discussion. The Chair reviewed the questions that were presented to the Minister during the meeting and noted that it was a positive and open exchange. Trustees appreciated the opportunity and expressed hope for continued dialogue. The Minister also alluded to upcoming childcare-related announcements expected in September.

9.c) BCSTA AGM (Oral)

Chairperson Miller provided an oral report on the recent BCSTA Annual General Meeting. Executive elections were held, resulting in a newly elected provincial board. The South Coast Branch also held its executive elections, with all positions now held by trustees from SD48. Trustees highlighted the strength of the keynote presentation, which focused on developing strategies for clear communication with school communities. All motions were completed, and the event provided valuable opportunities for networking and learning about current priorities in provincial advocacy.

9.d) School Goals - M. Mason

A motion was introduced by Vice-chairperson Mason recommending that schools move away from using literacy and numeracy as annual school goals, to better align school-level practices with the broader scope of the District's five-year Strategic Plan.

Trustees discussed the importance of maintaining accountability for literacy and numeracy while encouraging a more comprehensive and strategic approach to school goal-setting. Emphasis was placed on using clear inquiry questions, aligning with strategic priorities, and adapting to what is learned over time about students and schools.

The motion was amended to reflect this broader perspective.

MOVED: M. MASON

SECONDED: G. CONTI

MOTION: “THAT the Superintendent encourage schools to move away from establishing literacy and numeracy as school goals. This motion aims to more fully align the strategic plan with practices at both the school and classroom levels within its five-year mandate.”

AMENDMENT:

MOVED: J. MILLER

SECONDED: D. LAWSON

MOTION: “THAT the Board direct the Superintendent to ensure all school goals are specific, measurable, achievable, realistic, and time-bound (SMART), and that they align with the District’s entire Strategic Plan, in order to facilitate meaningful progress within the five-year mandate of the plan.”

STATUS: CARRIED AS AMENDED

QUESTION PERIOD

There were no questions.

MEDIA QUESTION PERIOD

There were no questions.

ADJOURNMENT

MOVED: D. LAWSON

SECONDED: M. MASON

THAT the Regular Meeting of May 28, 2025 be adjourned.

STATUS: CARRIED

The meeting adjourned at 6:05 p.m.

J. Miller
Chairperson

S. Hopkins
Secretary-Treasurer

SH/attachments

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)

June 17, 2025

qathet Youth Community Action Team
Attn: Ms. Jayde Bazinet

Delivered via email to Jayde@qcat.ca

To Ms. Bazinet,

On behalf of the Board of Education of qathet School District, we are pleased to offer our support for your grant application in pursuit of funding opportunities for youth-led harm reduction, education, and community development initiatives.

The qathet Youth Community Action Team is an inspiring example of youth leadership in action. Your commitment to harm reduction, compassion, and advocacy aligns deeply with our own strategic goals, particularly our focus on cultivating connection, fostering student voice, and supporting well-being within the broader community.

The Board is encouraged by your efforts to enhance skills training and knowledge-sharing among youth, which directly supports our commitment to helping all learners flourish in a rapidly changing world. By advocating for systems that reduce barriers and promote equity, qYCAT contributes meaningfully to our shared vision of “creating brighter tomorrows for all.”

We commend the courage and vision of the young people involved in YouthCAT and support your efforts to secure sustainable funding to continue and expand this vital work. We are proud to endorse your application and wish you every success in your ongoing contributions to a healthier, more connected qathet.

Sincerely,



Jaclyn Miller
Chairperson
Board of Education

cc. P. McKenzie, Superintendent



June 17, 2025

Brooks Secondary Mental Health Advocacy Group
Attn: L. Gaudreau and M. Brooks
C/O: Ms. E. Maxwell

Delivered via school district email

Dear Lily and Mallory,

On behalf of the Board of Education of qathet School District, I would like to extend our heartfelt appreciation for your presentation to the Board and for your outstanding representation of the district at the provincial Mental Health in Schools conference.

Your leadership through the Mental Health Advocacy Group reflects the core values and strategic priorities of our district—particularly in promoting mental health, strengthening community connection, and uplifting student voice. Your schoolwide survey, the development of accessible resources, and student-led initiatives like the Grade 7 Wellness Conference demonstrate a thoughtful and impactful approach to supporting the well-being of your peers.

The Board was deeply impressed by your data-informed work and creativity in bringing forward new ideas and practices. Your efforts are helping to create a more inclusive, supportive school environment where students feel valued and connected.

Please share our strong support for your group's work with all of the student representatives of the Brooks Secondary Mental Health Advocacy Group, and extend our thanks to Lily Carlos for her contributions in developing the presentation and presenting alongside you at the recent conference.

Thank you for your vision, compassion, and commitment. We are incredibly proud of your contributions!

Sincerely,



Jaclyn Miller
Chairperson
Board of Education

cc. P. McKenzie, Superintendent



Suspension, Exclusion and Seclusion Report YTD Sept 2024 to May 31, 2025

SUSPENSIONS (BY INCIDENT)	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	YEAR TO DATE
10 days or less (non-violent)		4	2	3	1	1	3	6			20
10 days or less (violent)	1	2	2	1	4		2		1	2	15
11-20 days (non-violent)											0
11-20 days (violent)											0
20 days or more (non-violent)											0
20 days or more (violent)											0
Indefinite (non-violent)											0
Indefinite (violent/threats of violence)											0
Indefinite (first drug offence)											0
Less than 20 days (first drug/alcohol offence)	4	3	1	2		2		2	5		19
Less than 20 days (second + drug/alcohol offence)									2		2
20 + days (first drug offence)											0
20 + days (second + drug offence)											0
Indefinite (second + drug/alcohol offence)											0
In-school suspension											0
TOTAL SUSPENSIONS	5	9	5	6	5	3	5	8	8	2	56
EXCLUSIONS											
Exclusions - Elementary											0
Exclusions - Secondary											0
SECLUSIONS											
Seclusions - Elementary											0
Seclusions - Secondary											0

*(Violent incidents include: fighting, physical altercations, threats of bodily harm, etc.
Verbal is considered violent if threatening)*

MEMORANDUM



Date: June 25, 2025
To: Board of Education
From: Steve Hopkins, Secretary-Treasurer
Prepared by: Jared Formosa, Director of Operations
Re: **Approval of 2026/2027 Major Capital Plan**

1.0 BACKGROUND

Boards of Education are required to submit a Capital Plan to the Ministry of Education and Childcare each year. Major Capital Items are due by June 30th each year whereas Minor Capital Items are due by September 30th.

Ministry Capital Program Breakdown:

Major Capital Programs:

- Seismic Mitigation Program
- School Expansion Program
- School Replacement Program
- Rural Districts Program

Minor Capital Programs:

- School Enhancement Program
- Carbon Neutral Capital Program
- Bus Acquisition
- Playground Equipment Program
- Food Infrastructure

Other:

- Annual Facility Grant
- Building Envelope Program
- Child Care

2.0 ADDITIONAL INFORMATION

Seismic Improvements – Texada School

Estimate - \$5 million

Texada Elementary School was previously reviewed for seismic risk assessment based on The National Building Code Hazard (2% in 50 years). The school is designated as H1 which is a vulnerable structure at highest risk of widespread damage or structural failure. Within the H1 category, the assessment priority is P2, which has high probability of total damage in a moderate earthquake (5% in 50 years). Demolition of the building would be likely after an event. The proposed project under the SMP would retrofit portions of the building structure to improve structural integrity in the event of an earthquake.

Seismic Improvements - James Thomson School

Estimate - \$3.3 million

James Thomson School was reviewed with similar H1 risk rating, but assessment priority was at P3 which indicates a moderate probability of total damage in a moderate earthquake with costly repairs expected after an event.

3.0 OPTIONS FOR ACTION:

- (A) To approve the proposed projects to be submitted under the Major Capital Plan as outlined above.
- (B) Direct staff to bring forward alternative projects for Board consideration.

4.0 STAFF RECOMMENDATION:

THAT: The Board of Education approves the submission of the Major Capital Plan as presented.

5.0 APPENDICES

Appendix A – Capital Plan Summary

Appendix B – Capital Plan Resolution (Major Capital)

Capital Plan Overview 2026-2027

Summary

The following projects are recommended for consideration under several government capital planning funding envelopes with an emphasis placed on system renewal and energy conservation. Every planned submission, other than the necessary Seismic considerations, incorporates sustainability initiatives where practicable and will result in direct reductions in GHG emissions.

The Seismic Mitigation Program outline has a June 30th submission deadline, the remaining four projects, which are all marked draft, are to be submitted for September 30th. An amended version of this document will go before the Board again in September for approval.

Seismic Mitigation Program (SMP)

Seismic Improvements – Texada School

Estimate - \$5 million

Texada Elementary School was previously reviewed for seismic risk assessment based on The National Building Code Hazard (2% in 50 years). The school is designated as H1 which is a vulnerable structure at highest risk of widespread damage or structural failure. Within the H1 category, the assessment priority is P2, which has high probability of total damage in a moderate earthquake (5% in 50 years). Demolition of the building would be likely after an event. The proposed project under the SMP would retrofit portions of the building structure to improve structural integrity in the event of an earthquake.

Seismic Improvements - James Thomson School

Estimate - \$3.3 million

James Thomson School was reviewed with similar H1 risk rating, but assessment priority was at P3 which indicates a moderate probability of total damage in a moderate earthquake with costly repairs expected after an event.

School Enhancement Program (SEP) - [DRAFT]

Mechanical System & Ventilation Upgrade – Kelly Creek Elementary

Estimate - \$1.7 million

Similar to recent SEP project submissions, a Mechanical System upgrade at Kelly Creek is being reviewed for Summer of 2026 to replace the current HVAC system which has reached end of life and does not have cooling capacity. As the District works to improve infrastructure climate resiliency, extreme heat events can have a dramatic effect on learning environments and has been a focus for a number of years. The project application will include improvements to the existing school spaces, including twelve unit ventilators, a new gym unit, improved ventilation, increased building efficiency, and an automated DDC control. This project would also reduce GHG emissions at this site with the significant reduction of propane use.

Mechanical System Upgrade – Phase 1 Brooks Secondary School

Estimate - \$300,000

The project would decouple the domestic hot water tanks from the large boiler systems to enable their shutdown for 2 approx. 4 months of the year and upgrading to a new hot water tank and fully condensing, modular boiler loop for a hot water only with much greater efficiency.

Carbon Neutral Capital Program (CNCP) – [DRAFT]

35 kW Solar Panel Array – Edgehill Elementary School

Estimate - \$175,000

During Detailed Design of the School Addition project, additional roof structural capacity was added to accommodate a solar panel array over the new classroom block.

Bus Acquisition Program (BUS) - [DRAFT]

Estimate - \$247,000 (Diesel Bus) / \$ 522,000 (EV School Bus)

Expect one bus (A8470) to fit the criteria for replacement. Currently exploring report and EV Fleet ready program to support the purchase of District's first electric school, but contingent on Infrastructure plan acceptance. This will be finalized prior to BUS program submission in September 2025.



SCHOOL DISTRICT NO 47 (qathet)
4351 Ontario Avenue, Powell River, BC V8A 1V3
Telephone: 604 414 2600 Fax: 604 485 6435

In accordance with provisions under section 142 (4) of the *School Act*,
the Board of Education of School District No. 47 (*qathet*) hereby approves the
proposed Five-Year Capital Plan for 2026/27, as provided on the Five-Year Capital
Plan Summary for 2026/27 submitted to the Ministry of Education.

I hereby certify this to be a true copy of the resolution for the approval of the
proposed Five-Year Capital Plan for 2026/2027 adopted by the Board of Education,
on this the 25th day of *June* 2025.

Secretary-Treasurer Signature

Secretary-Treasurer Name

MEMORANDUM



Date: June 25, 2025
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:

- (A) To approve the 2025/2026 Annual Budget as presented.
- (B) Make recommendations for further adjustments to the Annual Budget.

4.0 STAFF RECOMMENDATION:

THAT: The Board of Education approve the 2025/2026 Annual Budget.

5.0 APPENDICES

- Appendix A – 2025/2026 Budget Summary
- Appendix B – 2025/2026 Annual Budget

MEMORANDUM

Date: June 25, 2025
To: Board of Education
From: Steve Hopkins, Secretary-Treasurer
Action: 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 2025/2026 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 2025/2026 Annual Budget.

5.0 APPENDICES

Appendix A – 2025/2026 Budget Summary.

Appendix B – 2025/2026 Annual Budget



qathet School District Preliminary Budget Report

2025/2026

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 2025/26 fiscal year (July 1, 2025 - June 30, 2026) and submit it to the Ministry of Education and Childcare by June 30, 2025. 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 has experienced a year of significant transition, beginning with the appointment of Vianne Kintzinger as Interim Superintendent and followed by the successful recruitment of Paul McKenzie as the new Superintendent of Schools. Ms. Kintzinger provided steady leadership during this transitional period, serving in the interim role for eight months until Mr. McKenzie assumed the role in April. Under her guidance, the organization introduced several important governing changes, including the implementation of routine program reviews to inform and strengthen future program planning.

In the spring of 2025, the Board of Education held a Trustee By-Election following the resignation of Mr. Rob Hill, resulting in the election of Trustee Gretchen Conti.

After several years of budgets that relied on accumulated surplus funds, the 2025/2026 budget was developed using a more conservative approach that does not assume the continued availability of those funds. While this shift influenced the discontinuation of several longstanding secondary programs that have faced persistent enrolment challenges, the district continues to offer a comprehensive range of programming, with all student course selections accommodated.

Despite a leaner financial landscape, all recent program enhancements have been maintained in next year's budget. These include the continuation of the newly established čepθ positions and the revised Education Assistant base hours, which remain increased to six hours per day. Additionally, average class sizes across the district are still anticipated to remain below contractual limits.



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:

- Four Strong Start Programs and a Strong Start Go mobile program
- Before & After School Programs
- Seamless Day Kindergarten Program
- Elementary Reading Intervention Program
- Dual Credit Trades
- French Immersion Program
- International Student Program
- Summer Learning Programs
- 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 (titlw̓x̣em 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, toχnegosəmčxʷɔm θoθo)

Cultivating Truth and Reconciliation (gʷnaʔxʷuθs)

Honour Truth and reconciliation.

- Work to undo the legacies of colonialism through diverse pathways including supporting ʔayʔaʃuθəm 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 ʔayʔaytawθ)

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 2025/2026, resources have primarily been allocated in support of:

Literacy and Numeracy	Early Learning
Food Security	Counselling and Mental Health
Family Support	Technology
Sexual Health	Outdoor Education
Indigenous History, Culture and Language	Applied Design, Skills and Technologies



Budget Timeline

A review of the budget process took place in April at the Board's regular meeting as identified in the Annual Board Work Plan. Also in April, at the regular meeting the Board reviewed operating and other grant information for the upcoming school year. In June, draft budget information was reviewed at the committee of the whole prior to its anticipated formal adoption at the regular public meeting on June 25th.

Budget Assumptions

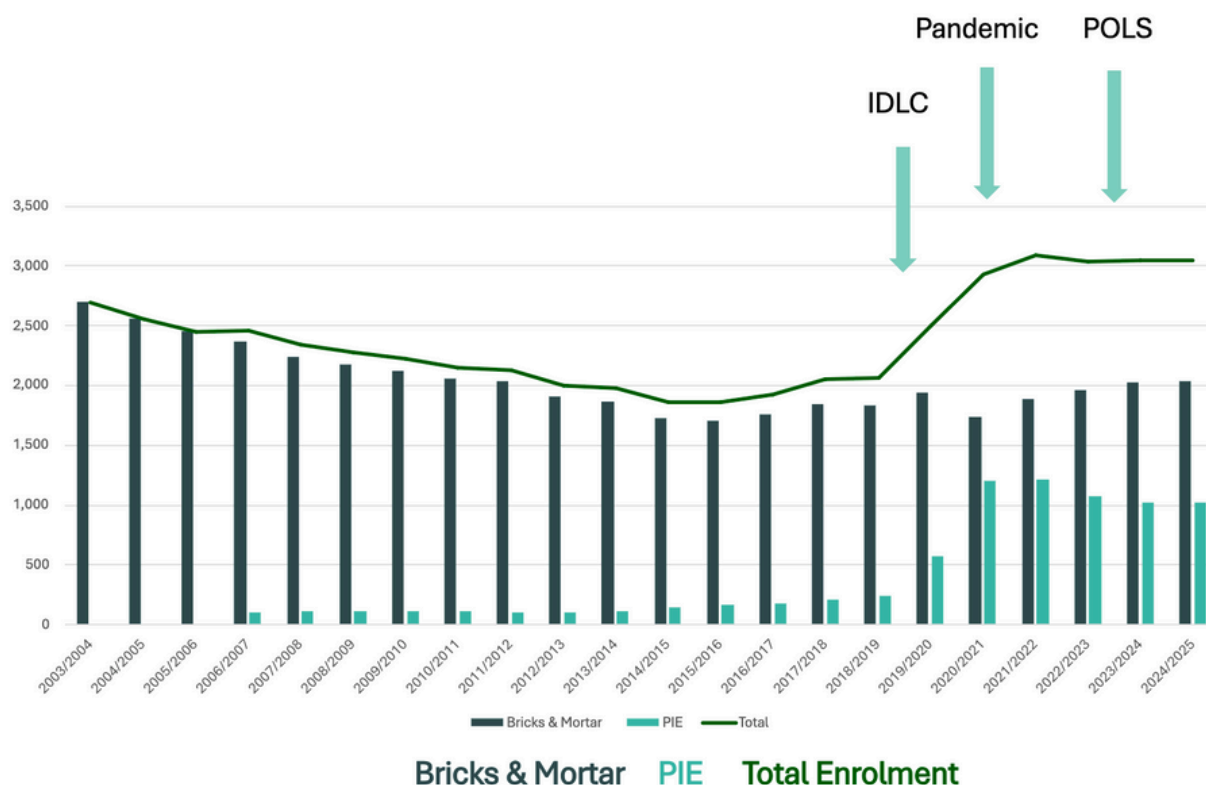
Provincial and Local Assumptions

- 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.

Enrolment Trends:



Accumulated Operating Surplus

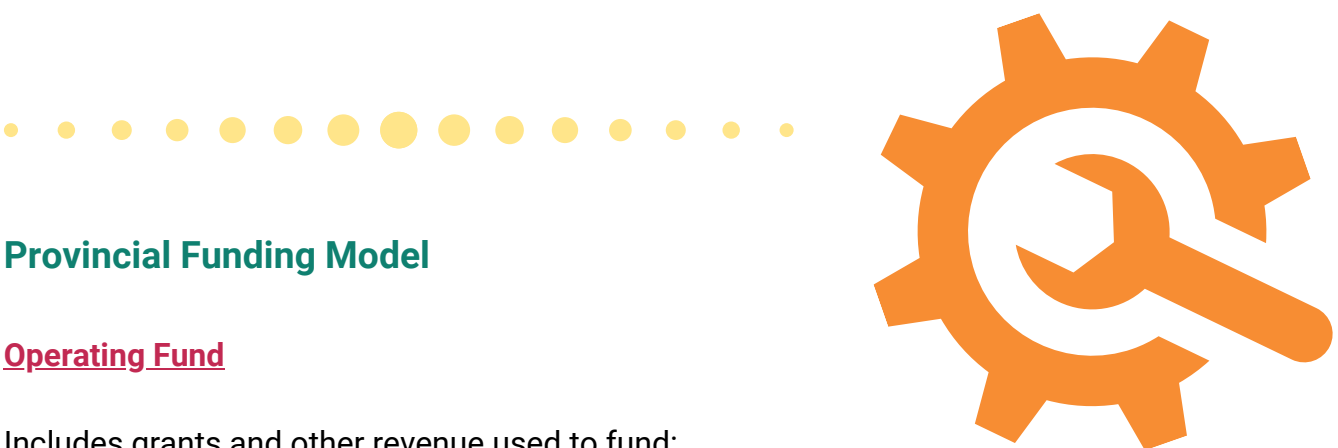
Accumulated operating surplus represents the extent to which operating revenues from all previous years exceeds operating expenditures from all previous years and allows a School District to budget for expenditures in excess of revenues in a given year.

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
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%



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

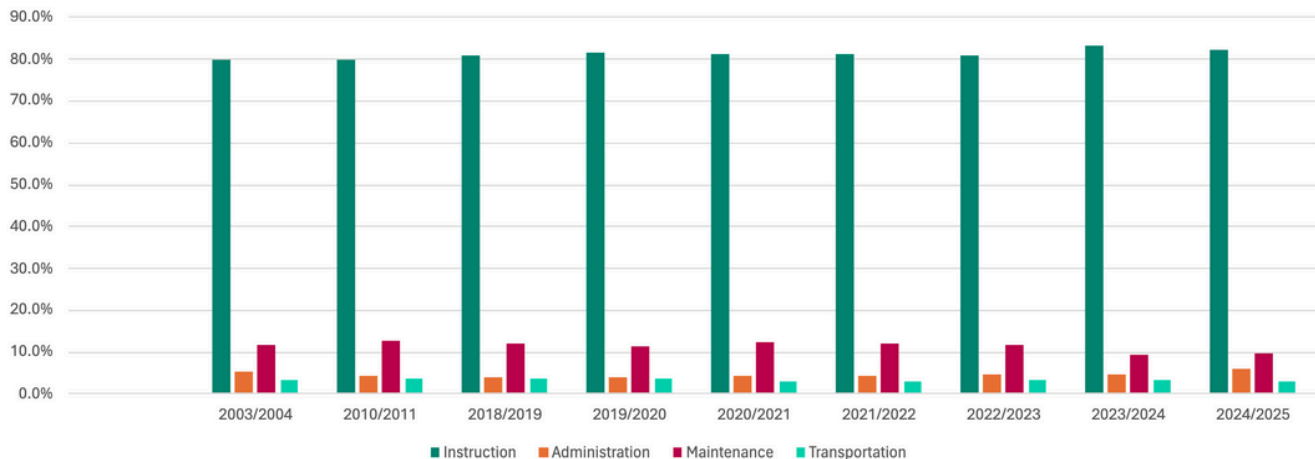
Spending by Function

Instruction (80%)

Operations and Maintenance (12%)

District Administration (5%)

Transportation and Housing (3%)



Spending % split consistent over 20 years.

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



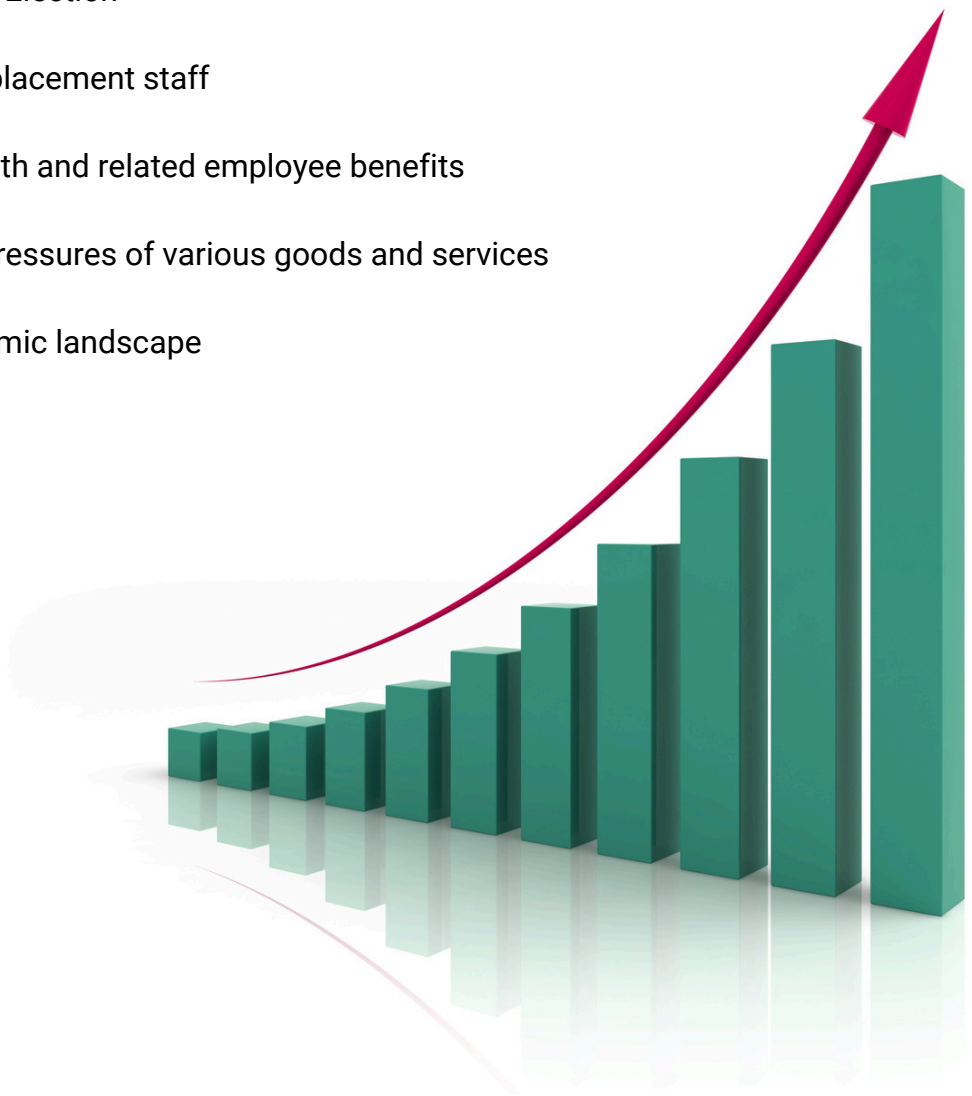
2025/2026 Operating Grant Allocation Formula Overview

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.

74% 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
18% allocated to recognize unique student enrolment	Online Learning	\$7,280 per school age FTE
	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
7% allocated to recognize unique district factors	Indigenous Education	\$1,790 per student
	Adult Education	\$5,755 per FTE
	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
0.2% allocated to buffer the effects of declining enrolment	Supplemental Student Location Factor	Level 1 and 2 inclusive education enrolment
	Salary Differential	Funding to districts that have higher average educator salaries
	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.		

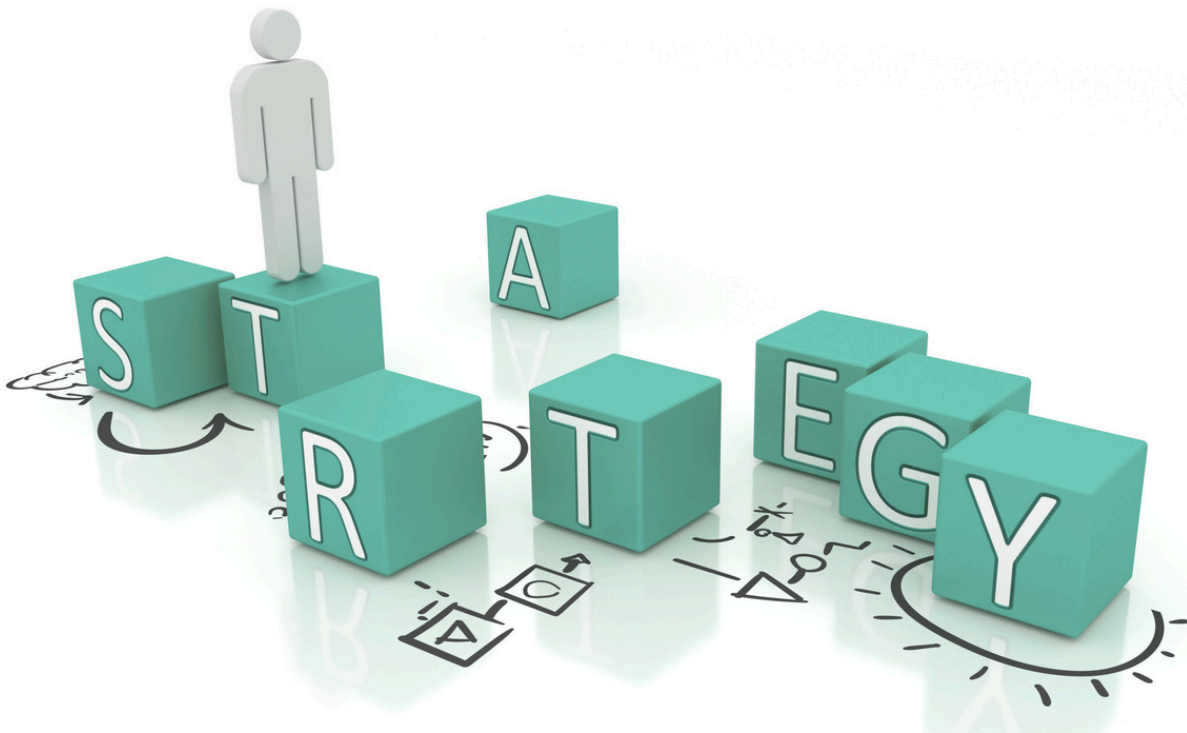
Budget Pressures (factors that increase the strain on a budget by driving up costs, reducing revenue or limiting flexibility)

- 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



Mitigation Strategies

- ◆ Re-allocating funds from Local Capital Reserves to Operating Reserves
- ◆ Leave Director of Finance role unfilled
- ◆ Maintain temporary reduction of 0.6 FTE business-related staff
- ◆ Adopt an efficient staffing timetable at secondary
- ◆ Ongoing implementation of routine program reviews
 - 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 capital projects
- ◆ Implement a five percent increase to school operating budgets
- ◆ Continue to capitalize on opportunities as they present themselves



Revenues

The table below summarizes projected revenue in the 2025/2026 preliminary budget as 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	669,558	905,269	(235,711)
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	225,000	230,000	(5,000)
Rentals	75,400	85,400	(10,000)
Interest	75,000	100,000	(25,000)
Total Operating Revenue	\$44,100,644	\$ 44,362,957	(\$262,313)

Expenses

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	\$14,115,888	\$ 14,413,363	(\$297,475)
Principals & Vice-Principals	2,855,160	2,966,400	(111,240)
Education Assistants	4,398,404	4,487,147	(88,743)
Support Staff	3,862,426	4,009,548	(147,122)
Other Professionals	2,257,188	2,385,684	(128,496)
Substitutes	1,536,936	1,594,908	(57,972)
Total Salaries	29,026,002	29,857,050	(831,048)
Employees Benefits	6,725,013	6,722,102	2,911
Total Salary and Benefits	35,751,015	36,579,152	(828,137)
Services and Supplies	7,797,129	7,585,449	211,680
Utilities	607,500	557,500	50,000
Total Services and Supplies	8,404,629	8,142,949	261,680
Total Operating Expense	\$44,155,644	\$ 44,722,101	(\$566,457)

Appropriation of Surplus Funds	\$55,000	\$ 359,144	(\$304,144)
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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 2025/26 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)	\$145,707	Funding used specifically to augment Educational Assistants' hours providing additional support to complex learners.
School Generated Funds & Bursaries	\$1,950,000	Funds that are generated locally at the school level and used for school operations and in support of students.
Strong Start	\$128,000	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	\$14,700	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)	\$78,244	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)	\$2,307,530	Eligible expenses includes teacher staffing, overhead staffing and equipment costs resulting from restoration of class size and composition language.

Auditory Outreach Program	\$1,455,000	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.
Seamless Day Kindergarten	\$55,400	Licensed Before and After School Program for Kindergarten students.
JUST B4	\$25,000	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	\$397,844	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.

	2025/2026 Planned Spending
AFG (Capital Portion)	\$785,853
SEP	\$1,125,000
CNCP	\$255,000
FIP	\$157,709
BUS (Estimated)	\$135,000

Annual Budget

School District No. 47 (qathet)

June 30, 2026

School District No. 47 (qathet)

June 30, 2026

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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 2025/2026 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 2025/2026.
3. The attached Statement 2 showing the estimated revenue and expense for the 2025/2026 fiscal year and the total budget bylaw amount of \$54,088,034 for the 2025/2026 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 2025/2026.

READ A FIRST TIME THE 25th DAY OF JUNE, 2025;

READ A SECOND TIME THE 25th DAY OF JUNE, 2025;

READ A THIRD TIME, PASSED AND ADOPTED THE 25th DAY OF JUNE, 2025;

(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 2025/2026, adopted by the Board the 25th DAY OF JUNE, 2025.

Secretary Treasurer

School District No. 47 (qathet)

Statement 2

Annual Budget - Revenue and Expense

Year Ended June 30, 2026

	2026 Annual Budget	2025 Amended Annual Budget
Ministry Operating Grant Funded FTE's		
School-Age	3,080,000	3,144,813
Adult	2,500	2,625
Total Ministry Operating Grant Funded FTE's	3,082,500	3,147,438
Revenues	\$	\$
Provincial Grants		
Ministry of Education and Child Care	47,398,501	47,841,329
Other	75,000	75,000
Tuition	720,000	726,540
Other Revenue	3,389,133	3,144,133
Rentals and Leases	75,400	85,400
Investment Income	80,000	117,500
Amortization of Deferred Capital Revenue	1,900,000	1,815,404
Total Revenue	53,638,034	53,805,306
Expenses		
Instruction	43,599,724	44,045,224
District Administration	2,496,947	2,634,166
Operations and Maintenance	6,656,637	6,526,084
Transportation and Housing	1,334,726	1,325,082
Total Expense	54,088,034	54,530,556
Net Revenue (Expense)	(450,000)	(725,250)
Budgeted Allocation (Retirement) of Surplus (Deficit)	55,000	359,144
Budgeted Surplus (Deficit), for the year	(395,000)	(366,106)
Budgeted Surplus (Deficit), for the year comprised of:		
Operating Fund Surplus (Deficit)		
Special Purpose Fund Surplus (Deficit)		
Capital Fund Surplus (Deficit)	(395,000)	(366,106)
Budgeted Surplus (Deficit), for the year	(395,000)	(366,106)

School District No. 47 (qathet)

Statement 2

Annual Budget - Revenue and Expense

Year Ended June 30, 2026

	2026 Annual Budget	2025 Amended Annual Budget
Budget Bylaw Amount		
Operating - Total Expense	44,155,644	44,722,101
Special Purpose Funds - Total Expense	7,632,390	7,609,445
Capital Fund - Total Expense	2,300,000	2,199,010
Total Budget Bylaw Amount	54,088,034	54,530,556

Approved by the Board

Signature of the Chairperson of the Board of Education	Date Signed
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Signature of the Superintendent	Date Signed
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Signature of the Secretary Treasurer	Date Signed
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School District No. 47 (qathet)

Statement 4

Annual Budget - Changes in Net Financial Assets (Debt)

Year Ended June 30, 2026

	2026 Annual Budget \$	2025 Amended Annual Budget \$
Surplus (Deficit) for the year	(450,000)	(725,250)
Effect of change in Tangible Capital Assets		
Amortization of Tangible Capital Assets	2,300,000	2,199,010
Total Effect of change in Tangible Capital Assets	2,300,000	2,199,010
	-	-
(Increase) Decrease in Net Financial Assets (Debt)	1,850,000	1,473,760

School District No. 47 (qathet)

Schedule 2

Annual Budget - Operating Revenue and Expense

Year Ended June 30, 2026

	2026 Annual Budget \$	2025 Amended Annual Budget \$
Revenues		
Provincial Grants		
Ministry of Education and Child Care	41,716,111	41,931,884
Other	75,000	75,000
Tuition	720,000	726,540
Other Revenue	1,439,133	1,444,133
Rentals and Leases	75,400	85,400
Investment Income	75,000	100,000
Total Revenue	44,100,644	44,362,957
Expenses		
Instruction	36,189,573	36,655,945
District Administration	2,427,661	2,566,168
Operations and Maintenance	4,303,684	4,265,263
Transportation and Housing	1,234,726	1,234,725
Total Expense	44,155,644	44,722,101
Net Revenue (Expense)	(55,000)	(359,144)
Budgeted Prior Year Surplus Appropriation	55,000	359,144
Budgeted Surplus (Deficit), for the year	-	-

School District No. 47 (qathet)

Schedule 2A

Annual Budget - Schedule of Operating Revenue by Source

Year Ended June 30, 2026

	2026 Annual Budget \$	2025 Amended Annual Budget \$
Provincial Grants - Ministry of Education and Child Care		
Operating Grant, Ministry of Education and Child Care	42,150,686	42,130,748
ISC/LEA Recovery	(1,104,133)	(1,104,133)
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
FSA Scorer Grant	7,500	7,506
Child Care Funding	75,000	75,000
Labour Settlement Funding		421,422
Integrated Child Youth (ICY) Team Grant	250,000	64,283
Total Provincial Grants - Ministry of Education and Child Care	41,716,111	41,931,884
Provincial Grants - Other	75,000	75,000
Tuition		
Summer School Fees		6,540
International and Out of Province Students	720,000	720,000
Total Tuition	720,000	726,540
Other Revenues		
Other School District/Education Authorities	110,000	110,000
Funding from First Nations	1,104,133	1,104,133
Miscellaneous		
Misc. Billings & Recoveries	75,000	80,000
Before & After School Care Fees	75,000	75,000
Cafeteria Revenue	75,000	75,000
Total Other Revenue	1,439,133	1,444,133
Rentals and Leases	75,400	85,400
Investment Income	75,000	100,000
Total Operating Revenue	44,100,644	44,362,957

School District No. 47 (qathet)

Schedule 2B

Annual Budget - Schedule of Operating Expense by Object
Year Ended June 30, 2026

	2026 Annual Budget	2025 Amended Annual Budget
	\$	\$
Salaries		
Teachers	14,115,888	14,413,363
Principals and Vice Principals	2,855,160	2,966,400
Educational Assistants	4,398,404	4,487,147
Support Staff	3,862,426	4,009,548
Other Professionals	2,257,188	2,385,684
Substitutes	1,536,936	1,594,908
Total Salaries	29,026,002	29,857,050
Employee Benefits	6,725,013	6,722,102
Total Salaries and Benefits	35,751,015	36,579,152
Services and Supplies		
Services	3,520,384	3,625,605
Student Transportation	6,500	5,000
Professional Development and Travel	395,547	393,847
Rentals and Leases	262,000	294,600
Dues and Fees	347,240	339,000
Insurance	117,000	117,000
Supplies	3,148,458	2,810,397
Utilities	607,500	557,500
Total Services and Supplies	8,404,629	8,142,949
Total Operating Expense	44,155,644	44,722,101

School District No. 47 (qathet)

Schedule 2C

Annual Budget - Operating Expense by Function, Program and Object

Year Ended June 30, 2026

	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	11,409,463	81,576		164,074	229,058	1,087,936	12,972,107
1.03 Career Programs	72,386						72,386
1.07 Library Services	181,975	63,036					245,011
1.08 Counselling	421,100	59,328			109,097		589,525
1.10 Inclusive Education	1,628,020	400,464	4,301,412		504,111	207,000	7,041,007
1.20 Early Learning and Child Care			96,992				96,992
1.30 English Language Learning	48,255						48,255
1.31 Indigenous Education	270,239	148,320		207,840		10,000	636,399
1.41 School Administration		1,731,636		1,096,467		28,500	2,856,603
1.60 Summer School						75,000	75,000
1.61 Continuing Education							-
1.62 International and Out of Province Students	84,450	74,160			72,163	3,500	234,273
Total Function 1	14,115,888	2,558,520	4,398,404	1,468,381	914,429	1,411,936	24,867,558
4 District Administration							
4.11 Educational Administration		296,640			367,620		664,260
4.40 School District Governance					117,350		117,350
4.41 Business Administration				247,010	556,882		803,892
Total Function 4	-	296,640	-	247,010	1,041,852	-	1,585,502
5 Operations and Maintenance							
5.41 Operations and Maintenance Administration				30,391	132,780		163,171
5.50 Maintenance Operations				1,438,296	124,630	75,000	1,637,926
5.52 Maintenance of Grounds				92,968			92,968
5.56 Utilities							-
Total Function 5	-	-	-	1,561,655	257,410	75,000	1,894,065
7 Transportation and Housing							
7.41 Transportation and Housing Administration				22,793	43,497		66,290
7.70 Student Transportation				562,587		50,000	612,587
Total Function 7	-	-	-	585,380	43,497	50,000	678,877
9 Debt Services							
Total Function 9	-	-	-	-	-	-	-
Total Functions 1 - 9	14,115,888	2,855,160	4,398,404	3,862,426	2,257,188	1,536,936	29,026,002

School District No. 47 (qathet)

Annual Budget - Operating Expense by Function, Program and Object

Year Ended June 30, 2026

	Total Salaries	Employee Benefits	Total Salaries and Benefits	Services and Supplies	2026 Annual Budget	2025 Amended Annual Budget
	\$	\$	\$	\$	\$	\$
1 Instruction						
1.02 Regular Instruction	12,972,107	2,948,359	15,920,466	3,114,368	19,034,834	19,538,753
1.03 Career Programs	72,386	18,096	90,482	7,000	97,482	127,643
1.07 Library Services	245,011	60,342	305,353	24,358	329,711	307,039
1.08 Counselling	589,525	144,489	734,014	25,049	759,063	716,250
1.10 Inclusive Education	7,041,007	1,698,056	8,739,063	1,817,501	10,556,564	10,497,104
1.20 Early Learning and Child Care	96,992	24,248	121,240	15,000	136,240	
1.30 English Language Learning	48,255	12,064	60,319	7,000	67,319	62,321
1.31 Indigenous Education	636,399	153,634	790,033	47,750	837,783	1,004,633
1.41 School Administration	2,856,603	643,495	3,500,098	98,700	3,598,798	3,520,650
1.60 Summer School	75,000		75,000		75,000	158,500
1.61 Continuing Education	-		-		-	96,514
1.62 International and Out of Province Students	234,273	54,766	289,039	407,740	696,779	626,538
Total Function 1	24,867,558	5,757,549	30,625,107	5,564,466	36,189,573	36,655,945
4 District Administration						
4.11 Educational Administration	664,260	152,780	817,040	51,000	868,040	1,052,353
4.40 School District Governance	117,350	11,380	128,730	119,663	248,393	218,393
4.41 Business Administration	803,892	189,836	993,728	317,500	1,311,228	1,295,422
Total Function 4	1,585,502	353,996	1,939,498	488,163	2,427,661	2,566,168
5 Operations and Maintenance						
5.41 Operations and Maintenance Administration	163,171	38,137	201,308	127,000	328,308	323,308
5.50 Maintenance Operations	1,637,926	395,740	2,033,666	1,103,000	3,136,666	3,193,245
5.52 Maintenance of Grounds	92,968	23,242	116,210	115,000	231,210	191,210
5.56 Utilities	-		-	607,500	607,500	557,500
Total Function 5	1,894,065	457,119	2,351,184	1,952,500	4,303,684	4,265,263
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	612,587	140,647	753,234	379,500	1,132,734	1,132,733
Total Function 7	678,877	156,349	835,226	399,500	1,234,726	1,234,725
9 Debt Services						
Total Function 9	-	-	-	-	-	-
Total Functions 1 - 9	29,026,002	6,725,013	35,751,015	8,404,629	44,155,644	44,722,101

School District No. 47 (qathet)

Schedule 3

Annual Budget - Special Purpose Revenue and Expense
Year Ended June 30, 2026

	2026 Annual Budget	2025 Amended Annual Budget
	\$	\$
Revenues		
Provincial Grants		
Ministry of Education and Child Care	5,682,390	5,909,445
Other Revenue	1,950,000	1,700,000
Total Revenue	7,632,390	7,609,445
Expenses		
Instruction	7,410,151	7,389,279
District Administration	69,286	67,998
Operations and Maintenance	152,953	152,168
Total Expense	7,632,390	7,609,445
Budgeted Surplus (Deficit), for the year	-	-

School District No. 47 (qathet)

Schedule 3A

Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2026

	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			215,910	270,011					
Add: Restricted Grants									
Provincial Grants - Ministry of Education and Child Care	122,953	145,707			128,000	14,700	78,224	230,412	137,373
Other			200,000	1,750,000					
	122,953	145,707	200,000	1,750,000	128,000	14,700	78,224	230,412	137,373
Less: Allocated to Revenue	122,953	145,707	200,000	1,750,000	128,000	14,700	78,224	230,412	137,373
Deferred Revenue, end of year	-	-	215,910	270,011	-	-	-	-	-
Revenues									
Provincial Grants - Ministry of Education and Child Care	122,953	145,707			128,000	14,700	78,224	230,412	137,373
Other Revenue			200,000	1,750,000					
	122,953	145,707	200,000	1,750,000	128,000	14,700	78,224	230,412	137,373
Expenses									
Salaries									
Teachers							28,500		10,000
Principals and Vice Principals									
Educational Assistants		121,423							
Support Staff					100,000				30,000
Other Professionals								70,000	
Substitutes						7,500			70,000
	-	121,423	-	-	100,000	7,500	28,500	70,000	110,000
Employee Benefits		24,284			23,000	750	5,500	17,500	15,000
Services and Supplies	122,953		200,000	1,750,000	5,000	6,450	44,224	142,912	12,373
	122,953	145,707	200,000	1,750,000	128,000	14,700	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, 2026

Schedule 3A

	Classroom Enhancement Fund - Staffing	Mental Health in Schools	Seamless Day Kindergarten	JUST B4	ECL Early Care & Learning	Feeding Futures Fund	Professional Learning Grant	Auditory Outreach Program	TOTAL
	\$	\$	\$	\$	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year						74,379	238,867	178,374	977,541
Add: Restricted Grants									
Provincial Grants - Ministry of Education and Child Care	2,170,157	55,000	55,400	25,000	175,000	397,844		1,455,000	5,190,770
Other									1,950,000
	2,170,157	55,000	55,400	25,000	175,000	397,844	-	1,455,000	7,140,770
Less: Allocated to Revenue	2,170,157	55,000	55,400	25,000	175,000	472,223	238,867	1,633,374	7,632,390
Deferred Revenue, end of year	-	-	-	-	-	-	-	-	485,921
Revenues									
Provincial Grants - Ministry of Education and Child Care	2,170,157	55,000	55,400	25,000	175,000	472,223	238,867	1,633,374	5,682,390
Other Revenue									1,950,000
	2,170,157	55,000	55,400	25,000	175,000	472,223	238,867	1,633,374	7,632,390
Expenses									
Salaries									
Teachers	1,743,075						90,000	40,000	1,911,575
Principals and Vice Principals					12,000			140,000	152,000
Educational Assistants						60,000	30,000		211,423
Support Staff			41,500	21,500	20,000	20,000		120,000	353,000
Other Professionals					108,000	70,000		250,000	498,000
Substitutes		20,000					25,000		122,500
	1,743,075	20,000	41,500	21,500	140,000	150,000	145,000	550,000	3,248,498
Employee Benefits	427,082	2,500	10,375	3,500	35,000	40,000	30,000	137,500	771,991
Services and Supplies		32,500	3,525			282,223	63,867	945,874	3,611,901
	2,170,157	55,000	55,400	25,000	175,000	472,223	238,867	1,633,374	7,632,390
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

School District No. 47 (qathet)

Schedule 4

Annual Budget - Capital Revenue and Expense

Year Ended June 30, 2026

	2026 Annual Budget			2025 Amended Annual Budget
	Invested in Tangible Capital Assets	Local Capital	Fund Balance	
	\$	\$	\$	\$
Revenues				
Investment Income		5,000	5,000	17,500
Amortization of Deferred Capital Revenue	1,900,000		1,900,000	1,815,404
Total Revenue	1,900,000	5,000	1,905,000	1,832,904
Expenses				
Amortization of Tangible Capital Assets				
Operations and Maintenance	2,200,000		2,200,000	2,108,653
Transportation and Housing	100,000		100,000	90,357
Total Expense	2,300,000	-	2,300,000	2,199,010
Net Revenue (Expense)	(400,000)	5,000	(395,000)	(366,106)
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	(400,000)	5,000	(395,000)	(366,106)

COMMITTEE OF THE WHOLE

12:00 pm, Wednesday, June 11, 2025

School Board Office

NOTES

Present: Jaclyn Miller, Maureen Mason, Gretchen Conti, Dale Lawson

Also in attendance: Steve Hopkins (Secretary-Treasurer)

Regrets: Paul McKenzie (Superintendent), Kirsten Van't Schip (Trustee)

PRESENTATIONS:

Graduation Project: Drawing as a Social Practice – K. Gordon (Edgehill Elementary)

Kristal Gordon presented her Capilano University graduation project, which explored *drawing as a social practice* through her work in Edgehill's forest classroom. The project combined shelter-building activities with drawing and storytelling to foster collaboration, curiosity, and inquiry among students. Using natural materials like sticks and tools such as plexiglass sheets and felt markers, students created drawings, mazes, and structures while documenting their learning and sharing observations. The project emphasized the role of art in communication, relationship-building, and constructivist learning, encouraging resilience and exploration through nature-based creative expression.

Kindergarten Gradual Entry – Kindergarten Teachers

Wendy Adams and Kristina Crookshank presented on behalf of qathet School District kindergarten teachers, advocating for the continuation of a 10-day gradual entry schedule for incoming students. They emphasized that the transition to kindergarten is significant, and that a longer, child-centred entry period helps establish trust, routines, and foundational relationships. Referencing Early Development Instrument (EDI) data showing rising vulnerability among children in the region, they expressed concern that reducing gradual entry from 10 to 5 days, including deferring hours to the spring, could disrupt continuity and negatively impact student well-being. The presenters shared comparisons with other districts, noting that most of Metro Vancouver and several others continue to offer two-week gradual entry periods. They requested a return to the 10-day model, greater involvement in decision-making processes, and expressed appreciation for the additional classroom supports and the opportunity to share their perspectives.

1. APPROVAL OF AGENDA

MOVED: D. LAWSON

SECONDED: M. MASON

THAT the Committee of the Whole Meeting Agenda of June 11, 2025, be adopted as amended.

STATUS: CARRIED

2. STANDING COMMITTEES

2.a) Finance and Facilities

2.a.i) 2024 PSO Climate Change Accountability Report

Secretary-Treasurer Hopkins presented the 2024 PSO Climate Change Accountability Report, submitted annually in accordance with provincial requirements. The report outlines emissions data and highlights recent achievements in sustainability. A brief overview was provided, noting that natural gas and utilities remain the largest sources of energy use. Capital projects are selected with a focus on reducing consumption, including upgrades to thermal windows, mechanical systems, and lighting

2.a.ii) 2025/2026 Draft Budget

S. Hopkins presented the draft 2025/2026 budget, noting that some financial elements remain preliminary and are not yet finalized for decision-making. The presentation, prepared for broader staff engagement, included a review of the provincial funding model, special purpose funds, and ongoing financial pressures. The operating fund, which uses a per-pupil formula with supplemental funding based on specific criteria, allocates approximately 80% to instruction, with smaller proportions to administration, operations, and transportation.

Budget pressures include:

- Minimal accumulated operating surplus available for future operations
- Unsustainable model for secondary school remedy
- Under-enrolled secondary programs continuing to operate
- Surplus of continuing teachers beyond current needs
- Transition costs for new leadership, trustee by-election
- Rising staff replacement costs, employee benefits, and general inflation
- Volatility in the economic landscape

Mitigation strategies outlined include:

- Reallocating \$241,000 from capital reserve to operating
- Maintaining business staff reductions (0.6 FTE)
- Reducing elementary staffing by one FTE due to declining enrolment
- Adjusting summer programming to reflect funding and operational needs
- Collapsing under-enrolled programs and redirecting resources
- Implementing a formal program review process

- Continuing to seek operational efficiencies (e.g., roles and project delivery)

Trustees inquired about plans to rebuild the accumulated surplus and the rationale for reallocating reserves. It was clarified that rebuilding the surplus is not a current priority. While final year-end results may provide an opportunity to revisit the reallocation of reserves, such a change is considered unlikely. The draft budget reflects a leaner financial approach, with no major layoffs anticipated, but includes adjustments to staffing processes in response to the district's current financial context.

2.b) Education and Strategic Planning

2.b.i) Program Review Schedule

S. Hopkins presented the proposed Program Review Cycle for 2025–2026 on behalf of Superintendent McKenzie, who was unable to attend due to illness. Updates to the review schedule have been incorporated into the district's work plan for the upcoming school year.

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

2.c) Audit

2.c.i) N/A

2.d) Policy Development

2.d.i) 2025/2026 Board Meeting Calendar

Trustees reviewed the proposed Board meeting calendar for the 2025–2026 school year. A request was made for school principals to adjust staff meeting schedules to avoid conflicts with scheduled Board meetings.

RECOMMENDATION: TO approve the proposed 2025-2026 Board Meeting Calendar.

2.d.ii) 2025/2026 Board Work Plan

The Board reviewed the updated 2025–2026 Work Plan, which reflects changes to the Program Review schedule and other adjustments made throughout the year.

Discussion took place regarding the timing of Committee of the Whole meetings. Some trustees expressed challenges with the current noon start time and indicated a preference for a 4:00 p.m. start. It was suggested that a final decision be deferred until the Superintendent is able to provide input.

RECOMMENDATION: TO adopt the 2025/2026 Board Work Plan.

3. OTHER INFORMATION

3.a) Letter re: Kindergarten Gradual Entry Changes

Superintendent will address a response to the kindergarten teachers.

3.b) Letter of Support Request – YouthCAT

The Board received a request to submit a letter of support on behalf of YouthCAT. Trustees expressed support for the request, and staff were directed to draft the letter.

3.c) Meeting with BCSTA President re: Priorities

Chair Miller informed the Board of an upcoming meeting with the new BCSTA President, scheduled for June 23, prior to the next Board meeting. Trustees were invited to share priority topics to raise during the meeting. It was suggested that the Chair draw from the recent questions posed to the Minister, including topics such as climate change, staffing challenges, and broader systemic issues. Trustees were encouraged to email any additional suggestions directly to the Chair.

4. ADJOURNMENT

MOVED: M. MASON

THAT the Committee of the Whole meeting be adjourned.

STATUS: CARRIED

The meeting adjourned at 2:13 pm.

SH/attachments

2025/2026 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 Wed (except Dec & Mar)

Reg/Closed - Fourth Wed (except Dec & Mar)



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 - Remembrance 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 24)

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: Brooks and Westview

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: James Thomson

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: Edgehill

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: Henderson and Kelly Creek

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: Partners in Education

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: Texada

Events

- Recognize Mental Health Week (May 4-10)
- 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

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