

**Western Communities Montessori Society
Meeting of Directors – Agenda**



Meeting Date:	September 17, 2026, at 7:30 p.m.
Location:	4075 Metchosin Road, Victoria
Attendees:	Sam Auerbach, Ardys Baker, Kris Wilson, June Ling, Matt Loken, Cat Brooksbank, Mackenzie Reeves, Chelle Fox, Betina Picklelin, Anastassia Bennett, Danny Buchanan, Stacey Weir, and Justina Leson
Regrets:	Robin Parker
Distribution:	All Attendees – Board Members, including Ex-Officio Members

Item	Discussion
1.	Call to Order – 6:32 p.m.
2.	Adoption of Agenda Motion to adopt the agenda Moved by Ardys; Approved – all; Opposed – none; Abstained – none
3.	Adoption of Previous Minutes Motion to adopt the September 2 Minutes Moved by Mackenzie; Approved – all; Opposed – none; Abstained – none Discussion: When to post minutes (<i>i.e.</i>, draft vs. approved)? Action: Goal is to post minutes within 14 days of meeting with motion to approve minutes done via email.
4.	PAC President - Motion: To give <i>ex-officio</i> status to Michelle (Chelle) Fox in her role as PAC President until AGM 2027 Moved by Sam; Approved – all; Opposed – none; Abstained – none Motion Passed. - Matt Loken arrives at 6:40 p.m. Vice-Principals - Motion: To give <i>ex-officio</i> status to vice principals, Danny Buchanan and Stacey Weir, until AGM 2027 Moved by Sam; Approved – all; Opposed – none; Abstained – none Motion Passed.

	Staff Representative • Motion: To give <i>ex-officio</i> status to staff representative, Justina Leson, until AGM 2027 Moved by Ardys; Approved – all; Opposed – none; Abstained – none Motion Passed.
4.	Old Business <u>1. Upcoming Board Meetings – Confirmation</u> • September 17 – Directors only • Oct 15 – Society invited (Cost per student) • Nov 12 – Directors only • December 10 – Society invited (Tuition) • January 21 – Society invited • February 4 – Director only • March 4 – Society invited (Re-enrollment) • April 15 – Directors only • May 13 – AGM • June 10 – Directors only Discussion of a change in Society and Director only dates occurred after the September 2 meeting. This schedule will fit better with the timing of the year and anticipated topics. Action: Ardys to provide the above Board meeting dates in newsletter. June to send out meeting invites for all Board members and to request Society-invited meeting dates to be put into the school calendar. <u>2. Teacher Meeting vs. Mediation – Sam</u> Staff completed a survey as to whether they'd like to continue with mediation with the Board or have casual meetings like September 3. The overwhelming response was casual meeting. Action: Moving forward, Betina will coordinate when Board and staff will have casual meetings. <u>3. Society Community and Engagement – Ardys</u> Discussion on monthly newsletters. The expectation is that through these newsletters and committees, there will be more communication and engagement with the staff and Society. The first newsletter will list the committees with a call for volunteers.

	Actions: • Ardys will be putting together a monthly Board newsletter that will have a summary of actions. • Betina, Sam, and Mackenzie to follow up on future technology options for broad communication methods, such as surveys. <u>4. School Vision and Strategic Plan – Ardys</u> Discussion of how the process of updating the strategic plan will align with the head of school search. - Stacey Weir leaves at 7:15 p.m.
5.	Committee Reports <u>1. Head of School – Betina</u> Discussion of upcoming school events (<i>i.e.</i>, cross country run with other schools and upcoming Terry Fox Run), staff development opportunities, and collaboration opportunities with other Montessori schools. Raised possibility of being able to book meetings with the specialty teachers during Parent Teacher Conference Days. <u>2. Finance – Kris and Anastassia</u> On capital budget, Finance will need to work closely with Building and Site. Discussion of the operating budget. While the budget is projected to be a negative for the 2026/2027 school year, the loss is not detrimental and will not impact the viability of the school. Most of the loss is due to a reduction of revenue by an unexpectedly large number of student transfers over the summer. Expenses have decreased year over year but building and equipment depreciation will put the school into a loss position until revenues can be increased and expenses stabilized to the new student enrollment. The school will continue to look to increase marketing to increase enrollment, review additional revenue sources and monitor cashflow to ensure this does not negatively impact operations.

- Motion: To approve the operating budget with the operating deficit as presented in Section E (Financial Summary) of the 2026-2027 Budget Document, dated September 2026.

Moved by Kris; Approved – all; Opposed – None; Abstained – None.

Motion passed.

- Motion: To approve the “immediate capital required” portion of the capital budget as presented in Section H (Capital Budget) of the 2026-2027 Budget Document, dated September 2026.

Moved by Kris; Approved – all; Opposed – None; Abstained – None.

Motion passed.

3. Head of School Transition

Action:

- Sam to contact TallSky Consulting for a meeting.
- Sam to complete the draft terms of reference for Head of School Transition Committee by Sunday for Director review.

4. Building and Site – Matt

Discussion of immediate next steps for the septic system: Engage a professional to determine the remaining lifespan of the system. Longer term plan will require retaining an engineer for the new system. The location of new septic system will need be made in consideration of where a new gym structure can/will be constructed.

Goal is to create a long-term plan for the campus with prioritized maintenances and development to allow for continuity between Boards and administration. Plan should also consider the need for a management company.

Action:

- Matt to follow up with the qualified professional on available next steps for the pond.

5. Marketing and Fundraising – Sam

- Updates, if any

Action: June to upload draft terms of reference for all committees for final revision by Directors.

	<u>6. PAC – Chelle</u> There are two upcoming events: 1. Sept 18 Ice Cream Social from 1 p.m. to 3 p.m. 2. Boardgame evening at the school in later October. Date to be confirmed.
6.	Business from the Floor • None
7.	Meeting Review and Adjournment - Sam 1. Adjourned at 8:57 p.m.



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Interim Head of School Report

September 2026

Summary

This report reflects activities from July 1 to September 14, 2026

Strengths & Opportunities

- Strong commitment to rebuilding relationships and fostering a positive, connected school culture.
- New staff members bringing fresh energy, experience, and perspectives to Westmont.
- Returning staff members stepping into leadership and mentorship roles, helping to sustain high standards and support colleagues.
- Rich opportunities for experiential learning, movement, French, music, athletics, and project-based learning across programs.
- Increased use of the Westmont App to strengthen communication and engagement with families.
- Dedicated French classroom creating new opportunities for movement, creativity, and language learning.
- Growing partnerships with Selkirk and MMA, creating opportunities for shared learning and professional collaboration.
- Expanded athletics programming and new athletic wear helping strengthen school spirit and community presence in the Westshore.
- Continued opportunities to share Montessori philosophy and peace education with the wider community.

Areas of Focus

- Continued work is needed to strengthen staff cohesion and a shared sense of community.
- Staff wellness, sustainability, and capacity remain important considerations throughout the school year.
- Ministry inspection preparation requires significant investment in documentation, compliance, and continuous improvement.
- Upper Elementary student retention and program vitality remain priorities.
- Website and digital marketing strategies require refinement to better support enrollment and communicate Westmont's unique value.

Looking Ahead

- Support staff in their Montessori journey through mentorship, professional learning, and growth opportunities.
- Strengthen a culture of trust, shared purpose, and accountability across the organization.
- Enhance the Upper Elementary experience through innovative programming and meaningful student engagement opportunities.
- Refine digital marketing and enrollment pathways to improve visibility and accessibility for prospective families.
- Expand communication and community engagement through the Westmont App and other outreach initiatives.
- Continue preparation for the Ministry inspection while leveraging the process to strengthen systems and practices.
- Deepen collaborative partnerships and shared learning opportunities with Selkirk and MMA.

Programs

The beginning of the school year has focused on creating a strong and positive foundation for students, staff, and families. Classrooms and learning spaces are vibrant, welcoming, and well prepared, and there is a fledgeling sense of excitement and optimism for the year ahead. Across all programs, educators are fostering meaningful learning experiences that promote independence, community, movement, collaboration, and a strong sense of belonging. Together, these efforts are helping to establish the conditions for a successful year of learning, growth, and connection within the Westmont community.

Early Years

- Early Years is welcoming many children who are new to the Westmont community this year. Teachers are thoughtfully supporting students as they settle into their routines, build confidence, and independence.
- Grace and Courtesy lessons are important at the beginning of the year, with a focus on practical skills such as managing clothing independently, participating respectfully in circle time, and developing consistent bathroom routines.
- PE with Olly and French with Ariana provide enriched opportunities for movement, language, and creativity.
- Students are excited to travel to their dedicated French classroom, adding movement and a fun change of environment between learning blocks.

Lower Elementary

- Lower Elementary is focusing on building strong classroom communities, fostering connection, and collaboration.
- Language and math learning are being connected with Cosmic subjects, including zoology, botany, geography, and history.
- Students are looking forward to upcoming field trips, including the Royal BC Museum and Goldstream Provincial Park to observe the salmon run.
- A key focus is developing intrinsic motivation, independence, patience, and Grace and Courtesy through daily work and classroom activities.
- Vice Principal Danny Buchanan will continue to provide social-emotional learning across the programs.

Upper Elementary

- Upper Elementary will begin the year by building strong classroom communities through team building, program routines, and creating class social contracts.
- Students will then move into core learning, including writing, grammar, math, geometry, and a new Cosmic ecology study using Montessori materials and our natural surroundings.
- Students will also explore different levels of government in preparation for the fall municipal elections.
- Staff are revising work plans to strengthen student choice, ownership, and intrinsic motivation while ensuring learning experiences reflect the diverse strengths, interests, and needs of students. Daily routines increasingly incorporate singing, movement, and opportunities for connection to foster belonging and engagement within the classroom community.
- Both classes will visit Sonnleiten Farm, with additional field trips to the Rocky Point Bird Observatory on October 14 and a guest speaker visiting Westmont on October 28.

Middle School

- The Middle School has beautified and expanded its learning spaces and is now operating efficiently across two floors.
- Students are excited about the new spaces, larger cohort, and the year ahead.
- Their first major out-trip will take place in October to Strathcona Park, providing an opportunity for community building and experiential learning.

High School

- This cycle, high school students are launching Operation Groundbreak: Design a City, an interdisciplinary project in which they investigate real cities and then design their own, bringing together learning in science, mathematics, humanities, English, and art. Through hands-on investigations, workshops, outdoor learning, and a series of project “approvals,” students will explore how energy, mathematical thinking, governance, identity, geography, and design interact to shape cities that are functional, sustainable, and reflective of the people who live in them.

French Program

- The French Program now has its own dedicated classroom, creating exciting new possibilities for teaching and learning.
- Students in all divisions start their year with self-introductions and identifying values. Early Years learners participate in fall-themed songs, poems, and games. Upper Elementary students participate in reading, writing, listening and speaking learning centers, including phonics through poetry. Middle and High School students will build connections to French world cultures through creative work.

Music Program

- In Lower Elementary, in Cycle 1, students will review note values and treble clef note names through fun singing, rhythm, and note games. They will then begin learning to read and play increasingly challenging songs on the recorder.
- In Upper Elementary, in Cycle 1, students will focus on marimba ensembles, learning to read tablature and perform traditional African marimba pieces from Zimbabwe. They will also explore rhythm and music theory, including time signatures, key signatures, and syncopation, while working toward a December performance.
- In Middle School, in Cycle 1, students will review marimba tablature and traditional Zimbabwean pieces while developing skills in reading music notation and learning new pop song arrangements. They will also explore music theory and marimba techniques while preparing for a winter performance in December.
- In High School, in Cycle 1, students will choose an instrument to develop their skills through a method book, guided practice, and progress tracking. They will also explore basic music theory and songwriting while preparing 1–2 pieces for a winter performance.

Art & Mural Update

- Morgan has been working alongside T'Sou-ke Nation artist Shelley Davies to design and create a mural for the school, exploring themes of art, community, and connection to place.
- As part of the process, Morgan worked with every child at Westmont, guiding and supporting students as they contributed to the mural.
- We look forward to celebrating this special community project with a mural unveiling ceremony and will confirm the date and details soon.

Athletics

- Westmont is continuing to develop opportunities for students to participate in athletics and be active in the Westshore community.
- New athletic wear will be royal blue, with a one-year transition period for existing red field-trip shirts and silver athletic gear.
- Olly and Alexis are excited to represent Westmont with our athletic teams and new jerseys.
- On September 24, Westmont will host another cross-country meet. We have reached out to 12 schools from Nanaimo to Victoria and are excited to welcome participating teams to our campus.

Inclusion Support

- The Inclusion Support Team continues to work closely with classroom educators, students, and families to ensure students receive the support they need to access and engage meaningfully in learning.
- A key focus this year is significantly improving access to Assistive Technology for designated students in Upper Elementary, helping students build independence, demonstrate their learning, and access curriculum more effectively.
- Assessments are being conducted across Kindergarten to Grade 6 to identify student strengths and needs, inform instructional planning, and support the development of targeted interventions and accommodations.
- We are pleased to welcome two new Learning Support Teachers to the team, Alexis and Nicole H, whose expertise and perspectives will strengthen our capacity to support diverse learners across the school.

Upcoming Events

- Staff are actively preparing through our various committees for the upcoming school events. Our first event of the year will be the annual Terry Fox Run, and we are looking forward to bringing our students and community together to support this meaningful tradition.

Tours & Admissions

- Tours will continue Thursdays with Vice Principal Stacey Weir for Grade 1 and up.
- Tricia Lang, Admissions Coordinator, will lead Early Years tours.
- We continue to look for ways to strengthen our communication and educate the wider community about Montessori philosophy and peace education.

Hot Lunch

- We are continuing this year with our local Flourish Hot Lunch Program.
- Meals continue to be served from central locations using reusable plates and cutlery, supported by parent volunteers and older student helpers.
- The program will now be managed by the school, and our Vice Principals and I are completing our FoodSafe certification to better support the program.

Staffing

- We are pleased to welcome:
- Lower Elementary: Madison North, Vibeke Pedersen, Lucy De Burgh, and Krystal
- Upper Elementary: Lillian and Lisa Boizard, starting in November.
- Middle School: Michelle Pichert and Mae Busch.
- High School: Kate West.
- Administrative Assistant: Sam Webb
- Accounting Administrator: Christina Graham.
- We are proud of our new staff and look forward to the experience, energy, and perspectives they bring to Westmont.

Staff Development & Community

- All staff participated in our third Restitution session with Joel Shimoji, helping create a consistent approach when challenges arise.
- On September 21, staff will participate in a team-building session with Lori Frank.
- Most staff will attend the Montessori Conference in Vancouver.
- For Pro-D Day on October 23, we are exploring more collaborative opportunities with Selkirk and MMA staff.
- Staff were surveyed about future opportunities to connect with the Board. The majority preferred a casual meet-and-greet rather than formal mediation sessions.
- Our new staff representative is Justina Leson.

Community & Welcome BBQ

- We are excited to welcome our community together for the Welcome BBQ on Friday, September 11, beginning at 1:00 p.m. on the top field. Thank you to the Board members organizing this event.
- We look forward to sharing a community meal and providing an opportunity for families, staff, students, and Board members to connect and strengthen relationships across our school community.
- On Friday, September 18, the PAC is organizing an ice cream social.

Facilities

- The outdoor wall at the East Building has been painted and is ready for our new mural.
- We are grateful to Mike Pretty for his ongoing dedication to maintaining safe, clean, and welcoming grounds and facilities, and for his many contributions to improvements across the campus.

Enrolment and Re-enrolment

Current Enrolment

We reduced our Early Years classes down to 4 from 5..

	Grade	Current Month Sept. 2026	Last Month	Change	Vacancies	Wait pool	Same Period Last Year/ Sept. 2025
Early Years	PS	36	0	0	0		46
	K	36	0	0			34
Lower Elementary	1	36	0	0	3		35
	2	30	0	0			30
	3	27	0	0			27
Upper Elementary	4	15	0	0	2		27
	5	17	0	0			12
	6	8	0	0			22
Middle School	7	17	0	0	2		16
	8	16	0	0			12
High School	9	7	0	0	0		11
	10	9	0	0			3
	11	3	0	0			2
	12	1	0	0			0
Total Enrolment		258	0	0	7		277



THE WESTERN COMMUNITIES MONTESSORI SOCIETY
“WESTMONT MONTESSORI SCHOOL”

2026-2027 Budget Document
September 2026

A. FINANCIAL OVERVIEW

The Western Communities Montessori Society, operating as Westmont Montessori School (“the school”) is responsible for the financial stewardship of over \$5.5 million in total annual revenue. To enhance accountability, budgetary control, and oversight of resources, the school maintains separate funds for its diverse activities, which for reporting purposes are grouped as follows:

- general operating fund – includes the general operations of the school.
- capital fund – accounts for funds provided for the acquisition of capital assets and major renovations, financing costs and bond subscription.

The financial position of the school is expected to be in a **deficit position of \$261K** in 2026-2027, with expenses exceeding revenues.

B. BUDGET ASSUMPTIONS AND KEY FACTORS

Before developing the operating budget, the school makes assumptions about the planning environment in which it operates. The 2026-2027 operating budget has been developed with the following key assumptions:

- Preliminary provincial funding will continue to be provided for the school; the Group 1 funding rate is \$6,026. The funding rate is consistent with all other school districts in the region.
- Enrollment numbers are up to date at **255** students.

Enrolment	No. Students
EY Full	36
Kindergarten	36
Grade 1	35
Grade 2	30
Grade 3	26
Grade 4	15
Grade 5	17
Grade 6	7
Grade 7	17
Grade 8	16
Grade 9	7
Grade 10	9
Grade 11	3
Grade 12	1
Total	255

- Special needs funding will continue to be provided; it's estimated to have 22 students funded with 6.9 Educational Assistants and 2.72 FTE Inclusion Support Teachers.
- Total compensation includes:
 - Wages remain at 92% of the Sooke 62 grid.

- 3% wage increase to all staff for inflationary costs plus Step increases based on the experience years.
- No changes to benefits and RRSP plan to all staff.
- Introduction of the new pay grid based on the experience years for Educational and Classroom Assistants.
- New positions added to the budget for the upcoming school year:
 - 0.60 FTE – MS and HS Inclusion Support Teacher position
 - 0.50 FTE – School Administrative Assistant position
 - 0.50 FTE – Physical Education Teacher position
- Due to changes in BC Ministry of Child Care regulations, Early Years (EY) after-school care fees can no longer be charged. Consequently, the program was reduced to eight spaces, resulting in an additional estimated cost of approximately \$13K to the EY program. These spaces are intentionally reserved for families whose work schedules would otherwise prevent them from accessing the school and are therefore not publicly advertised.
- Janitorial services will be done by the same janitorial company for all three buildings. Resulting in the increase of approximately \$75K.
- Licenses and memberships expenses increase of approximately \$20K is due to the newly designed and implemented Westmont app.
- The advertising and marketing costs increased by \$26K due to the marketing consultant fees increase and new marketing initiatives.
- The inflation factor for all expenses of 3% on all other expenses.
- Contingency fund of \$50K is considered reasonable.

C. BUDGET OBJECTIVES

The Administration is planning on execution of the following key objectives in the next 2026-2027 school year.

1. Financial Oversight
 - Ongoing monitoring of quarter-to-quarter covenant requirements to maintain financial health.
 - Ongoing monitoring of the cash flow forecast.
 - Quarterly financial reporting provided to the Board for transparency and informed decision-making.
2. Premises & Infrastructure
 - Execution of the depreciation report, ensuring strategic planning for capital expenditures and maintenance cycles.
 - Strategic planning for capital expansions, including the development of the Gym Facility and improved East Building accessibility.
3. Secondary School Development
 - Procurement to additional learning resources to facilitate program implementation.
 - Traditional workshop equipment for secondary- woodworking, hand tools.
 - Updating of furnishings in Middle School.
 - Determining a solution for physical space to accommodate anticipated growth.

4. Professional development
 - Two staff members continue working towards their Montessori training.
 - Two staff members continue Montessori Masters training.
 - One staff member continues Orton-Gillingham training.
 - One staff member will begin a specialized Inclusion Support training.
 - Ongoing professional development opportunities available to all staff including an opportunity to attend the Montessori conference in Vancouver this fall.
5. Marketing Stabilization
 - Full execution of our marketing plan to enhance brand awareness and market penetration.
 - Traditional advertising campaign supporting our outreach efforts.
 - Military families through base specific publications.
 - Young families through Island Parent.
 - Westshore communities through the Goldstream Gazette and public sites (bus stops, venues frequented by families).

D. OVERVIEW BY PROGRAM

	EY	LE	UE	MS	HS	Inclusion Support	Total
Students	72	91	39	33	20	22	255
Staff	9.0 FTE	7.94 FTE	1.94 FTE	3.0 FTE	2.0 FTE	9.62 FTE	
Revenue	1,230,486	1,539,802	684,570	711,054	467,343	487,320	5,120,574
<i>Revenue per student</i>	<i>17,090</i>	<i>16,921</i>	<i>17,553</i>	<i>21,547</i>	<i>23,367</i>	<i>22,151</i>	<i>20,081</i>
Direct Program Expenses (excluding overhead and admin)	742,287	531,411	252,655	283,801	256,843	568,260	2,635,256
Specialty Teachers	108,101	136,628	58,555	49,546	30,028	-	382,858
<i>Program Exp per student</i>	<i>11,811</i>	<i>7,341</i>	<i>7,980</i>	<i>10,101</i>	<i>14,344</i>	<i>25,830</i>	<i>10,334</i>
Contribution Margin	380,098	871,763	373,361	377,707	180,472	(80,940)	2,485,318
<i>Contribution Margin per Student</i>	<i>5,279</i>	<i>9,580</i>	<i>9,573</i>	<i>11,446</i>	<i>9,024</i>	<i>(3,679)</i>	<i>9,746</i>
<i>Contribution Margin % per Student</i>	<i>30.89%</i>	<i>56.62%</i>	<i>54.54%</i>	<i>53.12%</i>	<i>38.62%</i>	<i>n/a</i>	

E. FINANCIAL SUMMARY

The following table provides a financial summary of the operating budget for 2026-2027:

	Operating Fund	Capital Fund	2026-2027 Budget	2025-2026 Final Draft	Variance Yr over Yr
REVENUES					
Tuition fees	3,145,313	-	3,145,313	3,268,687	(123,375)
Government grants	1,912,340	-	1,912,340	1,977,028	(64,688)
Daycare and camps	177,972	-	177,972	182,485	(4,514)
Fundraising, donations and interest	23,543	-	23,543	33,349	(9,806)
Revenue - other	17,313	-	17,313	19,582	(2,269)
Capital fees	-	196,000	196,000	229,873	(33,873)
	<u>5,276,480</u>	<u>196,000</u>	<u>5,472,480</u>	<u>5,711,005</u>	<u>(238,525)</u>
EXPENSES					
Advertising and marketing	69,642	-	69,642	43,209	(26,433)
Amortization	-	442,736	442,736	442,736	-
Bank charges and interest	9,019	-	9,019	8,712	(307)
Educational supplies and materials	45,814	-	45,814	38,830	(6,984)
Furniture and technology	1,916	-	1,916	1,860	(56)
Interest on long-term debt	-	363,596	363,596	367,197	3,601
Maintenance and janitorial	250,317	-	250,317	175,622	(74,696)
Office, licence, dues and telephone	149,206	-	149,206	117,395	(31,811)
Professional fees	42,261	-	42,261	53,160	10,899
Salaries, benefits and subcontractors	4,046,757	-	4,046,757	4,192,429	145,672
Staff development	65,257	-	65,257	34,040	(31,218)
Utilities and insurance	197,801	-	197,801	192,040	(5,761)
	<u>4,877,991</u>	<u>806,332</u>	<u>5,684,323</u>	<u>5,667,229</u>	<u>(17,094)</u>
	<u>398,489</u>	<u>(610,332)</u>	<u>(211,843)</u>	<u>43,776</u>	<u>(255,619)</u>
Contingency fund	50,000	-	50,000		(50,000)
Excess (deficiency) of revenues over expenses	<u>348,489</u>	<u>(610,332)</u>	<u>(261,843)</u>	<u>43,776</u>	<u>(305,619)</u>

Contingency fund represents an allowance for unexpected expenses which may arise.

F. SECONDARY SCHOOL DEVELOPMENT

The school will continue the development of its secondary program in the 2026–2027 school year, with additional investments supported by donations received in 2024–2025. These funds will be allocated toward key enhancements, including new furniture and technology, and makers’ space.

G. COVENANT REQUIREMENT

As part of our financial planning and stewardship, we ensure adherence to the covenant requirements set forth by Vancity. The financial covenant stipulates a minimum ratio of 1.10, which serves as a key benchmark for maintaining financial stability and compliance.

For the upcoming fiscal period, our projections indicate a covenant ratio of 1.16, which exceeds the required threshold of 1.10. This demonstrates our commitment to prudent financial management, ensuring the school remains in strong standing with its financial partners while sustaining operational excellence.

We continue to monitor financial performance closely and adjust strategies as needed to uphold compliance and maintain fiscal responsibility.

Deficiency of revenues over expenses	(261,845)
Add back: Amortization	442,736
Add back: Contingency Fund	50,000
Add back: Interest on long-term debt	363,596
Earnings before amortization and interest	594,488
Debt service payments (principal)	138,756
Debt service payments (interest)	372,018
Debt service ratio	1.16
Requirement	1.10

H. CAPITAL BUDGET

The school is proposing the following capital requests:

Project description	Need	Project Cost
Furniture replacements	Must Have	\$10,000
Computer equipment	Must Have	\$15,000
Inclusion Support technology (Appendix A)	Must Have	\$7,000
Parking lot lighting	Must Have	\$20,000
Immediate capital required		<u>\$52,000</u>
Septic system upgrade	Need to Have in the next 1-2 years	\$200,000
Gym Facility	Need to Have in the next 1-2 years	\$800,000
Washroom facilities - old cabin	Need to Have in the next 1-2 years	\$20,000
Garden Fencing	Need to Have in the next 1-2 years	\$20,000
East Building renovations	Need to Have in the next 1-2 years	\$220,000
Stairs refinishing - Main Building	Need to Have in the next 1-2 years	\$50,000
Paving	Need to Have in the next 2 years	\$60,000
Vans or school buses	Nice to Have in the next 2-3 years	<u>\$150,000</u>
Long term capital required		<u>\$1,520,000</u>
Total capital required		<u><u>\$1,572,000</u></u>

The Computer and Furniture Replacement capital budget is managed by the Head of School. Board approval is not required for individual purchases, provided expenditures remain within the approved budget limits.

Please refer to the Appendix A for details regarding the Assistive Technology Access for Students with designated Learning Needs.

I. CASH FLOW FORECAST

Beginning cash balance - July 1, 2026 \$ 487,013

Estimated Inflows	\$ 5,472,480
Estimated Outflows	\$ (5,684,323)
Add back: Amortization	\$ 442,736

Total Estimated Inflows	<u>\$ 230,893</u>
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Estimated Capital Expenditures	\$ (32,000)
Mortgage Principal Payments	\$ (138,756)
Bond refunds (net of new bonds collected)	\$ (50,880)

Closing cash balance - June 30, 2027 \$ 496,270

Appendix A – Assistive Technology Access for Students with designated Learning Needs



Assistive Technology Access for Students with Designated Learning Needs

From Frances Giese <francesg@westmontschool.ca>

Date Tue 9/1/2026 3:29 PM

To Anastassia Bennett <anastassiab@westmontschool.ca>; Betina Pickelstein <betinap@westmontschool.ca>;
Danny Buchanan <dannyb@westmontschool.ca>

Dear Anastassia, Betina, and Danny,

Thank you for taking the time to consider my thoughts regarding technology access for students with identified learning needs. I have put my concerns about our current approach to assistive technology in writing and would like to propose a practical solution that was originally planned for implementation this fall.

For many years, students requiring technology to independently access the curriculum have been expected to purchase and bring their own devices to school. Over the past decade, I have observed significant challenges with this model and have become increasingly concerned about our ability to effectively support students in developing the technology skills they need to learn independently. If we do not address these barriers, we risk advancing students through grade levels without equipping them with the assistive technology skills necessary for success beyond Westmont.

At present, family-provided devices vary widely in age, configuration, software, and accessibility settings. Many arrive without the necessary tools installed or properly configured. Staff often encounter difficulties accessing required applications, locating assistive technology features, troubleshooting technical issues, or obtaining passwords needed to support students. Devices may also be missing updates, have inconsistent security settings, or contain a mix of personal files and applications that complicate their educational use.

As a result, it becomes extremely difficult to establish a consistent workflow through which students can independently access information, complete learning activities, and demonstrate their understanding. Instead of empowering students, technology often becomes another barrier to participation.

From an inclusive education perspective, implementation is particularly challenging. Students at this age are often highly sensitive to appearing different from their peers. Many experience grief, frustration, or a challenge to their sense of identity when they come to understand that they require accommodations to learn effectively. When the very tools intended to support them are difficult to access, unreliable, or frustrating to use, students may become resistant to using them altogether.

Difficulties such as forgotten passwords, inconsistent device setup, inaccessible software, navigation challenges, connectivity issues, and varying parental levels of technical support can quickly turn essential learning tools into sources of frustration. Rather than fostering independence, these challenges increase students' reliance on adults to complete tasks that should be accessible independently.

Last year, despite significant efforts to build staff capacity and strengthen students' technology skills, we were unable to fully meet student needs. Through those experiences, a potential solution emerged

through discussions involving previous school administration and myself.

The proposal was to standardize devices for students with documented and substantiated assistive technology needs by asking families to purchase MacBooks, selected for their robust built-in accessibility features. To ensure consistency and effective support, Westmont would also provide the same devices for staff working within the program. The school would take responsibility for initial device setup, accessibility configuration, account management, password administration, and installation of required software. This approach would eliminate many of the barriers that currently consume valuable instructional time.

Importantly, families facing financial barriers would be supported without requiring a formal bursary process. The intent was also to extend this opportunity to Middle School students with similar designations, creating more equitable access to essential learning tools across divisions.

At the time, families were informed that this plan would be implemented for the coming school year. Unfortunately, amid leadership transitions and competing priorities, the initiative was not finalized. While I understand why this occurred, students are arriving next week and will begin academic work immediately. We still have an opportunity to improve our implementation and reduce barriers for some of our most vulnerable learners.

My primary concern is that it may now be too late to reasonably ask families to assume an unexpected financial commitment, and that delaying implementation another year will mean another cohort of students does not receive the level of support they require. Given the urgency, I would like us to consider whether Westmont could temporarily provide the necessary devices so that students can begin the year with appropriate support already in place.

Looking ahead, I believe Westmont should revisit its technology policy and assistive technology procedures to reflect what we have learned from years of implementation. A more centralized and standardized approach would increase student independence, improve staff efficiency, reduce frustration for families, and ensure that assistive technology functions as an educational support rather than an educational barrier.

Immediate Need: Upper Elementary Assistive Technology Devices

Required Devices: 6 MacBooks

Item	Quantity	Unit Cost	Total
MacBook Neo	6	\$949.00	\$5,694.00
Heavy-duty MacBook Neo cases/sleeves	6	\$75.00	\$450.00
Subtotal			\$6,144.00

Thank you for considering this request. I believe this investment would have a significant impact on student independence, staff effectiveness, and our ability to provide equitable access to learning for students with documented assistive technology needs.

With appreciation,

Frances Griese (she/her) | Inclusion Support Coordinator