

## COAST MOUNTAINS BOARD OF EDUCATION SCHOOL DISTRICT 82

# BOARD OF EDUCATION REGULAR BOARD MEETING

**NECHAKO ELEMENTARY SCHOOL** 

WEDNESDAY, APRIL 30, 2025 5:00 P.M.

HYBRID MEETING (IN PERSON OR VIA ZOOM)

Learning Together, Realizing Success for All - Engage, Ignite, Empower



#### **COAST MOUNTAINS BOARD OF EDUCATION SCHOOL DISTRICT 82**

# REGULAR MEETING OF THE BOARD OF EDUCATION WEDNESDAY, APRIL 30, 2025 – 5:00 P.M. – HYBRID MEETING NECHAKO ELEMENTARY SCHOOL – IN PERSON OR VIRTUAL VIA ZOOM

#### AGENDA

Presentation: New Skeena Middle School Video						
1.	ACKNOWLEDGEMENT OF THE TERRITORY & CALL TO ORDER					
2.	DECLARATION OF QUORUM					
3.	APPROVAL OF AGENDA	Motion				
4.	APPROVAL OF MINUTES OF PRIOR MEETING 4.1 Regular Meeting of the Board, February 26, 2025	Motion	Attachment	Pages 2-13		
5.	RECEIPT OF RECORDS OF IN CAMERA MEETING 5.1 Summary of In Camera Meeting, February 26, 2025	Motion	Attachment	Pages 14-15		
6.	BUSINESS ARISING FROM THE MINUTES 6.1 2024/2025 Hazelton French Immersion Consultation Follow-Up	Motion	Attachment	Pages 16-19		
7.	CORRESPONDENCE - There was no correspondence received					
8.	SUPERINTENDENT OF SCHOOLS' MONTHLY REPORT – APRIL 2025	Motion	Attachment	Pages 20-32		
9.	INDIGENOUS EDUCATION REPORT - MARCH/APRIL 2025	Motion	Attachment	Pages 33-45		
10.	<ul> <li>STANDING COMMITTEE REPORTS</li> <li>10.1 Business Committee Report (Trustee Ed Harrison) <ul> <li>10.1.1 Business Committee Meeting Minutes, April 9, 2025</li> <li>10.1.2 Ministry Estimated Operating Grants 2025/2026 Announcement</li> <li>10.1.3 Ministry Response to Annual Five-Year Capital Plan Submission 2025/2026 &amp; Capital Bylaw 2025/2026 – CPSD82-01</li> </ul> </li> <li>10.2 Education Committee Report (Trustee Angie Maitland) <ul> <li>10.2.1 Education Committee Meeting Minutes, April 15, 2025</li> <li>10.2.2 Board/Authority Authorized Course: Resiliency Grade 12, North Coast Distance Education Program (NTETC)</li> </ul> </li> </ul>	Motion Motion Bylaw Motion Motion	Attachment Attachment Attachment Attachment Attachment	Pages 46-48 Pages 49-54 Pages 55-59 Pages 60-77 Pages 78-94		
11.	NEW BUSINESS 11.1 Maintenance & Facilities Department Replacement Vehicles	Motion	Attachment	Pages 95-98		
12.	TRUSTEE REPORTS  12.1 Board Chair Report – April 2025  12.2 Trustee Reports	Motion Information	Attachment Verbal	Pages 99-102		
13.	QUESTION PERIOD					
14.	ADJOURNMENT					

MEETING AGENDA ITEM #4.1							
Action:	X	Information:					
Meeting:	Regular	Meeting Date:	April 30, 2025				
Topic: Minutes of the Regular Meeting of the Board, February 26, 2025							
Background/Disc	cussion:						
Minutes as attached.							
Recommended Action:							
THAT the minutes of the Regular Meeting of the Board held February 26, 2025 be approved.							
Presented by: Secretary Treasurer							

### REGULAR MEETING OF THE BOARD OF EDUCATION OF SCHOOL DISTRICT 82 (COAST MOUNTAINS)

WEDNESDAY, FEBRUARY 26, 2025 – 5:00 P.M. HAZELTON SECONDARY SCHOOL – LIBRARY HYBRID MEETING (IN PERSON OR VIRTUAL)

Chair - M. Warcup PRESENT WERE: - E. Harrison (virtual) - W. Jones Vice Chair - K. Jonkman - A. Maitland (virtual) - M. Maxim (virtual) - J. Sundell - T. MacMillan Superintendent of Schools - G. Fuller Secretary Treasurer - C. Gagnon **Recording Secretary** DISTRICT STAFF PRESENT: - P. Barron Director of Instruction, Learning Services - J. Nieckarz Director of Instruction, Learner Support - R. Schibli Director of Facility Services - T. McDonald District Principal, Early Learning & French Immersion (virtual) - B. Azak District Vice Principal, Indigenous Education

Board Chair Warcup acknowledged with respect the school district's business being conducted on the unceded traditional territories of the Gitxsan, Haisla, Nisga'a, Ts'msyen and Lheidli T'enneth Peoples noting Trustees Jones, Maxim and Sundell attended the meeting virtually from Stewart, Thornhill and Prince George respectively. We are honoured to work with their children and privileged to live on these lands.

A warm welcome was shared with meeting guests who joined in person and virtually noting the Board was pleased to be in Hazelton to conduct its Regular Board Meeting. Special thanks were extended to the staff and students at Hazelton Secondary School for hosting the Board's visit and for their welcoming hospitality. Introductions followed by Trustees and District staff attending the meeting. Unfortunately, the meeting was not livestreamed to the CMSD YouTube Channel due to last-minute technology issues.

Board Chair Warcup shared we were honoured to celebrate Hobiyee, the Nisga'a New Year, across many of Coast Mountains' schools. This important celebration marks the start of a new season and reflects the traditional knowledge of the Nisga'a Nation, highlighting the connection between the moon and the natural cycles of life. Schools engaged in learning opportunities that included drumming, dancing, storytelling, and exploring the significance of Hobiyee in Nisga'a culture. This year the Hobiyee will be celebrated by the Nisga'a Nation on February 28 and March 1.

Board Chair Warcup recognized and acknowledged the celebration of Black History Month during the month of February. She noted recognition for French Immersion Week in BC held during the week of February 2 to 8 and the annual Women's Memorial March for missing and murdered Indigenous women in Canada held on February 14.

Board Chair Warcup noted that on February 26, Pink Shirt Day, school communities across Canada will come together for this annual event under the banner of kindness to demonstrate their commitment to inclusive learning environments by wearing pink to symbolize that we do not tolerate bullying in our communities. This year's theme, Let Kindness Grow, is inspired by moments of kindness, empathy and understanding centered around the ideas of diversity, inclusion and acceptance. The aim is to help create a more kind, inclusive world by raising awareness and standing up against bullying. Our schools hold a variety of events to support anti-bullying day and to practice kindness. Together we can make a difference!

Board Chair Warcup indicated there are no Committee Meetings or Board Meetings in March. The next hybrid Regular Board Meeting is scheduled on Wednesday, April 30 at 5:00 p.m. in Kitimat at Nechako Elementary School.

Board Chair Warcup indicated we are nearly three quarters through the school year and Spring Break is arriving in approximately three weeks. She wished everyone, on behalf of the Board, a safe and fun Spring Break with relaxation time, rest and time to be with family and friends.

Board Chair Warcup shared the following reminder for meeting guests regarding Question Period:

- At the end of each Regular (Public) Board Meeting, there is a 10-minute question period for the public. Questions must pertain to the agenda and can be presented in person at the Regular Board Meeting or emailed no later than 4:00 p.m. on the day of the Regular Board Meeting to the attention of Carole Gagnon, Executive Assistant.
- Questions or comments about personal issues, individuals or property acquisitions are not appropriate for public meetings. A written response to questions to the Board will be provided as soon as practicable. Questions asked at the Regular Board Meeting are recorded for follow up by the Board in the event an answer is not provided during the Question Period.

#### 1. CALL TO ORDER

Board Chair Warcup called the meeting to order at 5:17 p.m.

#### 2. DECLARATION OF QUORUM

A quorum was declared.

#### 3. APPROVAL OF AGENDA

Motion #8780

**THAT** the agenda be adopted as circulated.

Carried
All in Favour

#### 4. APPROVAL OF MINUTES OF PRIOR MEETING

#### 4.1 Regular Meeting, January 28, 2025

Motion #8781

THAT the minutes of the Regular Meeting of the Board held January 28, 2025 be approved.

Carried All in Favour

#### 5. RECEIPT OF RECORDS OF IN CAMERA MEETING

#### 5.1 Summary of In Camera Meeting, January 28, 2025

Motion #8782

**THAT** the Summary of the In Camera Meeting of the Board held January 28, 2025 be approved.

#### Carried

In Favour 6 / Abstained 1 (Trustee Maxim)

#### 6. BUSINESS ARISING FROM THE MINUTES

#### 6.1 Hazelton French Immersion Consultation Presentation & Report

Motion #8783

**THAT** the Board receive for information the Hazelton French Immersion Program Review Report as presented at the February 26, 2025 Regular Board Meeting.

Carried All in Favour

#### 7. CORRESPONDENCE

#### 7.1 Correspondence Received from BC Ombudsperson, Jay Chalke

Board Chair Warcup confirmed Trustees' intent to proceed writing a letter of advocacy from the Board in response to the letters received from the BC Ombudsperson, Jay Chalke on January 10 and February 10, 2025, respectively regarding the investigation he is initiating to determine whether the Ministry of Education and Child Care and school districts are fairly administering and overseeing the exclusion of K-12 students, in particular students with diverse needs. The investigation focuses on BC's public K-12 education system and will not include private or independent schools. Board Chair Warcup noted a motion was not required.

#### Notation:

- February 25, 2025 Renee Syvret, Executive Director with the Association des Francophones et Francophiles du Nord-Quest (AFFNO) emailed a letter in support of the Hazelton French Immersion Program which was provided for the Board's information in preparation for the February 26 Regular Board Meeting.
- February 26, 2025 Troy Peters, District Parent Advisory Council (DPAC) Chair emailed a letter in support of the Hazelton French Immersion Program which was provided for the Board's information in preparation for the February 26 Regular Board Meeting.

#### 8. SUPERINTENDENT OF SCHOOLS' MONTHLY REPORT - FEBRUARY 2025

Motion #8784

**THAT** the Superintendent of Schools' Monthly Report to the Regular Board Meeting of February 26, 2025 be received as presented.

Carried All in Favour

#### 9. INDIGENOUS EDUCATION REPORT – FEBRUARY 2025

Motion #8785

**THAT** the Board receive for information the Indigenous Education Report for February 2025 prepared by Superintendent Tracey MacMillan.

Carried All in Favour

#### 10. STANDING COMMITTEE REPORTS

#### 10.1 Business Committee Report (Trustee Ed Harrison)

#### 10.1.1 Business Committee Meeting Minutes, February 12, 2025

Motion #8786

**THAT** the minutes of the Business Committee Meeting held on February 12, 2025 be received for information.

#### Carried

In Favour 6 / Abstained 1 (Trustee Maxim)

#### 10.1.2 Quarterly Financial Statements, December 31, 2024

Motion #8787

**THAT** the Board receive for information the Quarterly Financial Statements as at December 31, 2024.

Carried
All in Favour

#### 10.1.3 Ministry 2024-2025 Amended Operating Grants

Motion #8788

**THAT** the Board receive for information the Ministry of Education and Child Care 2024-2025 Amended Operating Grants as presented.

Carried All in Favour

#### 10.1.4 2024-2025 Amended Annual Budget Bylaw

A Bylaw of THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 82 (COAST MOUNTAINS) (called the "Board") to adopt the Amended Annual Budget of the Board for the fiscal year 2024-2025 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 Polices respecting the Amended Annual Budget adopted by this bylaw.
- This bylaw may be cited as School District No. 82 (Coast Mountains) Amended Annual Budget Bylaw for fiscal year 2024-2025.
- The attached Statement 2 showing the estimated revenue and expense for the 2024-2025 fiscal year and the total budget bylaw amount of \$81,486,564 for the 2024-2025 fiscal year was prepared in accordance with the Act.
- Statement 2, 4 and Schedules 1 to 4 are adopted as the Amended Annual Budget of the Board for the fiscal year 2024-2025.

Motion #8789

THAT the 2024-2025 Amended Annual Budget Bylaw (Version: 8743-7997-6015) be read a first time the 26th day of February, 2025.

Carried
All in Favour

Motion #8790

**THAT** the 2024-2025 Amended Annual Budget Bylaw (Version: 8743-7997-6015) be read a second time the 26th day of February, 2025.

Carried
All in Favour

Unanimous consent was received and confirmed by Board Chair Warcup prior to proceeding to third reading of the 2024-2025 Amended Annual Budget Bylaw.

Motion #8791

**THAT** the 2024-2025 Amended Annual Budget Bylaw (Version: 8743-7997-6015) be read a third time, passed and adopted, the 26th day of February, 2025.

Carried
All in Favour

10.1.5 Ministry Data Collection Projected Enrolments – 2025-2026, 2026-2027 & 2027-2028 School Years

Motion #8792

**THAT** the Board receive for information the Ministry Data Collection Projected Enrolments for the 2025-2026, 2026-2027 and 2027-2028 school years.

Carried All in Favour

10.1.6 Trustee Remuneration Annual Review - CMSD82 Policy 5095

Motion #8793

**THAT** the Board approve an increase of 2.6% effective March 1, 2025 to include all Trustee remuneration based on the 2024 Annual B.C. Consumer Annual Price Index.

Carried

In Favour 6 / Abstained 1 (Trustee Maxim)

10.2 Education Committee Report (Trustee Karen Jonkman)

10.2.1 Education Committee Meeting Minutes, February 12, 2025

Motion #8794

**THAT** the minutes of the Education Committee Meeting held February 12, 2025 be received for information.

Carried All in Favour 10.2.2 Final Approval: Out-of-Province Field Trip Application, Caledonia Secondary School Music Tour, Toronto MusicFest Canada, May 14-19, 2025

Motion #8795

**THAT** the Board approve the Caledonia Secondary School Out-of-Province Band and Choir Field Trip Application to MusicFest Canada held in Toronto, May 14-19, 2025 at no cost to the Board and subject to ensuring the safety of students and adhering to Federal and Provincial travel advisories, regulations and protocols through the travel dates.

Carried
All in Favour

10.2.3 Board Approval in Principle – Caledonia Travel Club
- Out-of-Country Field Trip, Portugal and Spain Tour, Spring Break 2027

Motion #8796

THAT the Board approve in principle the Out-of-Country Field Trip to Portugal and Spain for Caledonia Secondary School's Travel Club to be held during Spring Break 2027.

Carried All in Favour

10.2.4 Mid-Year Update - 2024-2025 School Improvement Plans

Motion #8797

**THAT** the Board receive for information the Mid-Year Update for each school relating to their 2024-2025 School Improvement Plan as presented.

Carried

In Favour 6 / Abstained 1 (Trustee Maxim)

#### 10.2.5 Mid-Year Update - Strategic Plan 2022-2027

Motion #8798

**THAT** the Board receive for information the Mid-Year Update for the 2022-2027 Strategic Plan and the Enhancing Student Learning Report review as presented.

Carried
All in Favour

#### 11. NEW BUSINESS

There was no new business to present.

#### 12. TRUSTEE REPORTS

#### 12.1 Board Chair Report - February 2025

Motion #8799

THAT the Board receive for information the Board Chair Report for February 2025.

Carried All in Favour

#### 12.2 BCSTA Spring Provincial Council Meeting Report

Motion #8800

**THAT** the Board receive for information the BCSTA Spring Provincial Council Meeting Report as presented at the February 26, 2025 Regular Board Meeting.

Carried All in Favour

#### 12.3 Trustee Reports

Trustee Maxim commented on the Minister of Education and Child Care's firing of the entire Victoria School Board in a dispute over a safety plan where the Board barred police from schools except in emergencies. Trustee Maxim further noted he will be updating his letter to the Minister of Education and Child Care into the behaviour of this Board.

#### 13. QUESTION PERIOD

Frank Verde, a parent and MEMSS School PAC Chair, expressed his concern about the lack of inclusion for Mount Elizabeth Middle/Secondary School students in extracurricular activities. He highlighted the success stories of other schools and questioned the Trustees and the Board on what actions will be taken to ensure MEMSS students can participate in activities like their peers. He emphasized the disappointment that students from Kitimat cannot travel to Terrace for basketball due to a non-existent policy and called for equitable opportunities for all students in the district.

Board Chair Warcup thanked Mr. Verde for his inquiry noting District staff will address his concerns and follow up with him.

Taria Roberge, a concerned parent of Parkside Secondary School, expressed worries about district administrators targeting students over attendance issues, particularly at Parkside Secondary School, an alternate education school. Ms. Roberge, whose Indigenous transgender child feels targeted, urged Trustees and Board members to address this harmful situation. As an advocate for marginalized and vulnerable students, Ms. Roberge emphasized the need for culturally safe and inclusive measures, ensuring students can voice concerns without facing repercussions. Ms. Roberge highlighted the emotional impact on her child, who is considering dropping out due to the principal's actions and called for equitable treatment and support for all students.

Board Chair Warcup thanked Ms. Roberge for raising her concerns noting District Staff will address her concerns and follow up with her. Board Chair Warcup further noted the school district is committed to inclusion, equity and diversity.

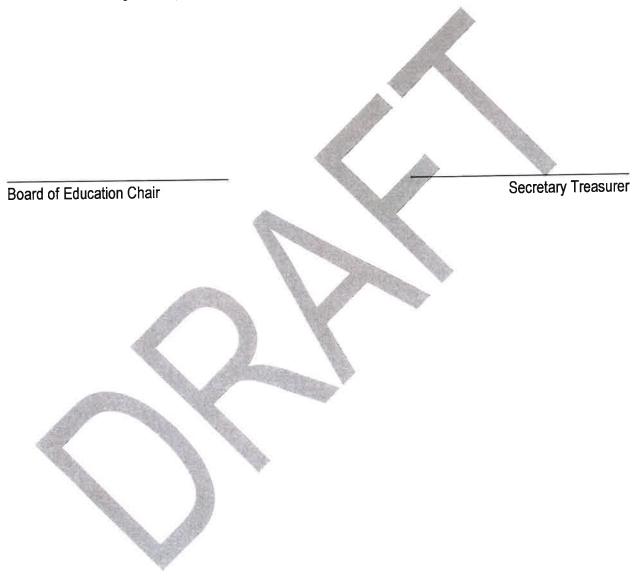
Bryana Jack, a parent on behalf of the Majagaleehl Gali Aks Elementary School French Immersion students, expressed gratitude for the meeting being held in Hazelton. Unfortunately for parents-caregivers, who care deeply about this meeting, many were unable to attend the meeting as it wasn't a good day for their schedules. She emphasized the importance of the French Immersion Program in their community, noting its high graduation rates and low absenteeism compared to other programs. She highlighted the success of students in the French Immersion Program and called for more parent involvement to address absenteeism issues. Ms. Jack also requested future consultations to be scheduled at more convenient times, considering the busy schedules of parents, especially single working parents. She stressed the need for a supportive system that allows all parents to participate and have a voice in the decision-making process.

Board Chair Warcup thanked Ms. Jack for her valued feedback which will be documented for the Hazelton French Immersion Consultation Meetings to be scheduled in the fall 2025.

#### 14. ADJOURNMENT

The next hybrid Regular Board of Education Meeting will be held on Wednesday, April 30, 2025 at Nechako Elementary School in Kitimat.

The meeting was adjourned at 7:05 p.m.



MEETING AGENDA ITEM #5.1								
Action:	X		Information:					
Meeting:	Regular		Meeting Date:	April 30, 2025				
Topic:	Summary of In Camera Meeting of the Board, February 26, 2025							
Background/Discussion:								
Summary as attached.								
	a							
Recommended Action:								
THAT the Summary of the In Camera Meeting of the Board held February 26, 2025 be approved.								
				,				
Presented by: Secretary Treasurer								



# SUMMARY OF PROCEEDINGS AND DECISIONS MADE AT THE IN CAMERA MEETING OF THE BOARD OF EDUCATION SCHOOL DISTRICT 82 (COAST MOUNTAINS) HELD FEBRUARY 26, 2025 PURSUANT TO SECTION 72(3) OF THE SCHOOL ACT

#### The Board of Education:

- 1. Discussed a legal issue.
- 2. Discussed personnel issues.
- 3. Discussed a property issue.

#### **MEETING AGENDA ITEM #6.1**

Action: Information: X

Meeting: Regular Meeting Date: April 30, 2025

Topic: 2024-2025 Hazelton French Immersion Consultation Follow-Up

#### Background/Discussion:

As shared with Trustees via email on April 25, 2025, the attached letter from Superintendent MacMillan to the Hazelton French Immersion parents and caregivers provides a comprehensive overview in follow up to the Hazelton French Immersion Program consultations, the review report and list of recommendations presented to the Board at its Regular Meeting held on February 26, 2025.

The overview addresses the ongoing efforts and plans to support and sustain the French Immersion Program pending any resolutions offered through a continued consultation process during the 2025-2026 school year. Superintendent MacMillan's letter provides official notice effective April 25, 2025 of potential changes to the Hazelton French Immersion program, if resolutions are not found. This notice is in conjunction with the Ministry of Education and Child Care's French Immersion Program Policy.

During the 2025/2026 school year, monitoring of enrollment and retentions will be ongoing in the French Immersion programs at Hazelton Secondary School and Majagaleehl Gali Aks Elementary School.

Consultation meetings will be scheduled in the fall 2025 to engage the community, parents or caregivers, staff, and students. Dates and times will be provided in the fall of 2025.

A presentation will be made to the Board at its Regular Meeting in February 2026 on the sustainability of the French Immersion program in Hazelton.

Coast Mountains School District remains committed to ensuring all voices are heard in this consultative process as we work toward sustainable French Immersion programming in Hazelton.

#### **Recommended Action:**

**THAT** the Board receive for information the 2024/2025 Hazelton French Immersion Consultation Follow-Up letter issued by Superintendent MacMillan to the Hazelton French Immersion parents and caregivers on April 25, 2025.

Presented by: Superintendent of Schools

3211 Kenney Street, Terrace, BC V8G 3E9
Tel. (250) 635-4931 or 1-855-635-4931 · www.cmsd.bc.ca

April 25, 2025

To: Hazelton French Immersion Parents and Caregivers

Dear Parents and Caregivers:

RE: 2024/2025 Hazelton French Immersion Consultation Follow-Up

On September 23, 2024, Interim Superintendent Janet Meyer wrote a letter to the Parent Advisory Council (PAC) Chairpersons of Hazelton Secondary School and Majagaleehl Gali Aks Elementary School to inform the French Immersion parents and caregivers in the Hazeltons, specifically at Hazelton Secondary School, regarding the concerns pertaining to the student enrollment of the Hazelton French Immersion program.

In this letter a detailed explanation of the Ministry of Education and Child Care's policy on French Immersion was explained and highlighted.

The school district had previously reviewed the French Immersion program in both 2006 and 2017.

Following the initial communication, I extended a follow-up letter to the Hazelton French Immersion parents and caregivers providing three community consultation dates. Tina McDonald, District Principal of Curriculum Support was assigned to facilitate these sessions on December 4, 2024, January 9, 2025, and February 10, 2025. The purpose of these consultation sessions was to bring light to the attrition of student enrolment in French Immersion once they entered Hazelton Secondary School.

The main discussion items were as follows: how can we promote sustainability in enrolment and retention in French Immersion, the reasons why students are leaving the program, equity in teacher workload, and fiscal responsibility.

A detailed report was presented to the Board of Education for Coast Mountains School District at its Regular Board Meeting held on February 26, 2025, in Hazelton. A list of recommendations was made for the Board of Education to consider.

Some of the recommendations that arose from the consultation process included better promotion of the French Immersion program in Hazelton, support schools with retention, support both teachers and administrators on enhancing their French Immersion programs, work with the high school administrators on scheduling for trades and electives, and to support with the transition of our students from Majagaleehl Gali Aks Elementary School to Hazelton Secondary School.

... continued

Hazelton French Immersion Parents and Caregivers

April 25, 2025

RE: 2024/2025 Hazelton French Immersion Consultation Follow-up

Page 2

Listed below are some of the ways the school district has supported Hazelton's French Immersion programs in the last 2 years:

- Additional teaching position (FTE) at Majagaleehl Gali Aks Elementary School in both the 2023/2024 and 2024/2025 school years.
- Educational resources for French literacy.
- Organization of cultural activities.
- Supporting the oral speaking contests at the school, regional, and provincial levels.
- Providing French Immersion teachers with in-service on both reading and writing strategies.

Since the Regular Board of Education Meeting held February 26, 2025, district leaders have met with Hazelton Secondary School's administration to discuss scheduling. Students in grades 8-10 will have additional blocks offered in French to ensure that they are meeting the Ministry of Education and Child Care expectation for French language instruction. For high school students with scheduling conflicts, online courses will be made available, and the French Immersion teacher will be provided with a support block to assist students. Additionally, the school district has created new promotional materials to support and encourage enrolment into the French Immersion program. On May 5, 2025, District Principal Tina McDonald will be hosting a parent information night for French Immersion to attract new parents to the program. Before the end of the school year, Principals Louise Ormerod and Shylah Marshall will coordinate a time to transition the grade 7 students to Hazelton Secondary School.

Given the continued low enrollment for the French Immersion program, I wish to draw your attention to the Ministry of Education and Child Care's policy on French Immersion. The link to this policy is provided below. This policy states that:

"Having established a program, school districts should promote the program and recruit students. Should the enrollment become insufficient, school districts should consult parents to find solutions. If there is no resolution to the problem, the district should give at least one year's notice to parents of any changes contemplated to permit full discussion and to allow parents time to consider alternatives for their children."

#### French Immersion Program - Province of British Columbia (gov.bc.ca)

Please be advised that, as of today's date, and pending any resolutions offered by a consultation process, this letter will serve as Coast Mountains School District's official notice to parents and caregivers of potential changes to the program.

... continued



Hazelton French Immersion Parents and Caregivers

April 25, 2025

RE: 2024/2025 Hazelton French Immersion Consultation Follow-up

Page 3

During the 2025/2026 school year, District Principal Tina McDonald will monitor enrolment and retention rates in the French Immersion programs at both schools. There will be opportunity to engage community, parents or caregivers, staff, and students with future consultation meetings. Dates and times will be provided in the fall of 2025. A presentation to the Board of Education on the sustainability of the French Immersion program in Hazelton will occur in February 2026.

Yours sincerely,

L. Mod Medar

Tracey MacMillan
Superintendent of Schools

cc: Coast Mountains Board of Education School District 82:

- Board of Education Trustees
- · Louise Ormerod, Principal, Hazelton Secondary School
- Shylah Marshall, Principal, Majagaleehl Gali Aks Elementary School
- Hazelton Secondary School Staff
- Majagaleehl Gali Aks Elementary School Staff
- · Ginger Fuller, Secretary Treasurer
- Tina McDonald, District Principal, Curriculum Support
- Troy Peters, Chair, District Parent Advisory Council

#### **MEETING AGENDA ITEM #8.**

Action:

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Information:

Meeting:

Regular

Meeting Date:

April 30, 2025

Topic:

Superintendent of Schools' Monthly Report – April 2025

#### Background/Discussion:

Attached for reference is the Superintendent of Schools' Monthly Report for presentation at the April 30, 2025 Regular Board Meeting as prepared by Superintendent Tracey MacMillan.

The Superintendent of Schools' Monthly Report will be shared with all staff and partner groups as well as posted to the school district website following the Regular Board Meeting.

#### **Recommended Action:**

**THAT** the Superintendent of Schools' Monthly Report to the Regular Board Meeting of April 30, 2025 be received as presented.

Presented by: Superintendent of Schools



### A Message from the Superintendent

Ama Sah / Good Day,

As we move further into 2025, I continue to be deeply grateful for the partnerships, dedication, and care that define the Coast Mountains' school communities. Our shared commitment to learner success, equity, and wellness is evident in every school visit, classroom conversation, and community event.

Over the past several months, I have had the pleasure of attending several community events, and I am continually impressed by the talents and spirit exhibited by our young people. Most recently, at the Music Festival Finale, I had the opportunity to watch students sing, recite, dance, act, and perform musical pieces with great skill and enthusiasm. In addition to the arts, I have also enjoyed cheering on our student athletes at various sporting events, where their teamwork, determination, and sportsmanship have been truly inspiring.

In this month's report, you'll see a strong connection to the goals outlined in the Coast Mountains School District Strategic Plan. As a system, we are focusing on three key areas: Improving Student Learning, Honouring Culture, Diversity and Inclusion; and Fostering Well-Being. Each story, update, and initiative in the pages that follow directly ties into these priorities.

We recognize that student reading levels need to increase, and that early success in literacy is foundational to a child's confidence and long-term learning. This is why we are preparing to implement a new K-6 Literacy Framework in the Fall—designed in collaboration with educators and rooted in research-informed practice.

Like other districts across British Columbia — particularly in northern and remote regions — we are experiencing ongoing recruitment challenges. At the same time, we're finding solutions. In the pages ahead, you'll read about how we are strengthening relationships with universities and increasing teacher practicum placements, which support both recruitment and quality classroom experiences for students.

We also acknowledge that mental health and well-being continues to be a struggle for many learners. Consequently, we are investing in increased mental health supports and trying novel strategies — from school-based programs to interagency partnerships — to meet the evolving needs of our students and families.

I hope you find this month's report informative, hopeful, and a reflection of the thoughtful and tireless work taking place across Coast Mountains School District. Together, we remain focused on creating inclusive, connected, and supportive learning environments — places where all learners can thrive.

With gratitude and appreciation,

Tracey MacMillan Superintendent

S. Mod Meda



#### **Upcoming Dates:**

April 28 - National Day of Mourning

May 5 - Red Dress Day - Honouring MMIWG2S

May 13-15 - Student Adventures in Health Care

May 14 - Business & Education Committee Meetings

May 16 - Professional Development Day (No Classes)

May 19 - Victoria Day (No Classes)

May 28 - School Board Hybrid Meeting (Stewart)

May 29 - Grade 7 Maker Day (NTETC)



### CMSD Board Chair Awarded King Charles III Coronation Medal

The Coronation Medal program was created to mark the Coronation of His Majesty King Charles III. It recognizes individuals who have made a significant contribution to their community, province, territory, region or community in Canada, or attained an outstanding achievement abroad that brings credit to our country.

On March 30, 2025, MP for Skeena-Bulkley Valley, Taylor Bacharach presented Margaret Warcup, Trustee and Board of Education Chair for Coast Mountains School District, with the King Charles III Coronation Medal for her dedication to long service, leadership and volunteerism for community and region. Margaret's dedication to education, community service and public trust distinguished her as an exemplary candidate for this honour.

Skeena-Bulkley Valley MP, Taylor Bacharach presents Margaret Warcup, CMSD Trustee and Board of Education Chair with the prestigious King Charles III Coronation Medal on March 30, 2025. Congratulations Margaret!

MP Bacharach shared that Margaret has done so much for our communities over her 50 years in the Skeena-Bulkley Valley

constituency. She has both professionally and through active volunteerism made a profound and lasting impact on community development and education in our communities and region, making her a worthy recipient for the King Charles III Coronation Medal.



Margaret graduated with a Master of Science in Community Health and worked as a Physiotherapist where she helped children live their best lives possible. Margaret worked as a Program Director for the Terrace Child Development Centre, then assumed the role of Executive Director at the Kitimat Child Development Centre which she led for 17 years. Margaret was instrumental in establishing the University of Northern British Columbia through her appointment to the Interim Governing Council.

There are many volunteer roles that Margaret has held and has exemplified honouring the Rotarian motto Service Above Self.



Congratulations Margaret! We celebrate the recognition she received for her dedication and contributions made to our communities and the Northwest region!



### Keep Connected with SchoolMessenger



As a school district, we are always striving to improve and enhance communications with our parents, caregivers, and families.

We recognize the importance of keeping parents and caregivers connected with their child's school. Coast Mountains School District (CMSD) will be using SchoolMessenger, a safe and secure communication platform to send automated phone calls and emails to parents for emergencies and attendance. In the future, it may also be used for school updates, bussing updates, newsletters, and district-wide events. Your account is free and an easy way to keep connected.

We are excited to be rolling out SMS notifications (text messages) effective May 1, 2025 for all schools across the school district. This new service will allow your child's school to send important updates, reminders, and emergency notifications directly to your mobile phone.

An SMS message will be extended by SchoolMessenger inviting parents and caregivers to opt in to receive these notifications. Alternatively, you can opt in at any time by texting "Y" to 978338 from your mobile phone by accessing the QR Code displayed to the right. You will receive a confirmation message once your opt-in is successful. Kindly note that you must opt in from each mobile device you wish to receive messages on.

Your contact information will be kept confidential, and you can opt out of SMS communications at any time.

If your child is registered in a CMSD school, then you are already set up to receive emergency and attendance messages by phone or email. However, if you would like to receive other messages such as school updates and newsletters, you must sign up to SchoolMessenger and set your notification preferences. Tell us what news you would like to receive and how you want to be notified.



There is also a free SchoolMessenger App available for both iOS and Android based phones which enables you to receive notifications of school messages. Download the App, set your notification preferences, and move

the App to your phone's home screen for easy access!

To learn more about SchoolMessenger, how to create your SchoolMessenger Account and more, please visit the school district's website at https://cmsd.bc.ca/schoolmessenger.

We extend our appreciation to parents and caregivers for your ongoing support in helping us stay connected and ensuring timely information is received regarding their child's education.

If you have any questions or concerns, please feel free to reach out to your School Principal for assistance.



### **UNBC Scholar Recipient from Caledonia Secondary**

The University of Northern British Columbia (UNBC) Scholars program recognizes Grade 11 students in Northern BC and Yukon for outstanding academic achievement. The scholarship takes the form of a waiver of full tuition to a maximum of 120 credits (or the number of credits required for a bachelor's degree). Students do not apply to be UNBC Scholars. Rather, at the start of their Grade 12 year, each high school in Northern BC and Yukon indicates the student with the highest-grade point average (GPA) based on the student's Grade 11 marks (minimum 80%). The GPA will be calculated on the basis of the highest grade received in English 11 or 12 or English First Peoples 11 or 12, and the highest grade received in Math 11 or 12, and the next four highest marks in Grade 11 courses (to include three academic courses and one elective).

In the 2023-24 school year, Brooklyn Frank was selected as Caledonia Secondary School's nominee for the UNBC Scholar award (displayed to the right in the UNBC Scholar poster). She is currently at UNBC in Prince George, working on a Bachelor of Science degree with the goal of continuing on to medical school. The nominee for 2024-25 school year is Ben Carter. Ben will be attending UNBC in the fall with the financial support of the UNBC Scholar program.



2024 UNBC Scholar from Caledonia Secondary, Brooklyn Frank. Brooklyn chose UNBC because it always places well in the annual Maclean's magazine rankings. As someone going into medicine, smaller classes and personal instructor attention are key to her career success.

### Kildala Elementary hosts Le Concours Régional

Throughout the month of March, Coast Mountains' schools offering French Immersion hosted their local French oral speaking contests. On Saturday, April 5, Kildala Elementary School hosted Le Concours Régional for the school district's Grades 4-12 Immersion students at Kitimat's Mount Elizabeth Theatre. In attendance, 26 students from Terrace, Kitimat, and Hazelton bravely spoke about a topic of interest. These topics varied from hockey themed, science based, life in Terrace, the difference between motivation and discipline, the United Nations, the benefits of French Immersion, and more. It was truly impressive to see how our French Immersion students can not only write eloquently, but can memorize, and present their speeches in front of an auditorium full of students, parents, teachers, and judges.

One candidate from the group of presenting students was selected to represent our school district in Vancouver at Le Concours Provincial on May 3. Congratulations to Audrey Arsenault, a Grade 9 Skeena Middle School student, in winning both her category for 9e année (Grade 9) French Immersion and for being selected to represent our school district in Vancouver. Audrey presented on Les Nations Unies et les O.D.D. (the United Nations and the O.D.D. international organizations).



Congratulations to Audrey Arsenault, Grade 9 Skeena Middle School student, in winning both in her category at Le Concours Regional on April 5 and also selected to represent our school district in Vancouver at Le Concours Provincial on May 3.



### **Inclusive Education Student Success Stories**



Leelynd is pictured in the Trades Program Shop at Coast Mountain College where he hopes to work with heavy machinery in the future. Keep up the good work, Leelynd!

Leelynd has made tremendous progress engaging with his academic program at Parkside Secondary School this year. He has committed himself to the trades program at Coast Mountain College, where he hopes to work with heavy machinery in the future.

In the past, Leelynd has struggled to commit to full attendance and engagement with school. This year, Leelynd has shown himself fully committed to his attendance and participation, acting as a leader to his peers through his actions, and his commitments to his responsibility.

We are so proud of Leelynd and we can't wait to watch all of his future successes in the trades as he progresses through his program!

Jesse, a young non-verbal autistic student at Kildala Elementary School, has made remarkable progress this school year, showcasing the power of inclusive education. Initially, he faced significant challenges in engaging with others and often worked independently in a separate space. Through the unwavering dedication of the inclusive education team, his programming has been tailored to support his unique needs, fostering his growth and confidence.



With the introduction of the PECS (Picture Exchange Community System) program, Jesse now communicates with the help of his peers, who actively and enthusiastically support him. PECs is a systematic way to teach a child how to communicate with someone else by handing them a picture of what they want (reference

PECS picture sample above). This program was originally designed for children with autism but can be used for other non-speaking children as well.



Jesse (r) has quite the fan club at recess. Genni Santos, Resource Teacher (l) at Kildala Elementary, shared this was the first time for Jesse using the PECS program being prompted to communicate. By the fourth cracker request, he got it! Jesse now uses the PECS program and does the exchange with no prompting. What an accomplishment for Jesse!

This transformation exemplifies what students with complex needs can achieve when surrounded by a compassionate and committed school team. The school's nurturing environment has created a space where diversity is celebrated, and all students feel valued.

Kildala Elementary School stands as an inspiring example of inclusivity in action, and this student's progress is a testament to the incredible possibilities of collaboration and care.



University Practicum Students Complete Successful School Placements

Coast Mountains School District hosted university practicum students from the University of Northern British Columbia (UNBC) and the University of British Columbia (UBC). Congratulations to each of the practicum students who recently completed their school-based placements, marking a significant milestone in their journey toward becoming professional educators. These practicums are an essential component of teacher education programs, provide aspiring teachers with hands-on experience in real classroom settings under the guidance of experienced mentor teachers.

Throughout their placements, the students actively engaged in lesson planning, classroom management, student assessment, and co-curricular activities. They had the opportunity to apply educational theories in practical contexts, refine their teaching strategies, and build meaningful relationships with students and staff. Teachers and administrators praised the practicum students for their enthusiasm, adaptability, and willingness to learn. Many of the students brought fresh ideas and energy into the classroom, contributing positively to the school community.



A special shout-out is extended to Sheryl Edwards, UNBC Practicum Placement Coordinator - School of Education (second from the left) for her outstanding coordination and assistance in placing UNBC practicum students with Coast Mountains' schools. Pictured with Sheryl include Phillip Barron, Director of Instruction Learning Services (far left), Superintendent Tracey MacMillan (second from the right), and Julia Nieckarz, Director of Instruction Inclusive Education (far right).



UNBC Practicum Student Teacher, Tran Nguyen is pictured (l) during her school-based placement with the Kindergarten Class of Uplands Elementary School with the guidance and assistance of Kindergarten Class Teacher, Mary-Anne Barron (r). A great experience for Tran!

For the university students, the practicum offered a valuable glimpse into the daily realities of teaching and helped them grow both personally and professionally. It also served as a platform to receive constructive feedback, reflect on their practice, and develop greater confidence in their teaching abilities.

We extend our gratitude and appreciation to the sponsor teachers in our schools for supporting practicum students, to the school leadership teams for their support, and to the faculty advisors from UNBC and UBC for their ongoing support.

Congratulations again to all practicum students for their hard work, dedication and the meaningful impact they have made during their school placements – their passion for teaching truly shines!



#### **CMSD Hosts Meet & Greet for Practicum Student Teachers**

An invitation was extended to Practicum Student Teachers of University of Northern British Columbia (UNBC) and University of British Columbia (UBC), who recently completed their school-based placements with Coast Mountains School District, to join District Leadership Team members for a "Meet & Greet" held on Wednesday, April 16 at the school district office in Terrace.

The Meet & Greet provided an informal opportunity for Practicum Students to meet with Superintendent Tracey MacMillan, Directors of Instruction Phillip Barron & Julia Nieckarz, the Director and Manager of Human Resources Kiran Bath & Kyla Magnusson, and Sheryl Edwards, UNBC Practicum Placement Coordinator - School of Education. Information was shared on upcoming job positions, how to apply for jobs, mentorship opportunities as well as answers to any questions. The District Leadership Team members took the opportunity to congratulate the Practicum Students on achieving their Bachelor of Education degree – a huge achievement!

It was a great get-together where Practicum Students spoke about their positive experiences in Coast Mountains' schools and their teaching career aspirations. *We are hoping to welcome the Practicum Students to new teaching positions for the upcoming school year!* A group photo with the Meet & Greet attendees along with individual presentations with the Practicum Students is shared below. A thank-you gift bag was presented to each practicum student for their hard work, dedication and the meaningful impact they made during their school placements with Coast Mountains School District.

























### **Provincial School Outreach Program**

Provincial School Outreach (PSO) is a multi-disciplinary team of specialists who provide in-person and virtual support to school districts across the province, including case consultations, professional development sessions, and linking school and school district staff to regional and provincial resources and services. The program prioritizes services and support for school districts in rural and remote regions where unfilled vacancies of specialist personnel may be adversely impacting service delivery to students.

PSO is a program sponsored by the Ministry of Education and Child Care that consists of specialist

personnel who serve as outreach consultants to provide in-person and virtual support to students, classrooms, schools, and school districts across British Columbia. The program is funded by the Government of British Columbia and the program is hosted by the North Vancouver School District (SD44). Vince White is the Director of Provincial School Outreach based at SD44.

Provincial School Outreach provides its supports and services in coordination with other provincial outreach and resource programs that are specialized in a wide range of areas that are integral to supporting student success.

Recently, Coast Mountains School District was fortunate to have Vince attend the Principals & Vice Principals Forum held on April 3 at the Northwest Trades & Employment Training Centre. Vince shared his knowledge on Inclusive Education and balancing perspectives, real life and legislation. Vince is an excellent presenter and provided many thought-provoking topics.



Julia Nieckarz, Director of Instruction Inclusive Education (I) is pictured with Vince White, Director of the Provincial School Outreach (r) following his presentation on the Provincial School Outreach program at the Principals & Vice Principals Forum held April 3, 2025 at NTETC.



Julia Nieckarz (left back), Director of Instruction Inclusive Education welcomes and introduces Vince White (right back), Provincial School Outreach Director to the Principals & Vice Principals Forum held on April 3 in the NTETC Meeting Room.



Vince White (right back), Provincial School Outreach Director presents the administrator in-service on Behaviour Related Decision Making: Statutory and Contextual Frameworks for Consideration.



### **How Porcupine Gets Quills Discovery Activity**

While attending the Principals & Vice Principals Forum held on Thursday, April 3 at the Northwest Trades & Employment Centre, we learned of the hands-on student Discovery activity, "How Porcupine Gets Quills", being

taught by Cory Redl, Discovery/Dual Credit Teacher for Janine Hamming's Grade 3 Class of Thornhill Primary School.

Cory shared that he adapted this Discovery activity from the popular Hedgehog activity that involves the same applied design, skills and technologies (ADST), but changing the story to a porcupine allows him to incorporate Indigenous culture and storytelling. There are no hedgehogs in North America, but the porcupine can be found in every Canadian province. Evidence of their contributions to people and the land can be seen and heard in Indigenous stories all over Turtle Island.



This Discovery activity combines the telling of a seasonal Michif (Métis) story of how the porcupine got its quills, with an ADST woodworking activity where students use a hammer and nails to give a porcupine its quills. In addition to the one-hour activity, participating teachers are provided with optional extension activities that can be done in the classroom.

Cory shared the following comments he has received from teachers of the ten Grade 3-4 classes in the school district that have participated in the Discovery activity this spring.

- "My students were so engaged. They talked about the activities all of the following day. The cultural connections were very impactful. Trades are not a common visit especially for little ones, we loved the visit."
- "I have never participated in any other program/activity that held the attention of 22 Grade 3 students prior to this activity. Hands down amazing experience for each student and myself. It was uplifting to watch my students create and learn hands-on skills. I would love to do more of these activities in the future. This is what I would call "real" learning."
- "This Discovery program provides the resources and knowledge keeper (expert tradesperson) to give students the opportunity to apply their skills and knowledge in a different way. Students feel a great deal of success when doing hands-on learning and is an essential life skill. Without these resources and experts being provided by this grant, the responsibility to acquire such things is on the teacher and most teachers aren't expert tradespeople. Bottom line is students in CMSD won't have these valuable opportunities if this program ceases to exist."









Cory Redl, NTETC
Discovery/Dual Credit
Teacher is pictured
teaching the Grade 3 Class
of Thornhill Primary School
a Discovery hands-on
activity, How Porcupine
Gets Quills, that
incorporates Indigenous
culture and storytelling for
the students' learnings.





### **Zone01 Regional Robotics Competition held April 14**



The Zone01 Regional Robotics Competition was held for a full day at Mount Elizabeth Middle/Secondary School (MEMSS) in Kitimat on Monday, April 14. Students from nine different schools competed in three different events, across two age groups.

Most schools had 5-7 teams of students working with two differentpurposed robots. It's estimated that 150 students and coaches participated. Coast Mountains School District fielded three Kitimat

schools and three Terrace schools. Rio Tinto is the partner host with Zone01 Robotics and kindly provided judges and a large pizza lunch for everyone. Parents and other classes were invited to watch the day's events.

The three robot challenges were:

- Sumo build and code a robot capable of finding and pushing out an opponent,
- 2. Gemstone build and code a robot capable of collecting gems (some hidden under obstacles) while trying to solve the last-minute surprise rule, and
- 3. Pollinator build and code a robot capable of dropping pollen blocks into flowers of different heights while scanning for their location.



MEMSS' Robotics Teacher, Kim Wilkinson has been the organizer and host of the regional competition for five years running.

The overall Gemstone winning team from MEMSS has earned the opportunity to attend the Zone01 National Robotics Competition held in Montreal in May.



Best wishes are extended to the MEMSS
Gemstone Team for a great experience and success at the Robotics
Competition in Montreal in May!
Have fun and happy coding!





### NTETC Happenings during the Month of April

#### **Hazelton Tour**

On April 11, Stephanie Muldoe, Career Life Connections/Careers Coordinator accompanied 18 students from Hazelton Secondary School on a tour of the Piping Industry College (PIC) at the Northwest Trades & Employment Centre (NTETC), Coast Mountain College, and the University of Northern British Columbia (UNBC) campus. Throughout the day, students explored a range of training facilities focused on trades,

healthcare, and social work. They also had the chance to visit the campus salon, dormitories, library, and enjoyed lunch at the Coast Mountain College cafeteria. Many thanks to volunteer, Jordan Muldoe who accompanied the group and drove the bus!

#### **Trades SAMPLER in Stewart**

A Trades SAMPLER program was launched at Bear Valley School in Stewart on April 14, giving students hands-on exposure to a variety of career paths including Carpentry, Culinary Arts, Electrical, Hairstyling, Cement, Heavy Duty, Scaffolding, Piping, and Ironworking.

This valuable opportunity was made possible through the collaboration and support of the Piping Industry College and Coast Mountain College, whose partnership brought the program to life.



Bear Valley School students, Toryn Hill, Travis Retza, Dylan Burke & Keaton Grober proudly display the bench they created during the Carpentry Trades Sampler held on April 14. Well done!

#### Adventures in Health Care Interviews

During the week of April 14–17, the Rotary Club conducted interviews with students from across the district for a chance to participate in the *Adventures in Health Care* program. This unique opportunity is made possible through a strong partnership between the local Rotary Clubs, UNBC, Coast Mountain College (CMTN), Coast Mountains School District 82, and Northern Health. Selected students will spend three days (May 13-15) in Terrace, engaging in hands-on experiences at CMTN, UNBC, Cedar Coast Dental, and the new Ksyen Regional Hospital. Throughout the program, students will have the chance to explore health care careers and connect directly with professionals in the field.

#### Skills Canada Competition in Abbotsford

On April 16, Kim Hoekstra, District Careers Coordinator accompanied four students from our school district to Abbotsford, where they proudly represented us at the Skills Canada Competition. This incredible opportunity was made possible through our continued partnership with Coast Mountain College.

#### **Trades SAMPLER with PIC in Terrace**

Currently, four students from Parkside Secondary School are participating in the Trades SAMPLER program at NTETC.

Additionally, two students who graduated last year from Mount Elizabeth Middle/Secondary School (MEMSS) are commuting daily to take part in the program.



CMSD students, Thomas Humchitt, Dylan Louttit, Sydney Schulmeister & Parker Graham proudly represented CMSD at the Skills Canada Competition held in Abbotsford on April 16. Graduated students Aaron Barks, Chad Bouvier & Tephilla Finstad and Chaperones/Instructors Bruce Neid & Tamara Edwald (CMTN) & Kim Hoekstra (CMSD) accompanied and supported the students. An incredible and amazing experience!



### Caledonia Travel Club's The Grand Tour of Italy

The Caledonia Travel Club grew from a chance siting of an Education First (EF) booth promoting the 100th Anniversary Tour of Vimy Ridge at a conference in Vancouver. That developed into the first trip in 2017 titled "Canada and the World Wars". Since then, the Caledonia Travel Club have toured "The Ancient Mediterranean", "The British Isles" and "The Grand Tour of Italy". Travel happens every two years and is open to any Caledonia student at the time of travel. Registration is available nearly two years prior to the travel date to spread out the cost of the trip.

The Grand Tour of Italy took place during Spring Break 2025. The group, comprised of forty students and six chaperones flew to Milan, travelled the length of Italy, and flew home from Rome. Over the course of the twelve days, the Caledonia Travel Club visited Milan, Verona, Venice, Florence, Pisa, Assisi, Sorrento, Capri, Naples and Rome. Photo highlights below include the gondola ride in Venice, the Leaning Tower of Pisa, exploring Assisi, the boat tour of Capri, and, of course, the Colosseum and the Vatican where Indigenous students taking part in the tour wore their regalia for the Vatican walk-through ... empowering reconciliation!

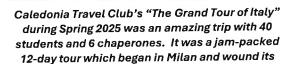
















Action:

Χ

Information:

Meeting:

Regular

Meeting Date:

April 30, 2025

Topic:

Indigenous Education Report - March/April 2025

#### Background/Discussion:

Attached for reference is the Indigenous Education Report for presentation at the April 30, 2025 Regular Board Meeting as prepared by Superintendent Tracey MacMillan.

A monthly Indigenous Education Report will be provided for inclusion in the agenda package for Regular Board Meetings.

#### Recommended Action:

THAT the Board receive for information the Indigenous Education Report for March/April 2025.

Presented by: Superintendent of Schools



### Indigenous Education Report March/April 2025

This Issue highlights events and projects funded through the 1.31 Enhancement Proposals, Elders Knowledge Holder Program and the work of the Indigenous Support Workers.

#### Gratitude

Thank you to all Elders, Knowledge Holders, Indigenous Support Workers (ISWs), teachers, and community partners who continue to guide and inspire the learners. Your efforts are helping to nurture identity, culture, and pride.

### Artist Alexander Erickson Inspires Caledonia Art Students.

In February, Caledonia Secondary had the honour of welcoming artist **Alexander Erickson**. Over several class sessions, Alexander shared his personal journey with art and how it connects to his identity and culture.

#### IN THIS ISSUE:

- Artist Alexander Erickson Visits Caledonia
- Sustainable Harvesting & Drum Making at Caledonia
- Skeena Grade 9's Join
   Drum Group at Caledonia
- Cultural Engagement at Nechako, Skeena, and Cassie Hall
- Kitwanga Elementary
   Visits Hazelton
- Land-Based Learning & Drum making at Hazelton Secondary
- "Back to the Land" Program Highlights
- Thornhill Primary visits
   K5T
- Jenine Klein Welcome



He introduced students to the fundamental forms of Northwest Coast design, guiding them through the process of creating crest head designs and analyzing works by master artists. His teaching, grounded in cultural tradition and personal experience, left an impression on the students.

"This was such a great gift to leave the students with." Collette Stewart

#### **Learning Northwest Coast Design**









Page **1** of **12** 

#### Land-Based and Cultural Learning at Caledonia Secondary

#### Sustainable Harvesting Workshop

Led by Knowledge Holder **Tegan Anaka**, students learned about ethical and sustainable trapping from an Indigenous perspective. "Some Indigenous students found their voice for the first time during this workshop. Tegan shared so much knowledge. —truly excellent." **Stephanie Louie** Indigenous Support Worker.





#### **Drum Making with Gerald Brown**

Students explored the cultural significance of traditional drum making, supported by Indigenous Support Worker **Desiree Quock**.



#### Skeena Grade 9's Join the Caledonia Drum Group



Supported by ISWs Martha Watts, Stephanie Louie, Sheila Morgan, and Desiree Quock, this new initiative supports a smoother transition to high school for Grade 9 students.

"Seeing one of the youth drum for the first time seeing their joy and comfort afterward was incredibly heartwarming." - Martha Watts



## Caledonia's Indigenous Education Activities: Empowering Learners Through Cultural Connections

#### Cultural Week with Dr. Kevin Lewis and Family: Reconciliation in Action





From March 31 to April 3, the Kermode Friendship Society's Aboriginal Child and Youth

Mental Health team hosted a meaningful Cultural Week, guided by Dr. Kevin Lewis and his family. Learners from Caledonia, Parkside, and Skeena had the opportunity to participate in this enriching experience. Students engaged in traditional practices including the Sweat Lodge Ceremony, Pipe Ceremony, and hide tanning. These hands-on experiences offered powerful teachings and deepened cultural understanding. The Indigenous Education team at Caledonia extends heartfelt thanks to Keith Axelson (Caledonia Principal), Tracey MacMillan (Superintendent) and the Inter-Tribal Education Committee for their generous support and commitment to reconciliation through meaningful cultural connections.



#### **Empowering Youth: Boundaries and Knowing Your Rights Workshop**



On April 3, 2025, Indigenous support staff partnered with Aboriginal Child and Youth Mental Health to host Sue Brown, Director of Advocacy at Justice for Girls, for an impactful workshop focused on setting boundaries and understanding one's rights. Caledonia brought a group of girls to attend the session, which proved to be both empowering and transformative. Since participating, staff have observed a noticeable shift—these students are beginning to open up and show a readiness to begin healing from past traumas. The workshop also highlighted the importance of knowing that healing looks different for everyone. Students came away with a deeper understanding that support is available in many forms, and that healing is not a linear journey.

#### Justice for Girls Workshop Series: Understanding Genocidal Practices in Canada

On April 2, 2025, Indigenous support staff, in collaboration with Caledonia's Law 12, Genocide Studies 11/12, and BC First Peoples 11/12 classes, welcomed Sue Brown, Director of Advocacy at Justice for Girls. This event marked the beginning of a three-part workshop series focused on exploring genocidal practices within Canada and pathways toward resolution and justice. The first session concentrated on the Indian Act, policing, and human rights. Students engaged in critical conversations about the historical and ongoing impacts of colonial systems, while also learning about the legal frameworks that continue to shape Indigenous experiences today. This powerful learning opportunity is part of a broader effort to educate and empower youth, while promoting truth, awareness, and reconciliation in the school community.

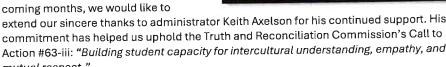


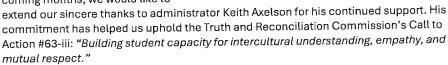
#### Sacred Fire Ceremony: Honouring, Healing, and **Letting Go**

On April 16, Caledonia's Indigenous Education team led a Sacred Fire Ceremony, creating a safe and meaningful space for learners to reflect and release. Students were invited to write letters to loved ones who are no longer in their lives, or to express feelings about situations they felt ready to move on from. These letters were then offered to the fire as part of the healing process. The day began with a traditional meal prepared by ISW Sheila Morgan, featuring fish, rice, and seaweed. This was followed by letter writing, and the ceremonial burning of the letters.



March and April have been rich with cultural learning and emotional growth. As we look ahead to more events in the







#### Reconciliation

Natalie, Mason and Casey Russell walk through the Vatican Museum. The siblings travelled to Italy with the Caledonia Travel Club.

Note: Of the 40 students who went to Italy, 18 were indigenous. Mason has already registered for the Portugal / Spain trip for 2027.



#### Nechako Elementary: Fried Bread & Young Entrepreneur Day

ISW Kelsy Carlow supports students in hands-on learning and cultural sharing

through food preparation and entrepreneurial skills.







#### Skeena Middle School: Sewing & Cedar Roses

ISW's **Martha Watts** and **Brandi Davis** taught students how to sew scrunchies and craft cedar roses—an engaging way to build skills and cultural connection.







#### **Cassie Hall Drum Group Sessions**

Supported by Kendra LeBlond, ISWs Krystal Conway, and Drieanne Porter.

"An incredible opportunity that students eagerly look forward to.

Even students with behavioral challenges are thriving in these sessions." - Kendra LeBlond







## Kitwanga Elementary Tour to the Hazelton's/Upper Skeena Recreation Centre/Library/Historic Sternwheeler

On behalf of everyone at Kitwanga Elementary School, I just wanted to extend a heartfelt thank you! The students had an incredible time touring the recreation center, seeing the Michelle Stoney murals, and experiencing skating—many for the very first time. In fact, it was the first time skating for thirty of the students, and they did an amazing job! They fell, got back up, and kept trying with huge smiles on their faces.

They were also really intrigued by the Hands of History signs; we learned about the local history and culture. Many of them have driven past these signs countless times but have never stopped to read or learn more about them. They sparked curiosity and great conversations.

We are so grateful for your support and for offering the students such a wonderful and memorable opportunity. **Kassia Nameth** (Principal, Kitwanga Elementary)











#### Hazelton Secondary School - Knowledge Holder Jordan Muldoe

Jordan Muldoe led sessions in traditional land-based practices such as **trapping and hunting**, sharing cultural knowledge and community teachings.





#### Ms. Carol Bob's Grade 8 class

Integrated drum making into the math curriculum, supported by Knowledge Holder Dr. Jane Smith.











#### Hazelton Secondary School Back to the Land Program

#### "Back to the Land" Program - March Highlights

I would like to take a moment to highlight the incredible work carried out this month through our team's "Back to the Land" program.

A special thank you to **Stephanie Muldoe**, **Ryan Samson**, **Zach Rychlo**, **Brianna Wright**, **Jordan Muldoe**, **Patience Muldoe**, and the **Inter-Tribal Education Committee** for their invaluable guidance and support in delivering this month's programming.

"We are proud of the meaningful learning taking place and the confidence, resilience, and cultural connection being nurtured through this program." **Taylor Murell** 













Throughout the latest trips, learners engaged in handson, land-based learning and demonstrated growing proficiency in a wide range of cultural and survival skills, including:

- Cedar gathering
- Trapping
- GPS navigation
- Territory boundary knowledge
- Land use permission protocols
- Survival techniques
- Fire building (individual and collaborative)
- Map reading
- Terrain analysis
- Snowshoeing
- Environmental stewardship
- Plant identification
- Risk assessment
- Cultural awareness
- Cultural and outdoor trip planning
- Emergency preparedness
- Shelter construction (individual and group)
- Cooking and team cooking skills
- Circle talks focused on gratitude, reflection, and mutual support



#### Thornhill Primary Grade 3 - K5T Field Trip

The Grade 3 students of Thornhill Primary, along with their teachers and IESW *Liz Dowse*, had the incredible opportunity to participate in handson learning with members of Kitselas Five Tier (K5T).

At Thornhill Primary, all students learn about the Ts'msyen Seasonal Rounds. March is *Ha'lilaxsixwah* — the time of the eulachon. In class,

students explore harvesting and preservation practices through stories, texts, and videos. Their field trip to **Kulspai** brought these lessons to life.

During the visit, students had the chance to work directly with the fish. They were shown how to string eulachon by sliding one fish's head through the gill of another and then opening the gill of the second to "lock" them together. They were fascinated by the smokehouse filled with hanging fish and learned how it is heated. Students also explored the air-drying area and discovered the



cultural significance of positioning the fish heads upriver — a sign of respect for the eulachon's journey.

Thornhill Primary extends heartfelt thanks to K5T for sharing their knowledge and creating such a meaningful experience. Most importantly, the students had an amazing time!







We are pleased to announce that Jenine Klein has been hired for the temporary Indigenous Language and Culture Teacher position.



A warm welcome to Jenine. She brings a wealth of knowledge and a strong commitment to Indigenous education. We look forward to the contributions she will make in supporting language revitalization and cultural learning within the primary and elementary schools.

## Culture and Language Lessons

My name is Jenine Klein, and
Luu-aamhl goodiý (I'm happy)
be teaching Culture and
Language again at CMSD 82. I
learned to speak with Sim'oogit
Naaws Sm'algyax the Ts'msyen.
Our focus will be introducing the
basics in Primary and
Elementary students.

## Sm'algyax

Sm = impotant algyax =taik:speak

There are three dialects in

Northwest BC.

Ts'msyen Nisga'a Gitsenim<u>x</u>

## Language Topics

- numbers
- Animals
- greetings
- colours
- Seasons
- weather

I have attached the link for First Voices Sm'algyax below https://www.firstvoices.com/smalgyax

Any questions about scheduling or programing please email me jenineklein@cmsd.bc.ca



## Elder/Knowledge Holder Role Model Program Reviewed and Approved by the Inter-Tribal Education Committee & Indigenous Education Department

School	Project	Knowledge Keeper/Elder
Caledonia Secondary	<ul><li>Firekeeper Training</li><li>Sweat lodge</li></ul>	Sam Martin
Cassie Hall Elementary	Drum and Dance (monthly)     Cedar Basket Weaving	<ul> <li>Vivian Carlick,</li> <li>Chris Peal</li> <li>Roxanne Woods</li> <li>Jenine Klein</li> <li>Julie Bradford</li> </ul>
Hazelton Secondary	<ul> <li>Land Knowledge Plants and Medicine</li> </ul>	- Ross McRae
New Hazelton Elementary	<ul> <li>Land based learning about frogs, learn about the Frog clan, crests, cultural history, and stories.</li> </ul>	Kitty Mowatt
Kildala Elementary	<ul> <li>On the Land Plant Identification</li> </ul>	Dustin Gaucher
Thornhill Primary	Oral Storytelling	Shalane Pauls

## 1.31 Indigenous Targeted Funded Projects – March/April 2025 Reviewed and Approved by the Inter-Tribal Education Committee & Indigenous Education Department

#### Caledonia Secondary School:

Ceremony Week with Kermode Friendship Centre

#### **Hazelton Secondary School:**

- Field Trip to Nisga'a Territory
- Making of Crests for School
- Indigenous Art Class
- Sparkle Project/Personal Hygiene
- Outdoor Education/Land Knowledge Plants and Medicine
- Cottonwood Balm Salve Project

#### **New Hazelton Elementary School:**

Traditional Harvest and Canning Practices

#### Cassie Hall:

Herring Eggs for Seasonal Rounds teachings

#### Kitimat City High:

Nation2Nation Women's Gathering

	MEETING AGENDA IT	<u>FEM #10.1.1</u>
Action:	X	Information:
Meeting:	Regular	Meeting Date: April 30, 2025
Topic:	Minutes of the Business Committee	Meeting, April 9, 2025
Background/D	iscussion:	
Minutes	s as attached.	
	d Action: the minutes of the Business Commited for information.	tee Meeting held April 9, 2025 be
Presented by:	Secretary Treasurer	

### **BUSINESS COMMITTEE MEETING**

Wednesday, April 9, 2025 – 10:30 a.m. to 12:00 p.m. Virtual via Zoom

#### Committee Members:

Trustee Margaret Warcup (Acting as Chair for Ed Harrison)
Ginger Fuller, Secretary Treasurer

#### Recording Secretary:

Lindsay Harder, Executive Assistant

#### **Guests:**

Kiran Bath, Director of Human Resources Robert Schibli, Director of Facility Services Trustee Margaret Warcup

#### MEETING MINUTES

Items	Action Section 2 - Action Section 2 - Action Section 2 - Action Section 2 - Action 2 - A
The meeting was chaired by Trustee Margaret Warcup are business being conducted on the traditional and unceded to work with their children and privilege to live on their la	nd called to order at 10:30 a.m. Trustee Harrison acknowledged the school district' I territories of the Gitxsan, Haisla, Nisga'a, and Ts'msyen Peoples, and the honound.
Previous Meeting Minutes     February 12, 2025	The minutes of the previous Business Committee Meeting held on February 12, 2025 were accepted as presented.
2. Human Resources 2.1 Grievance Update – CMTF & CUPE	2.1 Director Bath provided a grievance update relating to the Coast Mountain Teachers' Federation (CMTF) and the Canadian Union of Public Employees Union (CUPE), Local 2052. CUPE has two grievances. CMTF current numbers are eight-Step 1, one-Step 2 grievances, and five-Step 3 grievance. Information only; no action required.
<ul><li>3. Facilities/Transportation/OH&amp;S</li><li>3.1 Monthly Facilities Report, April 2025</li></ul>	3.1 Director Schibli provided an update of recent work at school sites during Spring Break. The District received a Capital Response lette from the Ministry of Infrastructure confirming funding for roof projects at Thornhill Primary and Nechako Elementary. Spring Break was productive, with improvements including new flooring at Cassie Hall, HVAC upgrades at Mount Elizabeth, and completed painting projects throughout various facilities.
	Director Schibli provided staffing updates, noting the successful hiring of two local staff members in Kitimat for the carpenter and grounds worker positions. For the Hazelton area, a temporary grounds worker has been hired to provide coverage. Facilities are currently reviewing applications for summer student labourers in al communities.  Information only; no action required.

3.2 District Joint OH&S Committee Meeting Minutes – Scheduled February 27, 2025	3.2 Secretary Treasurer provided the District Joint OH&S Committee Meeting Minutes of February 27, 2025.
. Board Representations 4.1 BCPSEA 4.2 BCSTA	4.1 No Report 4.2 No Report
i. Outstanding Items from Previous Meeting	<ol><li>There were no outstanding items from the previous meeting.</li></ol>
6.1 Monthly Financial Statements, February 2025	6.1 Secretary Treasurer Fuller spoke to the February 28, 2025 Monthl Financial Statements, there were no areas of concern. Information only; no action required.
6.2 Ministry of Education Estimated Operating Grants 2025/26 Announcement	6.2 Secretary Treasurer Fuller shared the Ministry of Education and Ch Care Estimated Operating Grants 2025/26 Announcement. On March 14, 2025 the 2025/26 estimated operating grants for all boards of education was announced. School district allocations based on projected enrolments for the 2025/26 school year. <u>Action:</u> Forward for information the Ministry of Education a Child Care Estimated Operating Grants 2025/26 Announcement to the next Regular Board Meeting on April 30, 20
6.3 Ministry of Education Response to Annual Five-Year Capital Plan Submission 2025/26 & Capital Bylaw 2025/26-CPSD82-01	6.3 Secretary Treasurer Fuller spoke to the Ministry of Education a Child Care Response to the Annual Five-Year Capital Plan Submission 2025/26 & Capital Bylaw No. 2025/26-CPSD82-01. outlined in the Ministry's March 25, 2025 letter, our district will receive funding support for Minor Capital Projects under the School Enhancement Program (SEP), noting that the design proceed tender, and construction of the projects must be completed March 31, 2026.  Action: Forward for information the Ministry of Education and Child Care Response to the Annual Five-Year Capital Plan Submission 2025/26 & and forward with the recommendation that the Board pass and adopt the Capital Bylaw No. 2025/26-CPSD82-01 to the next Regular Board Meeting on April 30, 20
B. Next Meeting	The next Business Committee Meeting is scheduled on Wedneso May 14, 2025, from 10:30 a.m. to 12:00 p.m.  The meeting was adjourned at 11:02 a.m.

#### **MEETING AGENDA ITEM #10.1.2**

Action:

Χ

Information:

Meeting:

Regular

Meeting Date:

April 30, 2025

Topic:

Ministry Estimated Operating Grants 2025/2026 Announcement

#### Background/Discussion:

The Ministry of Education and Child Care's Resource Management Division announced on March 14, 2025 the 2025/26 Estimated Operating Grants for all 60 Boards of Educations.

Attached is the 2025/26 Estimated Operating Grants Overview, an Overview of the 2025/26 Operating Grant Allocation Formula, and the Summary of 2025/26 Preliminary Operating Grant Announcement.

The total school district allocations are based on projected enrolments provided by Boards of Education for the 2025/26 school year and generate in provincial preliminary operating grants of \$7.251 billion.

The operating grant block is projected to grow by \$123.7 million to over \$7.2 billion in 2025/26. The increase is the result of the addition of \$76.5 million in labour settlement funding plus estimated enrolment growth totalling \$47.2 million. The Ministry is increasing the basic per-student allocation for standard, alternate and continuing education schools by 1.1% for 2025/26.

Operating grants will be recalculated in the fall of 2025, after the September 29, 2025 enrolment is confirmed. The Operating Grant allocation will again be adjusted subsequent to the February and May 2026 continuing education and online learning enrolment counts. Funding will also be adjusted in February 2026 for any growth in inclusive education enrollment.

The Business Committee reviewed the Ministry's Estimated Operating Grants 2025/26 announcement at its April 9, 205 meeting and forwards to the Board for information.

#### **Recommended Action:**

**THAT** the Board receive the Ministry of Education's Estimated Operating Grants 2025/26 announcement as presented for information.

Presented by: Secretary Treasurer

#### School District 82 (Coast Mountains)

#### Estimated Operating Grants Overview - 2025/26 School Year

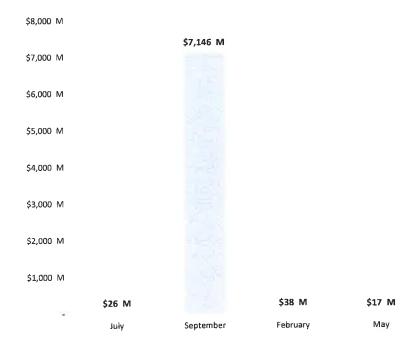
September 2025 Enrolment Count				
	School-Age	Funding	522 F03 F7	
	Enrolment	Level		Total Supplemen
Standard (Regular) Schools	4,070.0000	\$9,015	\$36,691,050	
Continuing Education	0.0000	\$9,015	\$0	
Alternate Schools	133.0000	\$9,015	\$1,198,995	
Online Learning	3.0000	\$7,280	\$21,840	
Home Schooling	29	\$250	\$7,250	
Course Challenges	0	\$282	\$0	
Total Enrolment-Based Funding (September)	4,206.0000			\$37,919,13
	Total Enrol.	Funding		
	Change	Level	Funding	Total Supplemen
1% to 4% Enrolment Decline	48,8125	\$4,508	\$0	
4%+ Enrolment Decline		\$6,761	\$0	
Significant Cumulative Decline (7%+)	5.7500	\$4,508	\$0	
Supplement for Enrolment Decline				\$
		Funding		Total
	Enrolment	Level	Funding	Supplement
evel 1 Inclusive Education	3	\$51,300	\$153,900	
Level 2 Inclusive Education	206	\$24,340	\$5,014,040	
Level 3 Inclusive Education	10	\$12,300	\$123,000	
English Language Learning	400	\$1,815	\$726,000	
Indigenous Education	1,919	\$1,790	\$3,435,010	
Adult Education	0.0000	\$5,755	\$0	
Equity of Opportunity Supplement			\$436,137	
Supplement for Unique Student Needs				\$9,888,08
			Funding	
Variance from Provincial Average	\$490			
Estimated Number of Educators	233.667		\$114,497	
		Funding		Total
	Enrolment	Level	Funding	Supplement
FTE Distribution	4,206.0000	\$180.33	\$758,468	
Supplement for Salary Differential				\$872,96
Supplement for Unique Geographic Factors				\$9,730,31
Funding Protection				
Curriculum and Learning Support Fund				\$37,43
Curriculum and Learning Support Fullo				
September 2025 Enrolment Count, Total				\$58,447,91

		Funding		
	Enrolment	Level	Funding	Total Suppleme
Summer Learning Grade 1-7	0	\$260	\$0	
Summer Learning Grade 8-9	0	\$260	\$0	
Summer Learning Grade 10-12	0	\$510	\$0	
Supplemental Summer Learning Funding			\$0	
Cross-Enrolment, Grade 8 and 9	0	\$510	\$0	
Summer Learning, Total				
February 2026 Enrolment Count				
-		Funding		
	Enrolment	Level	Funding	Total Suppleme
School-Age FTE - Continuing Education	0.0000	\$9,015	\$0	
Adult FTE - Continuing Education	0.0000	\$5,755	\$0	
K-Gr 9 School-Age FTE - Online Learning	0.0000	\$3,640	\$0	i
Gr 10-12 School-Age FTE - Online Learning	30.0000	\$7,280	\$218,400	ĺ
Adult FTE - Online Learning	0.0000	\$5,755	\$0	1
Level 1 Inclusive Education Enrolment Growth	0	\$25,650	\$0	
Level 2 Inclusive Education Enrolment Growth	0	\$12,170	\$0	1
Level 3 Inclusive Education Enrolment Growth	0	\$6,150	\$0	
Newcomer Refugees	0.0000	\$4,508	\$0	1
ELL Supplement - Newcomer Refugees	0	\$908	\$0	
February 2026 Enrolment Count, Total				\$218,4
May 2026 Enrolment Count				Total
		Funding	1946 Apr. 044 (2004)	
	Enrolment	Level	Funding	Supplement
School-Age FTE - Continuing Education	0.0000	\$9,015	\$0	4
Adult FTE - Continuing Education	0.0000	\$5,755	\$0	4
K-Gr 9 School-Age FTE - Online Learning	0.0000	\$2,427	\$0	1
Gr 10-12 School-Age FTE - Online Learning	0.0000	\$7,280	\$0	1
Adult FTE - Online Learning	0.0000	\$5,755	\$0	7
May 2026 Enrolment Count, Total				5192.

2025/26 Full-Year Estimated Total	\$58,859,266
Estimated 2025/26 Operating Grant from Indigenous Services Canada	\$5,775,809
Estimated 2025/26 Operating Grant from Ministry of Education and Child Care	\$53,083,457

#### Overview of the 2025/26 Operating Grant Allocation Formula

#### Allocation of the Total Operating Block by Enrolment Count (2025/26 Estimated as at March 2025)



	100 01 10 000	Basic Allocation	
74%	Common per s	tudent amount for every FTE student enrolled by school type.	
allocated through the Basic	Standard School	\$9,015 per school age FTE	
	Alternate School	\$9,015 per school age FTE	
Allocation	Continuing Education	\$9,015 per school age FTE	
	Online Learning	\$7,280 per school age FTE	
		Unique Student	
	Additional per stude	int funding to address uniqueness of district enrolment and support	
	additional programming	Includes Equity of Opportunity Supplement for children and youth in	
18% allocated to		are and students with mental health challenges	
ecognize	Level 1 Inclusive Education	\$51,300 per student	
unique	Level 2 Inclusive Education	\$24,340 per student	
student enrolment	Level 3 Inclusive Education	\$12,300 per student	
emonnent	English/French Language L	earning \$1,815 per student	
	Indigenous Education	\$1,790 per student	
	Adult Education	\$5,755 per FTE	
	Small Community	onal funding to address uniqueness of district factors  For small schools located a distance away from the next nearest school	
7%	Low Enrolment	For districts with low total enrolment	
allocated to recognize	Rural Factor	Located some distance from Vancouver and the nearest large regional population centre	
unique district	Climate Factor	Operate schools in colder/warmer climates; additional heating or cooling requirements	
factors	Sparseness Factor	Operate schools that are spread over a wide geographic area	
	Student Location Factor	Based on population density of school communities	
	Supplemental Student Location Factor	Level 1 and 2 inclusive education enrolment	
	Salary Differential	Funding to districts that have higher average educator salaries	
0.2%		unding Protection / Enrolment Decline	
allocated to buffer the effects of	Funding Protection	Funding to ensure that no district experiences a decline in operating grants greater than 1.5% when compared to the previous September	
declining enrolment	Enrolment Decline	Funding to districts experiencing enrolment decline of at least 1% when compared to the previous year	
		CSF Supplement	

All funding information estimated for the 2025/26 School Year

#### Summary of 2025/26 Preliminary Operating Grant Announcement

The operating grant block is projected to grow by \$123.7 million to over \$7.2 billion in 2025/26. The increase is the result of the addition of \$76.5 million in labour settlement funding plus estimated enrolment growth totalling \$47.2 million.

Per student funding rates have increased by an average of 1.2% as detailed in the table below.

Supplement	2025/26 Rates	2024/25 Rates	\$ Change	% Change
Basic Allocation (Standard, Continuing Education and Alternate schools)	\$9,015	\$8,915	\$100	1.1%
Basic Allocation (Online Learning)	\$7,280	\$7,200	\$80	1.1%
Inclusive Education – Level 1	\$51,300	\$50,730	\$570	1.1%
Inclusive Education – Level 2	\$24,340	\$24,070	\$270	1.1%
Inclusive Education – Level 3	\$12,300	\$12,160	\$140	1.2%
English/French Language Learning	\$1,815	\$1,795	\$20	1.1%
Indigenous Education	\$1,790	\$1,770	\$20	1.1%
Adult Education	\$5,755	\$5,690	\$65	1.1%
Summer Learning (Grades 1-9)	\$260	\$255	\$5	2.0%
Summer Learning (Grades 10-12)	\$510	\$505	\$5	1.0%

Supplements that are provided based on a formula have also increased:

Supplement	2025/26	2024/25	\$ Change	% Change
Equity of Opportunity Supplement	\$28.0M	\$27.5M	\$0.5M	1.8%
Student Location Factor	\$106.6M	\$104.8M	\$1.8M	1.7%

#### **Labour Settlement Funding**

Labour settlement funding from the third and final year of the 2022 Shared Recovery Mandate that was allocated as a special grant in 2024/25 has been rolled into the 2025/26 operating grant rates. This includes:

- Cost-of-Living Adjustment (COLA) for teachers and support staff (\$53.0 million);
- Salary increases for administrators in leadership roles (\$15.9 million); and
- Teachers' professional development (\$2.2 million; allocations to be announced in April 2025).

In addition, \$5.5 million in labour settlement funding for extended health benefits plan standardization and improvements for support staff from the 2014 and 2019 Provincial Framework Agreements has also been allocated through the operating grant rates. This funding had previously been disbursed as annual payments to districts.

March 2025 Page **1** of **3** 

#### **Enrolment Changes**

School districts are estimating they will enrol 590,658 school-age FTE in September 2025, a slight increase of 1,249 FTE (or 0.2%) over the September 2024 total. Twenty-six (26) districts are estimating they will have increased enrolment in September 2025.

School districts are estimating slower or declining enrolment growth across the Unique Student Needs funding categories, including a 3.1% increase in Level 2 students (+1,074) compared to 8.6% growth in 2024/25, and fewer Level 1 (-19), Level 3 (-87), ELL/FLL (-141) and Indigenous Education (-422) students.

#### **Operating Grant Changes**

Forty-five (45) districts are estimated to have increases to their operating grants for the upcoming school year. The per student average, including all special grants, is an estimated \$13,596 for 2025/26, a 44.2% increase from 2016/17.

Funding for students with L1, L2 & L3 disabilities or diverse abilities is projected to grow by \$35.1 million, or 3.6%, from \$975 million to just over \$1.0 billion, as Level 2 enrolment continues to grow and labour settlement funding is added.

Funding will be recalculated when actual enrolment is known in the September 2025 enrolment count.

#### **Funding Protection/Enrolment Decline**

A total of 13 districts are receiving an estimated total of \$7.6 million in Funding Protection; this is more than double the amount compared to 2024/25 (\$3.3 million).

In 2025/26 it is estimated that 17 districts will receive \$3.9 million from the Supplement for Enrolment Decline, up from 16 districts and \$2.2 million in 2024/25.

#### **Special Grants**

In addition to the operating grant block, the following amounts are being provided for school district operations:

- Preliminary Classroom Enhancement Fund: \$757.4 million
- Learning Improvement Fund: \$25.0 million, unchanged
- CommunityLINK: \$60.4 million, unchanged
- Pay Equity: \$50.9 million, unchanged
- Student Transportation Fund: \$15.4 million, unchanged
- Feeding Futures Fund: \$71.5 million, unchanged

March 2025 Page **2** of **3** 

#### Classroom Enhancement Fund (CEF)

The Ministry is announcing CEF staffing funding at 100% of the amounts for the current school year to facilitate budgeting and planning for the next school year. The overhead allocations will remain unchanged for 2025/26.

Thus, the preliminary Classroom Enhancement Fund is set at \$757.4 million:

- \$710.6 million for CEF staffing
- \$46.8 million for CEF overhead

As in previous years, the Ministry is not announcing CEF remedy funding at this time. CEF remedies will be allocated based on school district reporting of actual remedies incurred in October 2025.

The process for applying for any additional funding for the 2025/26 CEF staffing allocations will be the same as this year.

#### **Indigenous Education Councils**

Funding to support the implementation of Indigenous Education Councils (IECs) is increasing by approximately \$0.7 million to \$6.4 million in 2025/26.

IEC allocations are detailed in Table 14 of the 2025/26 Estimated Operating Grants.

March 2025 Page 3 of 3

#### **MEETING AGENDA ITEM #10.1.3**

Action:

X

Information:

Meeting:

Regular

Meeting Date:

April 30, 2025

Topic:

Ministry Response to the Annual Five-Year Capital Plan Submission for

2025/2026 and Capital Bylaw No. 2025/2026-CPSD82-01

#### Background/Discussion:

Reference the attached letter dated March 25, 2025 from the Ministry of Infrastructure, Education and Child Care's Capital Branch in response to the Board's Annual Five-Year Capital Plan submission for 2025/26 Major and Minor Capital Programs reviewed and adopted at the June 19, 2024 Regular Board Meeting.

The Ministry reviewed all of the Five-Year Capital Plan submissions across the participating 60 school districts to determine priorities for available capital funding while following the Ministry programs. As outlined in the Ministry's letter, Coast Mountains School District will receive funding support for Minor Capital Projects under the School Enhancement Program (SEP) noting that the design process, tender and construction of these projects must be completed by March 31, 2026.

The Ministry also instructs Boards of Education to adopt a single Capital Bylaw for its approved 2025/26 Five-Year Capital Plan (as attached), in accordance with Section 143 of the *School Act* to allow the school district to access the Ministry Capital Portion and to receive the Certificates of Approval.

The Business Committee reviewed the aforementioned Ministry response and Capital Bylaw requirement at its April 9, 2025 meeting and brings forward to the Board for bylaw adoption.

#### Recommended Action:

**THAT** the Capital Bylaw No. 2025/26-CP-SD82-01 (Capital Plan 2025/26) be read a first time the 30th day of April 2025.

**THAT** the Capital Bylaw No. 2025/26-CP-SD82-01 (Capital Plan 2025/26) be read a second time the 30th day of April 2025.

Unanimous consent is required to proceed to third reading.

**THAT** the Capital Bylaw No. 2025/26-CP-SD82-01 (Capital Plan 2025/26) be read a third time, passed and adopted the 30th day of April 2025.

Presented by: Secretary Treasurer



March 25, 2025

Ref: 23223

To: Secretary-Treasurer and Superintendent School District No. 82 (Coast Mountains)

#### Capital Plan Bylaw No. 2025/26-CPSD82-01

Re: Ministry Response to the Annual Five-Year Capital Plan Submission for 2025/26

This letter is in response to your School District's 2025/26 Annual Five-Year Capital Plan submissions for Major Capital Programs and Minor Capital Programs. This letter also contains important information regarding your upcoming 2026/27 Annual Five-Year Capital Planning submission. The following tables identify major capital projects that are supported to proceed to the next stage of development and minor capital projects that are approved for funding and can proceed to procurement.

On March 13, 2025, the Province introduced legislation that identifies country of origin requirements for all procurements. What this means is U.S. bidders must be excluded, except in certain circumstances, for all future procurements. The Ministry will have further conversations with school districts as the tariff situation evolves and commit to working closely with you to navigate this challenging situation.

#### MAJOR CAPITAL PROJECTS

Major capital consists of the following program areas:

- Seismic Mitigation Program (SMP)
- Expansion Program (EXP)
- Replacement Program (REP)
- Site Acquisition Program (SAP)
- Rural District Program (RDP)

A variety of emergent issues including a significant number of school fires, unprecedented enrolment growth and a challenging fiscal environment have resulted in a limited ability to advance major capital projects. As a result, there are no new major capital projects in your School District that were supported to move forward at this time.

#### MINOR CAPITAL PROJECTS

The table below reflects approved minor capital projects for your School District in the following program areas:

- School Enhancement Program (SEP)
- Food Infrastructure Program (FIP)
- Carbon Neutral Capital Program (CNCP)
- Building Envelope Program (BEP)

Ministry of

Education and Child Care Capital Branch

Mailing Address: PO Box 9151 Stn Prov Govt Victoria BC V8W 9H1 Location: 5th Floor, 620 Superior St Victoria BC V8V 1V2 Page 1 of 3 • Playground Equipment Program (PEP)

#### New projects for SEP, FIP, CNCP, BEP, PEP

Facility Name	Program Project Description	Amount Funded by Ministry
Thornhill Primary	SEP - Roofing Upgrades	\$685,000
Nechako Elementary	SEP - Roofing Upgrades	\$122,000

All projects are now to proceed to design, tender and construction, and to be completed by March 31, 2026.

An Annual Programs Funding Agreement (APFA) accompanies this Capital Plan Response Letter which outlines specific Ministry and Board-related obligations associated with the approved Minor Capital projects for the 2025/26 fiscal year. Please email a signed/dated copy of the Annual Programs Funding Agreement to the Ministry at <a href="Mailto:CMB@gov.bc.ca">CMB@gov.bc.ca</a>

In accordance with Section 143 of the School Act, Boards of Education are required to adopt a single Capital Bylaw (template can be found on the Ministry website) using the Capital Bylaw Number provided at the beginning of this document, for the supported and/or approved 2025/26 Five-Year Capital Plan projects as identified in this letter. The Capital Bylaw must be adopted by your Board and uploaded onto your School District's online MyCAPS portal in order for the Ministry to issue Certificates of Approval. A step-by-step guide of this process is attached for your reference.

Please contact Branch Director <u>Michael Nyikes</u> with any questions regarding Minor Capital projects.

#### 2026/27 ANNUAL FIVE-YEAR CAPITAL PLAN SUBMISSIONS

Capital Plan Instructions for the 2026/27 Annual Five-Year Capital Plan submission process will be available on the Ministry's capital planning website in early April.

School districts' capital plan submission deadlines for the 2026/27 fiscal year are:

- June 30, 2025
  - o Major Capital Programs (SMP, EXP, REP, RDP, SAP)
- September 30, 2025
  - Minor Capital Programs (SEP, CNCP, PEP, BEP, BUS)
- October 1, 2025
  - Minor Capital Programs (FIP)

Additionally, the Annual Facility Grant (AFG) project requests for the 2025/26 fiscal year are to be submitted using the MyCAPS portal, on or before **May 16, 2025**. The 2025/26 AFG Allocation Table will be available on the Ministry's capital planning <u>website</u> in early April.

The Ministry recommends school districts discuss draft versions of their intended capital projects and Annual Facility Grant project requests with minor capital staff in advance of submission deadlines.

The staggered deadlines are intended to provide the Ministry with input required to initiate planning for the next budget cycle, while enabling school districts additional time and flexibility to plan over the summer.

Sincerely,

Damien Crowell, Executive Director

Education and Child Care Capital Branch

Ministry of Infrastructure

Damin Crowll

Geoff Croshaw, Director, Major Capital Projects, Education and Child Care Capital pc:

Michael Nyikes, Director, Minor Capital Projects, Education and Child Care Capital

Branch

#### CAPITAL BYLAW NO. 2025/26-CPSD82-01 CAPITAL PLAN 2025/26

WHEREAS in accordance with section 142 of the *School Act*, the Board of Education of School District No. 82 (Coast Mountains) (hereinafter called the "Board") has submitted a capital plan to the Minister of Education and Child Care (hereinafter called the "Minister") and the Minister has approved the capital plan or has approved a capital plan with modifications,

NOW THEREFORE in accordance with section 143 of the *School Act*, the Board has prepared this Capital Bylaw and agrees to do the following:

- (a) Authorize the Secretary-Treasurer to execute a capital project funding agreement(s) related to the capital project(s) contemplated by the capital plan or the capital plan with modifications;
- (b) Upon ministerial approval to proceed, commence the capital project(s) and proceed diligently and use its best efforts to complete each capital project substantially as directed by the Minister;
- (c) Observe and comply with any order, regulation, or policy of the Minister as may be applicable to the Board or the capital project(s); and,
- (d) Maintain proper books of account, and other information and documents with respect to the affairs of the capital project(s), as may be prescribed by the Minister.

NOW THEREFORE the Board enacts as follows:

- The Capital Bylaw of the Board for the 2025/26 Capital Plan as approved by the Minister, to include the supported capital project(s) specified in the letter addressed to the Secretary-Treasurer and Superintendent, dated March 25, 2025, is hereby adopted.
- 2. This Capital Bylaw may be cited as School District No. 82 (Coast Mountains) Capital Bylaw No. 2025/26-CPSD82-01.

READ A FIRST TIME THE 30TH DAY OF APRIL 2025; READ A SECOND TIME THE 30TH DAY OF APRIL 2025; READ A THIRD TIME, PASSED THE 30TH DAY OF APRIL 2025.

Board Chair
Secretary-Treasurer

I HEREBY CERTIFY this to be a true and original School District No. 82 (Coast Mountains) Capital Bylaw No. 2025/26-CPSD82-01 adopted by the Board the 30th day of April 2025.

Secretary-Treasurer	

MEETING AGENDA ITEM #10.2.1			
Action:	Х	Information:	
Meeting:	Regular	Meeting Date:	April 30, 2025
Topic:	Minutes of the Education Committee	ee Meeting, April 1	5, 2025
Background/Discussion:			
Minutes as attached.			
Recommended Action:  THAT the minutes of the Education Committee Meeting held April 15, 2025 be received for information.			
Presented by: Si	uperintendent of Schools		

### **EDUCATION COMMITTEE MEETING**

Tuesday, April 15, 2025 – 4:00 p.m. to 5:30 p.m. Zoom Virtual Meeting

#### Committee Members:

- Trustee Karen Jonkman (Chairperson)
- Phillip Barron, Director of Instruction, Learning Services
- Jocelynn Drew, Principal, Bear Valley School (CMAA representative)
- Tracey MacMillan, Superintendent of Schools
- Annette McAlpine, Principal, Uplands Elementary School (CMAA representative)
- Julia Nieckarz, Director of Instruction, Inclusive Education
- Troy Peters, Chairperson, District Parent Advisory Council (DPAC representative)
- Stacey Rodriguez, Vice Principal, Mount Elizabeth Middle-Secondary School (CMAA representative)
- Trustee Julia Sundell
- Michelle Sutherland, Teacher, Mount Elizabeth Middle/Secondary School (CMTF representative)

#### Regrets:

- Anya Carrel, Teacher, Skeena Middle School (CMTF representative)
- Monica Brady, President, CUPE Local 2052 (CUPE representative)
- Trustee Wayne Jones
- Marian Kotowich-Laval, Kitsumklaum FN representative
- Tina McDonald, District Principal, Curriculum Support

#### Guests:

Dan Hamel, Principal, Northwest Trades & Employment Centre

#### Recording Secretary:

· Carole Gagnon, Executive Assistant

#### MEETING MINUTES

MEETING MINUTES				
Items	Action			
The virtual meeting was called to order at 4:03 p.m	n. chaired by Trustee Karen Jonkman, Committee Chairperson.			
Acknowledgement of the Territories,     Introductions & Welcome	Chairperson Jonkman acknowledged with respect the school district's business being conducted on the traditional and unceded territories of the Gitxsan, Haisla, Nisga'a and Ts'mysen Peoples. We are honoured to work with their children and privileged to live, learn, work, and play on these lands.			
	A warm welcome was extended to all for joining the virtual Education Committee Meeting followed by introductions and meeting regrets. Chairperson Jonkman spoke to Earth Day celebrated on April 22. The theme for Earth Day 2025 is "Our Power, Our Plant", inviting everyone around the globe to unite behind renewable energy, and to triple the global generation of clean electricity by 2030. How? By joining us on Earth Action Day, encouraging all to take action - educate, advocate, and mobilize. Pledge an Earth Action on social media. Attend/plan/register a local event. Integrate Earth Day lessons into your curricula. Take action this Earth Day, April 22, and every day.			
2. Previous Meeting Minutes, February 12, 2025	The meeting minutes of the previous Education Committee Meeting held February 12, 2025 were received.  Information only; no action required.			



3.	New Skeena	Middle	School	Video
	Presentation			

Director Nieckarz provided an introduction prior to viewing the new Skeena Middle School video with the Education Committee members. The new video stemmed from an idea of creating a useful tool for the school's neurodiverse learners, so they can become more familiar with the school.

It is the hope that the students and/or parents who have worries attending school will watch the video and will see how amazing Skeena Middle School is, where we believe in nurturing the minds and hearts of all students. The vibrant communities at all Coast Mountains' schools are dedicated to fostering inclusive schools, a love for learning and encouraging creativity through collaboration and care. The video provides a glimpse of the dynamic classrooms, innovative programs, and the wonderful experiences that make Skeena Middle School unique, where every student can thrive on a journey of discovery, growth and success. Information only; no action required.

4. Board Authority Authorized Course: Resiliency Grade 12, North Coast Distance Education Program (NTETC) Director Barron noted that Board/Authority Authorized (BAA) courses provide an opportunity for educators to explore content beyond the boundaries of Ministry curriculum. BAA courses help educators, school districts or independent schools respond to the local needs of schools and their communities, and to provide choice and flexibility for students. BAA courses must be authorized by Boards/Authorities according to requirements set by the Ministry of Education and Child Care.

The BAA Course application for Resiliency Grade 12 was submitted for consideration to the Education Committee by the Northwest Trades & Employment Training Centre for its North Coast Distance Education program commencing the 2025-2026 school year. Recognition is provided to the Central Okanagan School District (SD23) for providing permission to Coast Mountains School District 82 to use their Resiliency 12 BAA Course template in the creation of this BAA Course template.

Action: The Education Committee reviewed the above-mentioned BAA Course application with a recommendation to forward to the Board for consideration and approval at the April 30, 2025 Regular Board Meeting

5. New Distance Learning Management System: Brightspace, D2L Corporation, North Coast Distance Education Program (NTETC). Director Barron shared the attached overview power point presentation on the new Distance Learning Management System for the North Coast Distance Education program entitled Brightspace created by the D2L Corporation.

D2L Brightspace is used in schools, universities, and corporate training environments to manage online and blended learning experiences. D2L is a platform where instructors can deliver course materials, communicate with students, and create learning activities, assessments, and quizzes.

In light of the provincial government legislation changes limiting CMSD's ability to offer distance learning courses outside the district, the distance learning student numbers will continue to shrink. These changes initiated a review of the platforms currently used by the North Coast Distance Education program.

From the CMSD's context, D2L Brightspace provides the following key deliverables:

- 1. Improved online course delivery.
- 2. Teacher component to support in-class Instruction and sharing of resources and materials.
- 3. Brightspace provides a resource repository for educators.



5.	New Distance Learning Management
	System: Brightspace, D2L Corporation,
	North Coast Distance Education Program
	(NTETC) (cont'd)

Director Barron shared a summary of the next steps for the implementation of D2L Brightspace platform:

- In essence, D2L Brightspace is a powerful and versatile platform that can help educators create engaging and effective learning experiences for a wide range of learners.
- Training for our Distance Learning staff Spring 2025.
- Pilot Distance Learning component of D2L Summer/Fall 2025.
- Orientation and Training for District and School Based Administration Fall 2025 or early in 2026.
- District wide rollout Spring 2026.

Director Barron invited Committee members to participate in break-out rooms for their feedback on the D2L Brightspace implementation. Breakout room questions included the following:

- Have you had any experience with online learning in the past?
- What features would you like to see in an online learning program (e.g. live classes, flexible schedules, recorded lessons)?
- What resources (e.g. parent training, help desk, guides), are likely to help people feel more supported?
- What does a successful distance learning program look like to you?
- If you could design one part of this program, what would it be and why?
- What do you hope students/learners gain from participating in this program beyond academics?

Direct Barron thanked Committee members for their great comments noting a written summary of feedback responses will be shared during the next Education Committee Meeting. He further noted the addition of this platform will open a lot of doors for CMSD students in all our communities. Superintendent MacMillan further shared that colleges and universities use this platform and what a great positive for CMSD students using D2L Brightspace when moving to post-second institutions. A win-win situation all around.

Information only; no action required.

#### 6. Next Meeting & Adjournment

Chairperson Jonkman thanked everyone for their participation in the meeting. The next Education Committee Meeting will be held virtually on Wednesday, May 14, 2025 from 4:00 p.m. to 5:30 p.m. via Zoom.

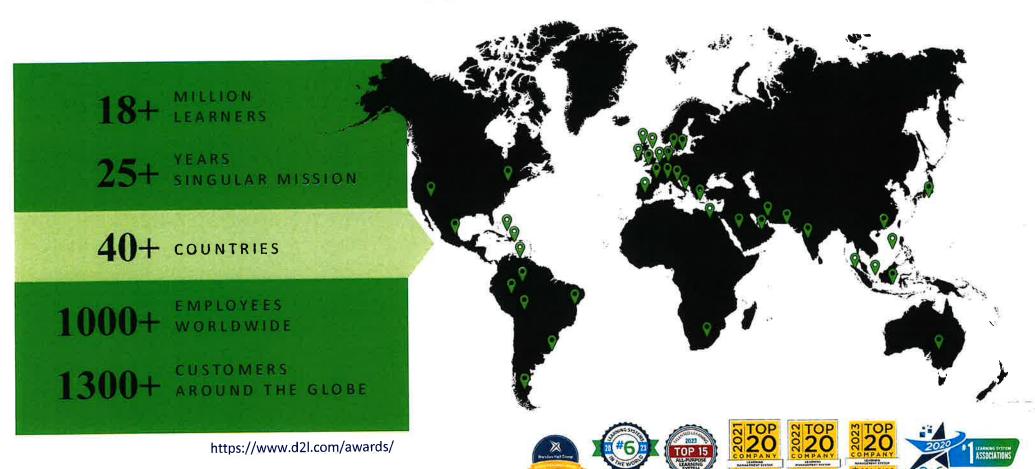
The meeting was adjourned at 5:29 p.m.

## D2L

## Brightspace Overview

April 15, 2025

## D2L is a dedicated learning partner



## D2L is a Market Leader trusted by

































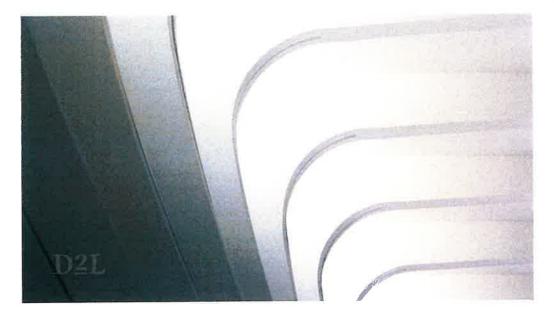








## About D2L



### **About D2L Brightspace**

D2L Brightspace is a Learning Management System (LMS) used in schools, universities, and corporate training environments to manage online and blended learning experiences.

D2L is a platform where instructors can deliver course materials, communicate with students, and create learning activities, assessments, and quizzes.

## D2L BRIGHTSPACE

More Than an LMS

A professional learning platform built to help you create **highly personalized experiences** that unlock learner potential at scale.

### **Digitize**

#### **COMPLIANCE**

- Content & Video
- Collaboration & Communication
- Attendance & Completion

### **Optimize**

#### **TECH TRAINING**

- Release Conditions
- Gamification
- Outcomes & Analytics
- Staff Portfolios of Learning
- Multimedia
- Learning Paths

#### **Transform**

#### **PEDAGOGY**

- · Learner-centric
- Competency & Mastery-based
- Personalized

Works for everyone. Grows with you.

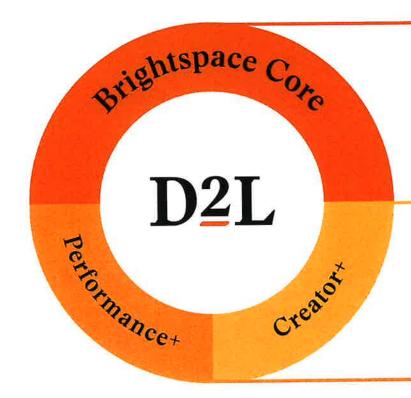
## D2L BRIGHTSPACE

### A Solid Foundation

Great technology is nonnegotiable. With D2L Brightspace, worry-free technology comes standard.

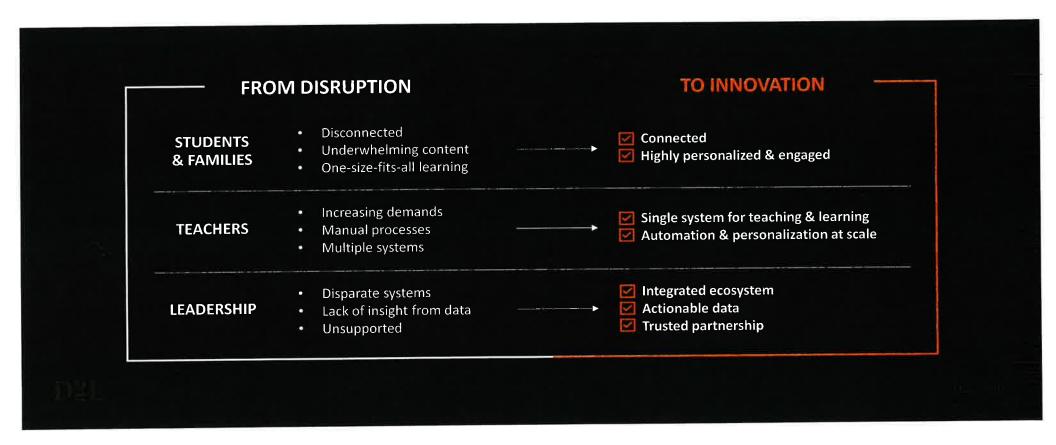
- Mobile
- Accessible
- Reliable
- Predictable

- Flexible
- Scalable
- Secure
- Easy to Use



- Content & Instruction
- Assessment, Feedback & Outcomes
- Personalization
- Progress Dashboards
- Expertise & Support
- Game-Based Learning
- Awards Leaderboard
- Self-Serve-Course
- Catalog
- Multimedia Presentation recording
- Advanced Analytics
- Predictive Analytics
- Adaptive Learning

# D2L is a **learning innovation** company helping you reshape the future of education and work



## **Key Features**

### 1. Learning Management System

**(LMS):** Brightspace provides a central hub for all aspects of online learning, from course content to assessments and communication.

- **2. Diverse Learning Environments:** It supports various learning models, including online, blended, and flipped classrooms.
- **3. Communication Tools:** Includes discussion boards, activity feeds, and web conferencing to facilitate interaction between students and instructors.



# **Key Features**



- **4. Assessment and Grading:** Features for creating and managing assignments, quizzes, exams, and rubrics.
- **5. Analytics and Reporting:** Offers insights into student progress and learning outcomes.
- **6. Personalized Learning:** Allows for customized learning paths and activities based on student needs and progress.

# **Key Features**

- **7. Accessibility:** Designed to be accessible to learners with disabilities.
- **8. Mobile-Friendly:** Provides a mobile app for accessing courses and resources on the go.
- **9. Integration with Other Tools:** Can be integrated with other educational tools and systems.





# Ministry of Education and Child Care



































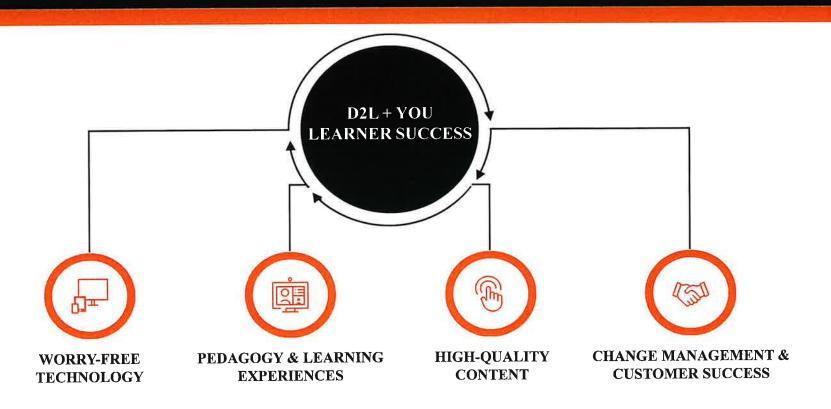








# D2L is your **partner** in teaching and learning innovation and transformation



# Customer Support





# Summary and What's Next?

- In essence, D2L Brightspace is a powerful and versatile platform that can help educators create engaging and effective learning experiences for a wide range of learners.
- Training for our Distance Learning staff Spring 2025.
- Pilot Distance Learning component of D2L Summer/Fall 2025.
- Orientation and Training for District and School Based Administration Fall 2025 or early in 2026.
- District wide rollout Spring 2026.

## **MEETING AGENDA ITEM #10.2.2**

Action:

Χ

Information:

Meeting:

Regular

Meeting Date:

April 30, 2025

Topic:

Board/Authority Authorized (BAA) Course: Resiliency Grade 12,

North Coast Distance Education Program (NTETC)

## Background/Discussion:

Board/Authority Authorized (BAA) courses help educators, school districts or independent schools respond to the local needs of schools and their communities, and to provide choice and flexibility for students. BAA courses provide an opportunity for educators to explore content beyond the boundaries of the Ministry curriculum. BAA courses must be authorized by Boards/Authorities according to requirements set by the Ministry of Education and Child Care.

The following Board/Authority Authorized (BAA) Course is submitted by the Northwest Trades & Employment Centre for its North Coast Distance Education program for the Board's approval for the 2025-2026 school year. Attached for reference is an overview power point presentation, the BAA Course Application including a sample Week 1 Course Class schedule.

## Resiliency Grade 12

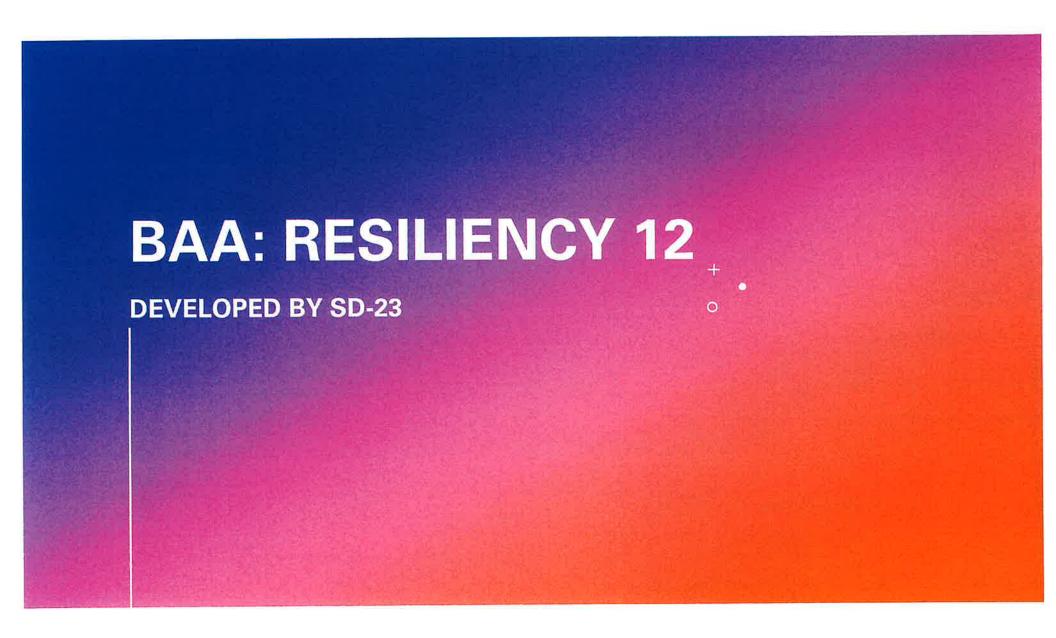
 Recognition is provided to the Central Okanagan School District (SD23) for providing permission to Coast Mountains School District 82 to use their Resiliency 12 BAA Course template in the creation of this BAA Course template.

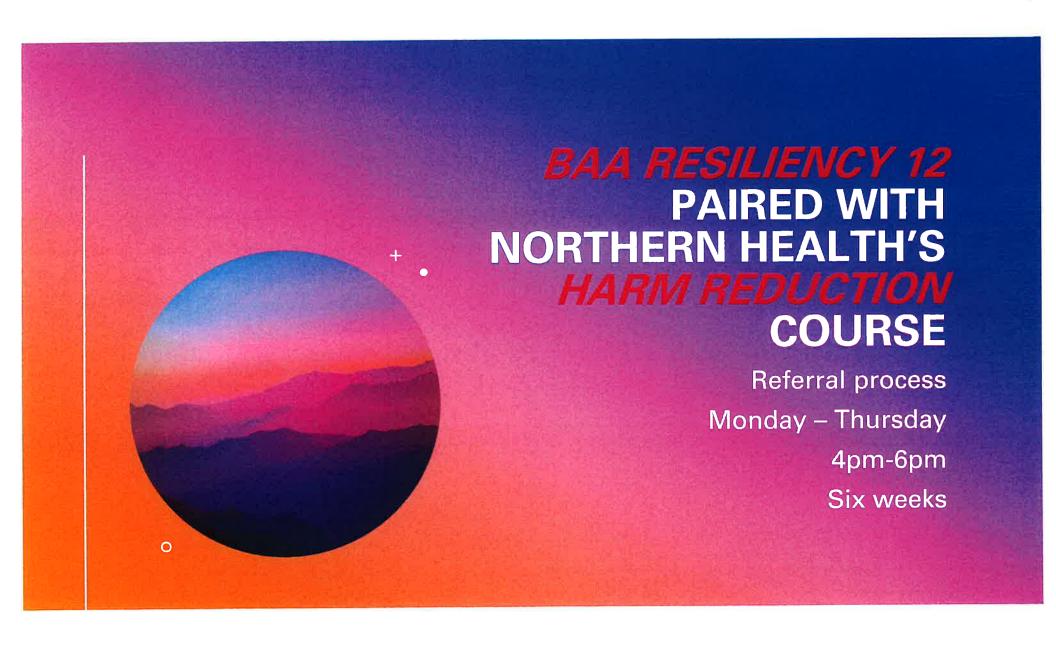
The Education Committee reviewed the BAA Course application at its April 15, 2025 meeting and forwards to the Board with a recommendation for approval.

## **Recommended Action:**

**THAT** the Board approve the Board/Authority Authorized (BAA) Course, Resiliency Grade 12 for the North Coast Distance Education Program commencing the 2025-2026 school year as submitted by the Northwest Trades & Employment Training Centre.

Presented by: Superintendent of Schools





## Northern Health course outline:

#### Week 1

- 1. Welcome & Introduction to Stress & Coping
- 2. Mindfulness & Gratitude
- 3. Leisure, Recreation, & Play
- 4. Wellness Wheel & My Past & Future Hands

#### Week 2

- 1. Healthy Relationships
- 2. Communication Skills
- 3. Boundaries
- 4. Social Supports

#### Week 3

- 1. What is a drug
- 2. Introduction to Harm Reduction
- 3. Drugs & The Teenage Brain
- 4. Substance Use Myths & Facts Personal Identity

## Week 4

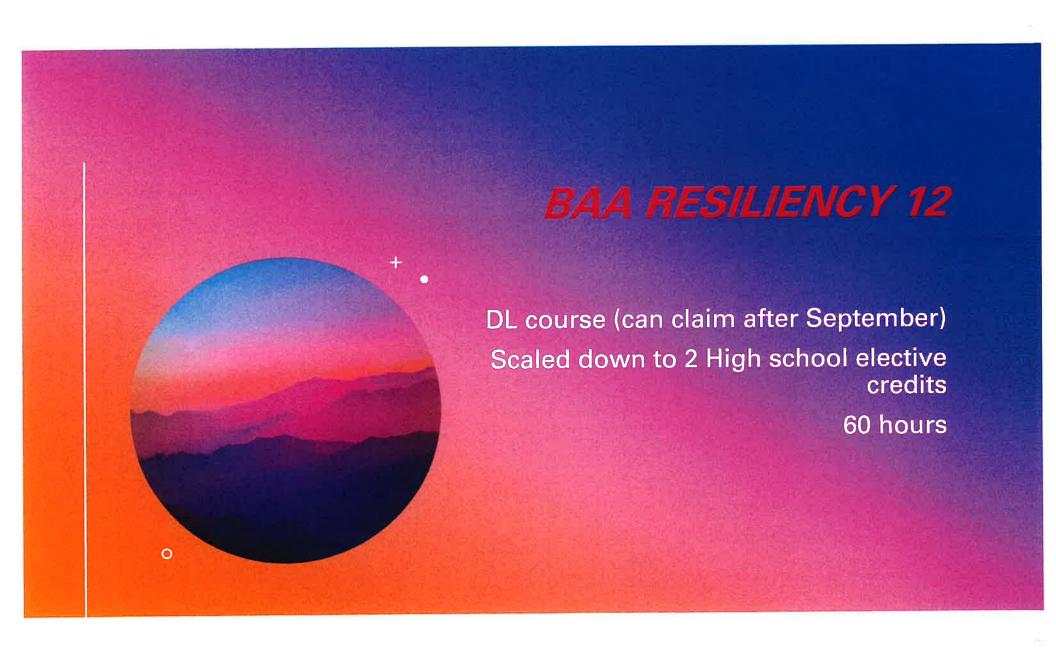
- 1. Understanding Emotions
- 2. Managing Emotions
- 3. Strengths & Self Esteem
- 4. Experiencing Positive Emotion Outing

#### Week 5

- 1. Values
- 2. Managing Stressors
- 3. Problem Solving
- 4. Goal Setting

#### Week 6

- 1. Creating a Support System
- 2. Mental Wellness
- 3. Accessing Resources
- 4. Reflection & Graduation



Demonstrate respect, care and empathy for self and others Evaluate individually which resilient skills and strategies are most relevant and achievable

## **BIG IDEAS**

Communicate through stories our individualism utilizing the biopsychosocial and First People's lenses

Implement awareness and acceptance of diversity within our culture through actions and activities

Collaborate different methods of resiliency and teaming through various modalities as students prepare to move more independently into society

## **Learning Standards**

## Curricular Competencies

Students are expected to do the following:

- Continually reflect and edit one's personal value system focusing on positive attributes learned through the teaching of healthy relationships
- Evaluate skills utilized when faced with a challenge and reflect on efficiency\_
- · Reflect on feelings, find balance with rest and protect the inner spirit.
- · Further explore personal stressors and collaborate on effective coping techniques.
- · Maintaining healthy relationships & creating support systems

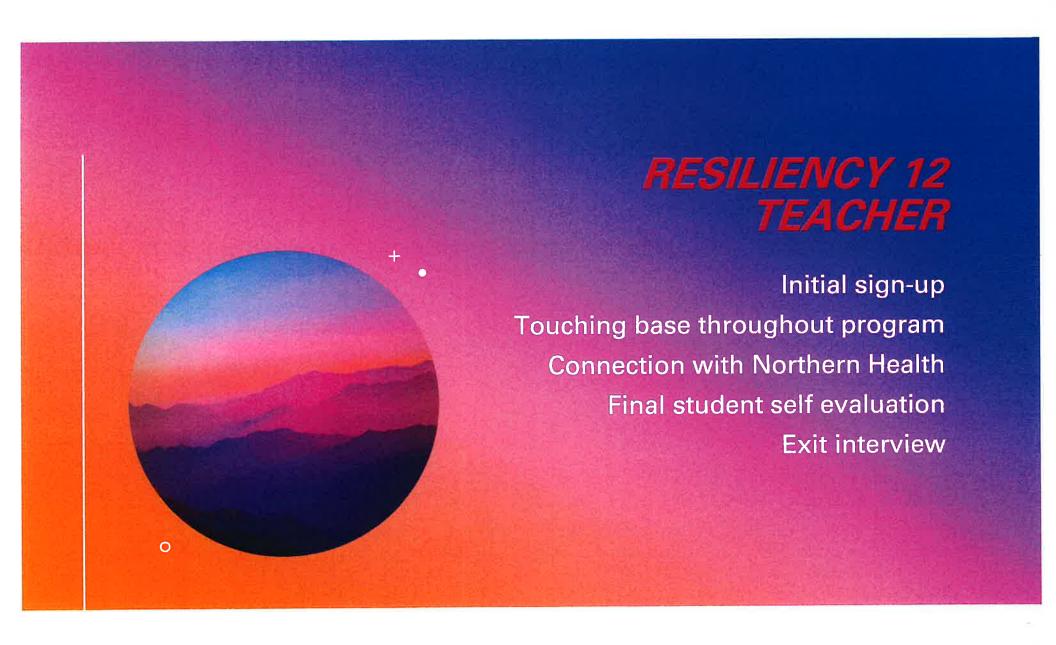
#### Content

Students are expected to know the following:

- · Healthy relationships
- Communication skills
- Boundaries
- · Social Supports
- · Drug effects and awareness
- · Personality traits and identity
- · Understanding & managing emotions
- · Stress and stress relieving techniques
- · Protective Factors
- · Coping mechanisms
- Conflict Resolution
   Problem Solving
- Mental Wellness
- Strengths & Self-Esteem
- Managing Stressors
- Creating a Support System
- · Accessing Resources

BAA Course Framework Template

0







## **Board/Authority Authorized Course Framework – Resiliency 12**

School District/Independent School Authority Name: Coast Mountain School District	School District/Independent School Authority Number (e.g. SD43, Authority #432): #82		
Developed by: The original course is 4 credits from SD# 23 (Central Okanagan)	Date Developed: Permission was received from SD# 23 to use their BAA template for the creation of the NCDES BAA.		
School Name: North Coast Distance Education School (NCDES)	Principal's Name: Dan Hamel		
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):		
Board/Authority Approval Date:	Board/Authority Chair Signature:		
Course Name: Resiliency 12	Grade Level of Course:		
Number of Course Credits: 2	Number of Hours of Instruction: 60		

## **Board/Authority Prerequisite(s):**

Must be referred to the Northern Health Harm Reduction education program.

## Special Training, Facilities or Equipment Required:

Northern Health location, after school.

## **Course Synopsis:**

Resiliency 12 provides an opportunity for students to further explore and implement their resiliency skills as they prepare to graduate from high school. Through activities, self-reflections and possible participation in organizing school and/or community events, students have a clearer positive view of who they want to become and how to achieve that personal vision.

#### Goals and Rationale:

Resiliency 12 has been developed to empower students to not only master meaningful content, but to assist them in learning critical thinking skills that will help them navigate a spectrum of real-life problems. Every learning style is expressed so that each student leaves this course with more tools in their 'life' toolbox.

## Indigenous Worldviews and Perspectives:

- Resilience supports the development of self in support of connecting with others.
- Implemented in the curriculum is learning through memory, history and story.
- Resiliency is holistic, reflective, experiential, creative and relational.
- · Resiliency explores one's belief system, ethical and moral beliefs as well as one's identity.
- Being a student in Resiliency means learning the power of sharing, listening with an open mind, and confidentiality of that sharing.

## **Additional Information:**

Goals & Rationale: This course strives to ignite a positive resilient way of being in students wanting to feel empowered & hopeful about themselves, their families, their friends, and the world of people around them. To integrate a different lens of learning that will positively impact the everyday life of each student. This course gives structure and expertise to discussions we need to have in school engaging students to empathically understand self and others. A detailed outline of the topics to be covered in the course.

Assessment Methods: A district teacher will touch base with Northern Health and verify the learning outcomes have been met by the student. There will be additional work provided by the district teacher to meet the additional time required to meet the 60 hours.

Resources: Texts and materials will be supplied by Northern Health.

Course Length: Course work is done at Northern Health from 4 to 6pm, Monday to Thursday for six weeks.

Prerequisites: Must be referred to the Northern Health Harm Reduction education program.

Course Content: Pre-work, application, referral process.

## **Northern Health Course Outline:**

## Week 1

- 1. Welcome & Introduction to Stress & Coping
- 2. Mindfulness & Gratitude
- 3. Leisure, Recreation, & Play
- 4. Wellness Wheel & My Past & Future Hands

## Week 2

- 1. Healthy Relationships
- 2. Communication Skills
- 3. Boundaries
- 4. Social Supports

## Northern Health Course Outline: (continued)

## Week 3

- 1. What is a Drug
- 2. Introduction to Harm Reduction
- 3. Drugs & The Teenage Brain
- 4. Substance Use Myths & Facts Personal Identity

## Week 4

- 1. Understanding Emotions
- 2. Managing Emotions
- 3. Strengths & Self Esteem
- 4. Experiencing Positive Emotion Outing

## Week 5

- 1. Values
- 2. Managing Stressors
- 3. Problem Solving
- 4. Goal Setting

## Week 6

- 1. Creating a Support System
- 2. Mental Wellness
- 3. Accessing Resources
- 4. Reflection & Graduation

5.

Follow-up, self-reflection and exit interview with the teacher.

## **BIG IDEAS**

Demonstrate respect, care and empathy for self and others Evaluate individually which resilient skills and strategies are most relevant and achievable

Communicate through stories our individualism utilizing the biopsychosocial and First People's lenses

Implement awareness and acceptance of the diversity within our culture through actions and activities Collaborate different methods of resiliency and learning through various modalities as students prepare to move more independently into society

## **Learning Standards**

Curricular Competencies	Content
<ul> <li>Students are expected to do the following:</li> <li>Continually reflect and edit one's personal value system focusing on positive attributes learned through the teaching of healthy relationships.</li> <li>Evaluate skills utilized when faced with a challenge and reflect on efficiency.</li> <li>Reflect on feelings, finding balance with rest and protecting the inner spirit.</li> </ul>	Content  Students are expected to know the following:  • Healthy relationships • Communication skills • Boundaries • Social Supports • Drug effects and awareness • Personality traits and identity • Understanding & managing emotions • Stress and stress relieving techniques
<ul> <li>Further explore personal stressors and collaborate on effective coping techniques.</li> <li>Maintaining healthy relationships and creating support systems</li> </ul>	<ul> <li>Protective Factors</li> <li>Coping mechanisms</li> <li>Conflict Resolution</li> <li>Problem Solving</li> <li>Mental Wellness</li> <li>Strengths &amp; Self-Esteem</li> <li>Managing Stressors</li> <li>Creating a Support System</li> <li>Accessing Resources</li> </ul>

## Big Ideas - Elaborations

Resilient: Resiliency is the term applied to children exposed to severe risk factors, such as poverty, who nevertheless thrive and excel. It is the ability to spring back from, and successfully adapt to, adversity.

Individualism: The ability to formulate and implement individual ideologies and skills.

## Curricular Competencies – Elaborations

Defense Mechanisms: The methods in which we develop to protect our self-esteem, satisfy our needs, and reduce anxiety from frustration.

Personal Value System: Taking in all information learned in class and producing a protective factor based, fluid personal philosophy in which to follow throughout life.

## Content - Elaborations

Drug Effects: How both illicit and prescribed drugs effect our neural connections and pathways both physically and psychologically.

**Protective Factors:** "A characteristic at the biological, psychological, family, or community (including peers and culture) level that is associated with a lower likelihood of problem outcomes or that reduces the negative impact of a risk factor on problem outcomes" (O'Connell, Boat, & Warner, 2009 p.xxvii).

## **Recommended Instructional Components:**

Direct Instruction • Demonstrations (story sharing) • Modelling (guest speakers) • Student-in-Role• Peer teaching (group work) • Experiential Learning • Reflective Writing

## Recommended Assessment Components: Ensure alignment with the Principles of Quality Assessment

Journaling • Peer Assessment • Self-Assessment • Group Assessment • Oral Presentations • Organizational Assessment

## Learning Resources:

Harm reduction materials from Northern Health.

Week 1	
	Mindfulness & Gratitude
Day 2	
,	

## Slide 1: Group Title

## Slide 2: Group Outline

#### Slide 3: Check In & Review

Ask questions to promote group discussion:

- o How is everyone feeling about last session?
- o Do you have any questions or concerns?
- O Did anyone use any of the skills from the last session?
- We are at the beginning of our journey through the next 6 weeks. I want you to take a second and think of what kind of animal you are? Go around the room and ask each participant to share their animal.
- Now I want you to think about what animal you want to become. Going around the room, inviting participants
  to share the animal they want to become and why. Writing down their answers as this will be asked again in
  week 6.

#### Slide 4: Warm Up

Put a line (or imaginary line) down the middle of the room. Give participants a question that has two options. Have participants move to the side of the room that they agree with or prefer. Some prompts:

Hot dogs or hamburgers?

Ice cream or cake?

Mountains or beach?

Hot or cold?

Fall or spring?

Winter or summer?

Fruit or vegetables?

Watch the movie or read the book?

#### Slide 5: Gratitude

Ask questions to promote discussion:

- o What does gratitude mean to you?
- o Have you practiced gratitude?

#### Slide 6: Gratitude Definition

Ask if a group member would like to read the definition. If not, read the following:

o "Gratitude is when you feel thankful for the good things in your life. This could be stuff people often take for granted, like having a place to live, food, clean water, friends, and family. Gratitude is taking a moment to reflect on how lucky you are when something good happens, whether it's small or big."

Source: https://kidshealth.org/

Information provided by Nemours KidsHealth. For more on this topic, visit KidsHealth.org.

## Slide 7: Science of Happiness- An Experiment in Gratitude Video

Play video and discuss!

- An Experiment in Gratitude | The Science of Happiness (youtube.com)
- O What did you think of the video?

## **Slide 8: Gratitude Activities**

Read to the group:

- Think of a time when you were grateful for something or someone.
- o Spend 10-15 minutes and write down, draw, doodle what happened in that moment that made you grateful. Try to be as detailed as possible.
- o Or write a letter to someone who has made a positive impact for you, friend, family member, teacher etc.
- o Invite participants to share what they chose to write, draw, or doodle.

#### Slide 9: Gratitude Jar

Review the following with the group:

- O What are some other ways you could practice gratitude? How often would you practice?
- One way is to create a gratitude jar.
- Have participants writer what they are grateful on sticky notes and put them in a jar to read before the end of session.

#### Slide 10: Mindfulness

Encourage a group discussion on what participants know about mindfulness

- Has anyone's thoughts focus on past or future events? Like something you did yesterday, or last week? Or perhaps thinking of something coming up in the future, a party or a school project which is due?
- o This is very common for everyone.
- o Who has heard of mindfulness? Have you practiced it?

#### Read to Group:

 Mindfulness is paying full attention to the present moment. It means taking your time to really notice what you're doing.

## Slide 11: Everyday Mindfulness

Play video and ask questions to promote group discussion:

## Everyday mindfulness (youtube.com)

- O What do you think are some ways you can practice mindfulness in your day?
- o Has anyone tried mindful eating, mindful walking? If so, how was it for you?
- Over the 6 weeks of group we will practice several different mindfulness activities like, body scan, guided imagery, grounding, using objects (rocks), and progressive muscle relaxation.

## Slide 11: Beginners Meditation Video & Discussion (Use only if there is enough time)

8-Minute Beginners Meditation for Kids, Preteens, Teens, and Classrooms (youtube.com)

## Slide 12: Sensory Jars Mindfulness (20-35 minutes)

- o Each participant gets one jar each.
- Place all supplies needed out.
- o Instructions: 1/3 clear glue, add glitter, etc. and add warm water. Hot glue top when done.
- o Play music and read out Mind in a Jar Script. Source: Amazenu.com

Slide 1	3: Wrap Up Discussion (10 minutes)	
0	Have each participant to pick out a slip from the gratitude jar and read out or facilitator can read out gratitude	
0	jar slips. How was it to hear your gratitude slips out loud?	
0	What did you notice about today's activities?	
0	On a scale of 1-10 how likely are you to mindfulness or gratitude practice into your day? 1 not at all/ 10- yes.	
0	On a scale of 1-10, would gratitude/ mindfulness help you with your substance use goal? 1 not at all/ 10 yes I think these strategies would help.	
	tillik these strategies would help.	
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## Mind in a Jar Activity

This jar represents your mind. The liquid is clear and all the glitter is sitting at the bottom. The jar is calm. This would be your mind when you are feeling calm, alert, balanced, and rested. Your mind is clear and you are thinking clearly.

Take a deep breath and think about where you are in this present moment, right here, right now. Notice what you see, hear, smell, taste and feel. This is called present moment awareness or mindfulness. You are paying attention to the present moment in a particular way; that is, on purpose and without judging or reacting.

Shake the jar and watch the glitter swirl around in the jar. Each piece of glitter in this jar represents a thought, feeling, memory, story, a to-do list, an event last night, an appointment next week, a due date tomorrow. Think of the jar as your mind when you have strong feelings or many, many thoughts swirling around in your head. This can create stress in your body and shallow quick breathing. It's hard to focus. You may react quickly or say something without thinking. Its easy to start blaming and judging yourself or others. You might be feeling tension in your body.

Now lets see what happens to your mind when you just sit quietly for a minute and breathe slowly, inhaling and exhaling through your nose. If a new thought comes to your mind and you notice it simply go back to focusing on your breath. Watch the glitter in the jar slowly falling. The water in the jar becomes clearer as the glitter rests at the bottom of the jar. Notice if there is a change in your body and in your mind, also. Does the mind in the jar match the mind in your head? It might not, it takes practice. It is simple but not always easy to do. With daily practice you will quickly get better at it.

You can do this experiment anytime you find yourself feeling tense, angry, frustrated, nervous, overwhelmed or confused. Just take a few long, slow, deep breaths for a minute, focusing on the inhales and exhales. Brings yourself back to the present moment, to right here and right now. Remember the Mind-in-the-Jar Experiment to bring yourself back to thinking calmly and clearly again.

"Mindfulness is paying attention in a particular way; on purpose, in the present moment and non-judgementally."

-Jon Kabat-Zinn, Author of Mindfulness for Beginners

Source: Amazingu.com

## **MEETING AGENDA ITEM #11.1**

Action:

Χ

Information:

Meeting:

Regular

Meeting Date:

April 30, 2025

Topic:

Maintenance & Facilities Department Replacement Vehicles

## Background/Discussion:

Due to aging equipment and ongoing repairs the Maintenance and Facilities Department require the replacement of two vehicles as detailed below. The school district strives to replace units after 10 years of service to limit repair costs, ensure safety and reliability. For notation, the first 2 digits of a unit's number indicates its purchase year.

## Purchase #1

- A new half ton, 4-wheel drive, 4-door pick-up truck will be assigned to the Manager of Maintenance. The proposed replacement vehicle is a 2024 Ford F-150 XL at a cost of \$66,777.63 to be purchased from Totem Ford (see attached quote and vehicle specifications).
- The Manager's current vehicle, unit 1402, is a 1/1 ton, 4-wheel drive, 4-door pick-up truck with 256,000 kilometres that will be re-assigned to grounds duties in Terrace, replacing unit 0753, a half-ton van with 225,000 kilometres. A pick-up truck is a more appropriate vehicle for grounds work activities and it is estimated the unit will be functional in this role for 3-5 years. Unit 0753 will be disposed of by auction.

## Purchase #2

- A new Ram Promaster van will be assigned to the Terrace Maintenance pool. The proposed replacement vehicle is a 2025 Ram Promaster cargo van at a cost of \$78,208.63 to be purchased from Terrace Chrysler (see attached quote and vehicle specifications).
- The current Terrace Maintenance pool vehicle, Unit 1603, is a Promaster van with 117,000 kilometres. It will undergo some mechanical repairs and be re-assigned to grounds duties in Kitimat, replacing unit 0752, a van in very poor condition with 139,000 kilometres. Unit 1603 should function in this role for 5 years. Unit 0752 will be disposed of by auction.

This request is being forwarded directly to the Board for consideration on the recommendation of the Secretary Treasurer.

## **Recommended Action:**

**THAT** the Board approve the purchase of the 2024 Ford F-150 truck and the 2025 Ram Promaster cargo van for a total combined price of \$144,986.26 utilizing capital replacement dollars through Local Capital Reserves.

Presented by: Secretary Treasurer



Vehicle

4631 Keith Avenue Terrace, BC, V8G 1K3

Customer

Rep: Brad Opheim Phone: (250) 635-4984 Fax: (250) 635-2783

Date: 04/08/2025 Key: <<New Deal>> Tax: BC LUX

2024 FORD F-150 XL Stock	44551	Name	COAST MOUNTAIN BOARD OF EDUCATION	Lead Business	Not Set (250) 635-4931
VIN 1FTFW1L89		Address	3211 KENNEY	Cell	(250) 922-5498
1,750	ew Vehicle	Addiess	STREET	Contract Date	04/08/2025
Model	W1L	City, Province	TERRACE, BC	Payment Date	04/08/2025
Number	IC SILVED	Postal Code	V8G 3E9		
Exterior ICON Interior DARK SLA	IC SILVER	Code	34002		
	COBOOST	Email	carole.		
Engine 3.5L V6 E0 Transmission Electronic 10-Speed A			gagnon@cmsd.bc.ca		
	lectShift w/				
	Vheel Drive	Cash			
Body 4WD SuperCre	ew 6.5' Box	Selling Price	\$71,440.00	PST Taxable	\$58,067.50
Odometer	12	FLEET DISC	(\$15,000.00)	PST 10%	\$5,806.75
		AIR LEVY	\$100.00	GST Taxable	\$58,067.50
Options		TIRE LEVY	\$32.50	GST 5%	\$2,903.38
•	\$68,650.00	Freight	\$0.00	Luxury Tax Taxal	
JS - ICONIC SILVER METALLIC	\$0.00	License	\$0.00	Luxury Tax 10%	\$0.00
C - CLOTH 40/20/40	\$0.00	Battery	\$0.00	Payout Lien Amo	
S - MEDIUM DARK SLATE	\$0.00	Gas	\$0.00	Cash Down	\$0.00
103A - EQUIPMENT GROUP	\$1,395.00	TAG PACKAGE	\$0.00	Total Balance D	- · · · ·
.XL SERIES	\$0.00	BOXLINER/MUDI		Amount Received	
.17" SILVER PAINTED ALUMINUM	\$0.00	Trade	\$0.00	Due on Delivery	\$66,777.63
.CHROME FRONT/REAR BUMPERS	\$0.00	Sub-Total	\$58,067.50		
.FOG LAMPS	\$0.00				
.PRIVACY GLASS W/REAR DEFROSTER	\$0.00				
.136 LITRE/ 36 GALLON FUEL TANK					
998 - 3.5L V6 ECOBOOST ENGINE	(\$600.00)				
44G - ELECTRONIC 10-SPD AUTO	\$0.00				
T7C - LT265/70R 17C BSW ALL- TERRAIN	\$350.00				
XL9 - 3.55 ELECTRONIC LOCK RR AXLE	\$0.00				
7200# GVWR PACKAGE	\$0.00				a
JOB #2 ORDER	\$0.00				
CV LOT MANAGEMENT	\$0.00				
153 - FRONT LICENSE PLATE BRACKET	\$0.00				
18B - BLACK RUNNING BOARDS	\$600.00				

(\$1,750.00) I / We have reviewed the above disclosure and agree to the vehicle, price and payment information as declared.

\$375.00 \$1,075.00

\$1,345.00

\$0.00

\$0.00 \$0.00

COAST MOUNTAIN BOARD OF EDUCATION

41H - ENGINE BLOCK HEATER

55A - FX4 OFF ROAD PACKAGE

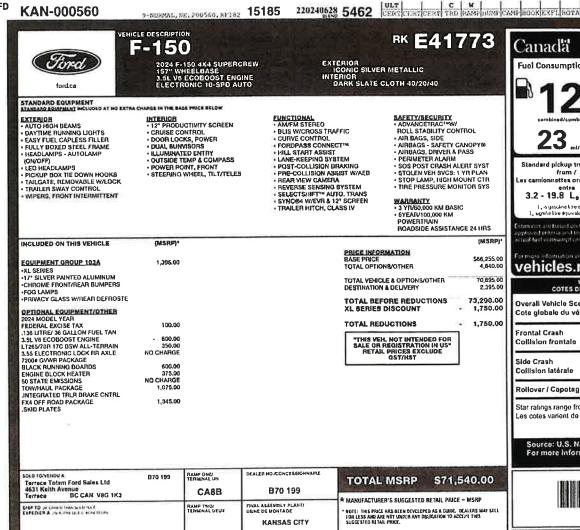
53T - TOW/HAUL PACKAGE INTEGRATED TRLR BRAKE CNTRL

693 - PARTIAL GAS FILL

XL SERIES DISCOUNT

.SKID PLATES

Dealer Acceptance



TEM . B7-B004 O/T 2

RF182 N RE 2X 445 000560 06 18 24

METHOD OF TRANSPA

CONVOY



024310 RKE41773 NE GC16

AV RIMBOLGHEIPEDLER VA



TERRACE CHRYSLER LTD. 4916 HIGHWAY #16 WEST

Rep: HOUSE HOUSE Phone: (250) 635-7187

Fax:

Date: 11/21/2024 Key: <<New Deal>>

Tax: BC

## Vehicle

2025 RAM PROMASTER CARGO VAN TRADESMAN



5861 Stock 3C6MRVHG3SE519941 VIN New Vehicle Туре VF3L16 Model Number Bright White Clear Coat Exterior **BLACK** Interior 3.6L PENTASTAR VVT V6 Engine Transmission 9-Spd 948TE Auto Transmission Drive Front Wheel Drive 3500 High Roof 159" WB w/Pass Body Seat 0

Odometer	

**Options** 

Options	
Base Price	\$62,715.00
22B - Customer Preferred Package 22B	\$595.00
ERF - 3.6L V6 24V VVT Engine	\$0.00
DFH - 9-Spd 948TE Auto Transmission	\$0.00
PW7 - Bright White Clear Coat	\$0.00
APA - Monotone Paint	\$0.00
TBB - Full Size Spare Tire	\$295.00
SDD - Premium Heavy Duty Suspension	\$200.00
NAS - 50 State Emissions	\$0.00
LCP - MOPAR Cargo Area Lighting - LED	\$375.00
CAA - Passenger Double Seat	\$395.00
AZ3 - Upfitter's Prep Package	\$545.00
ATT - Power Group	\$645.00
AJ1 - Safety Group	\$2,545.00
XFH - Class IV Receiver Hitch	\$595.00
ADK - Premium Convenience Group	\$2,395.00
YGV - 4.5 Additional Gallons of Gas	\$0.00
4EX - Sales Tracking	\$0.00
5N6 - Easy Order	\$0.00
*A7 - Cloth Buckets Seats	\$0.00
-X9 - Black	\$0.00
573	\$0.00
Selling Price	\$71,300.00

		The second secon	
Cash			
Selling Price	\$71,300.00	PST Taxable	\$68,007.50
COAST MOUNTIN FELET	(\$3,675.00)	PST 10%	\$6,800.75
Prorate Rent_SCI Lease Tax	\$0.00	GST Taxable	\$68,007.50
Finance Placement Fee	\$0.00	GST 5%	\$3,400.38
Air Tax Recovery Fee	\$100.00	Luxury Tax Taxable	\$0.00
Doc Fee	\$0.00	Luxury Tax 10%	\$0.00
Lien Search Fee	\$0.00	Payout Lien Amount	\$0.00
Tire Levy	\$32.50	Cash Down	\$0.00
DEALER PROFIT	\$250.00	Total Balance Due	\$78,208.63
Trade	\$0.00	Amount Received	\$0.00
Sub-Total	\$68,007.50	Due on Delivery	\$78,208.63

<b>MEETING AGENDA</b>	ITEM	#12.1
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Action:

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Information:

Meeting:

Regular

Meeting Date:

April 30, 2025

Topic:

Board Chair Report - April 2025

## Background/Discussion:

Attached for Trustees' information is the Board Chair's Report for the month of April 2025 respectfully submitted by Board Chair Margaret Warcup.

A monthly Board Chair Report will be provided for inclusion in the agenda package for future Regular Board Meetings.

## **Recommended Action:**

THAT the Board receive for information the Board Chair's Report for April 2025.

Presented by: Board Chair

# BOARD CHAIR REPORT APRIL 30, 2025 REGULAR BOARD OF EDUCATION MEETING

Following Spring Break and with no Committee or Board Meetings scheduled in March, we are now into the last few months of school before Summer Break. I am noticing how many of our schools, students and staff are outside gardening and enjoying time on our school grounds.

I attended the provincial Board Chairs and Partner Liaison Meetings hosted by the British Columbia School Trustees Association (BCSTA) and the Ministry of Children and Child Care in Vancouver on March 6 and 7, 2025. The education component of the meeting focused on Managing Difficult Conversations presented by Gina Niccoli-Moen, Retired Superintendent from Burnaby and now a member or the Holloway Group.

The first day for the Board Chairs Meeting included infomercials input as breaks on the Managing Difficult Conversations presentations. These were from the Capital Working Group, then Climate Action Working Group, the Bylaw Review Committee, the Anti-Racism, Diversity, Equity and Inclusion Working Group, the Comprehensive School Health Working Group, Bargaining, Rural and Remote Network, Inclusion and Accessibility Working Group. Many Trustees are participating in these committees to inform our advocacy and actions as Trustees.

I noted the following and Trustees can read full reports on the BCSTA Portal.

- The Capital Working Group noted concern that there has been flat funding for maintenance and there continues to be a need for capital funding. The committee is collating and dialoguing on information and statements addressing what the government can act on.
- The Climate Action Group is working with the Capital Working Group in regard to BC Climate Solutions to address climate change linked to student success.
- The Anti Racism Diversity and Inclusion Working Group has completed a report titled Priority Actions to be Taken that includes recommendations on equitable learning opportunities and legal obligations for all children.
- The School Health Committee is addressing actions for the One Province One Plan for comprehensive school health. The Bargaining workshop addressed the role of Trustees in the bargaining process which includes our responsibility for approving the bargaining plan(s) and discussion on whom as a Trustee can participate in bargaining. BCPSEA has developed and will be implementing a comprehensive communications plan when bargaining is occurring.
- I am participating in the Rural and Remote Committee, and we will have met just before the BCSTA Annual General Meeting, so I will verbally share our actions at the April Regular Board Meeting.
- The Inclusion and Accessibility Committee is focusing on our legal responsibilities by reviewing inclusion matters with a lens of improving student outcomes.

## BOARD CHAIR REPORT (continued) APRIL 2025 REGULAR BOARD OF EDUCATION MEETING

The second day encompassed the Partner Liaison Meeting which included the Honourable Minister of Education and Child Care Lisa Beare giving opening remarks followed by BCSTA, the BC School Superintendents Association (BCSSA) and the BC Association of School Business Officials (BCASBO) presenting opening remarks prior to the Ministry Update and Priorities presented by Deputy Minister of Education and Child Care Kaye Krishna.

Minister Beare in her opening remarks commented on the Ministry of Education and Child Care mandate letter noting the importance of birth to graduation responsibilities of child care and the seamless day. She mentioned the importance of federal funding, literacy support, feeding futures, reconciliation, recruitment and retention with the focus on rural educator employment commitment for a Provincial Teacher Mentorship program. She also stressed listening to our communities and students and the move to the increased need for cardiopulmonary resuscitation (CPR) and other trainings including automated external defibrillator (AED) and Naloxone. She concluded her comments on a commitment for infrastructure support and the south-of-the-border 'threats" and addressing Buy BC Local.

The Deputy Minister, BCSTA, BCASBO and BCSSA also noted priorities for health care and education safety, the need for more supports in classrooms, certification of educators, addressing recruitment and retention at a time of having economic uncertainties.

Other presentations included a question-and-answer panel on Management Foundation Standards, an annual update on the Framework for Enhancing Student Learning followed by presentations on Student Safety, Indigenous Education and finishing with Cyber Security.

The presentations on Management Foundation Standards emphasized the importance of our strategic planning and the link of the strategic plan to our individual school plans. The Ministry has an annual review process where 20 school districts have a full report every 3 years and on-off years are given an update. We have received Coast Mountains' report and it has been reviewed by staff, the Education Committee and the Board. The question that was raised, and is being discussed, is what structures need to be in place to monitor continuous improvement goals being accomplished. A question being considered on what are the systemic barriers and how do we do ongoing strategic engagement.

In regard to student safety, the presentation discussed the need to dig deeper into intervention failures and the use of Codes of Conduct for parents, students and others. Something our Board can continue to discuss.

The Distinctions-Based approach was reviewed, and this government paper is accessible on government websites for all to review.

The Partner Liaison Meeting concluded with a presentation on cybersecurity by provincial Ministry staff that addressed the critical need for our incident response plan(s) and our need for investing in cybersecurity, assessing risks and ongoing learning about this high-risk area. The emphasis on the importance of us all to keep on top of learning in this area was stressed. To do so, BCPSEA provided online training for BCPSEA Board members, and I completed this and learned more. Perhaps we can consider this for Trustees. There is a lot to understand and to protect our systems.

# BOARD CHAIR REPORT (continued) APRIL 2025 REGULAR BOARD OF EDUCATION MEETING

Trustees will have for this meeting, having just returned from the BCSTA Annual General Meeting, where nine motions regarding BCSTA Bylaws will have been addressed. This committee has proposed nine motions to update the bylaws.

Respectfully submitted by,

Trustee Margaret Warcup Board Chair

We respectfully acknowledge that the lands on which we live, work, learn and play as the traditional and unceded territories of the Gitxsan, Nisga'a, Haisla and Ts'msyen Peoples.