



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

**BOARD OF EDUCATION
REGULAR BOARD MEETING**

BOARD OF EDUCATION OFFICE - TERRACE

**TUESDAY, SEPTEMBER 29, 2026
5:00 P.M.**

**HYBRID MEETING
(IN PERSON OR VIA MICROSOFT TEAMS)**

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



COAST MOUNTAINS BOARD OF EDUCATION SCHOOL DISTRICT 82
REGULAR MEETING OF THE BOARD OF EDUCATION
TUESDAY, SEPTEMBER 29, 2026 – 5:00 P.M. (Hybrid)
BOARD OF EDUCATION OFFICE

A G E N D A

1. ACKNOWLEDGEMENT OF THE TERRITORY & CALL TO ORDER			
2. DECLARATION OF QUORUM			
3. APPROVAL OF AGENDA	Motion	Attachment	
4. APPROVAL OF MINUTES OF PRIOR MEETING 4.1 Regular Meeting of the Board, June 17, 2026	Motion	Attachment	Pages 2-11
5. RECEIPT OF RECORDS OF IN CAMERA MEETING 5.1 Summary of In Camera Meeting, June 17, 2026	Motion	Attachment	Pages 12-13
6. PRESENTATION: Truth and Reconciliation in Canada Video	Information		
7. CORRESPONDENCE 7.1 Minister of Education and Child Care – SOGI 123 and Safe, Inclusive Schools	Information	Attachment	Pages 14-15
8. SUPERINTENDENT OF SCHOOLS' MONTHLY REPORT	Information	Attachment	Pages 16-36
9. INDIGENOUS EDUCATION REPORT	Information	Attachment	Pages 37-71
10. INDIGENOUS EDUCATION COUNCIL (IEC) - Updates	Information	Verbal	
11. STANDING COMMITTEE REPORTS 11.1 <u>Business Committee Report</u> (Trustee Ed Harrison) 11.1.1 Business Committee Meeting Minutes, September 16, 2026 11.1.2 Draft 2025-2026 Audited Financial Statements 11.1.3 2025-2026 Indigenous Education Targeted Fund Carry Forward 11.1.4 Draft 2025-2026 School Year Financial Statement Discussion & Analysis Report	Information Motion Motion Motion	Attachment Hand Out Attachment Attachment	Pages 72-74 Pages 75 Pages 75-96
11.2 <u>Education Committee Report</u> (Trustee Karen Jonkman) 11.2.1 Education Committee Meeting Minutes, September 16, 2026 11.2.2 Enhanced Student Learning (ESL) Report 11.2.3 Final Approval: Out-of-Country Field Trips: Caledonia Secondary School - Portugal & Spain Mount Elizabeth Middle Secondary School – Alps & Mediterranean	Information Motion Motion	Attachment Attachment Attachment	Pages 97-102 Pages 103-131 Pages 132-149
12. NEW BUSINESS 12.1 2026-2027 Annual Board Work Plan	Motion	Attachment	Pages 150-151
13. TRUSTEE REPORTS 13.1 Board Chair Report 13.2 Trustee Reports	Information	Attachment	Pages 152-153
13. QUESTION PERIOD			
14. ADJOURNMENT			



MEETING AGENDA ITEM #4.1

Action:	X	Information:	
Meeting:	Regular	Meeting Date:	September 29, 2026
Topic:	Minutes of the Regular Meeting of the Board, June 17, 2026		

Background/Discussion:

Minutes as attached.

Recommended Action:

THAT the minutes of the Regular Meeting of the Board held June 17, 2026, be approved.

Presented by: Secretary Treasurer

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

WEDNESDAY, JUNE 17, 2026 – 5:00 P.M.
BOARD OF EDUCATION OFFICE - TERRACE
HYBRID MEETING (IN PERSON OR VIRTUAL)

PRESENT WERE:

	(virtual) Chair	- M. Warcup
	(Chaired Meeting) Vice Chair	- K. Jonkman
		- E. Harrison
		- A. Maitland
		- W. Jones
	(virtual)	- J. Sundell
	(virtual)	- M. Maxim
Superintendent of Schools		- T. MacMillan
Secretary Treasurer	(virtual)	- G. Fuller
Recording Secretary	(virtual)	- L. Harder

DISTRICT STAFF PRESENT:

Director of Instruction, Inclusive Education	- J. Nieckarz
Director of Instruction, Learning Services	- P. Barron
District Principal, Curriculum Support	- T. McDonald

Vice Chair Jonkman acknowledged with respect the school District's business being conducted on the unceded traditional territories of the Gitksan, Haisla, Nisga'a, and Ts'msyen Peoples. She further acknowledged that the meeting was being held in Terrace on the traditional territory of the Ts'msyen Peoples. The Board expressed gratitude for the opportunity to work with the children and families of these Nations and acknowledged the privilege of living and working on these lands.

Vice Chair Jonkman welcomed guests who joined the meeting both in person and virtually. The meeting was also livestreamed via Coast Mountains School District YouTube Channel. Introductions followed by Trustees and District staff in attendance at the meeting.

Vice Chair Jonkman acknowledged and recognized the following observances and events taking place since the previous Regular Board Meeting:

June is *National Indigenous History Month*, which provides an opportunity to honour and learn more about the rich histories, cultures, languages, traditions, and contributions of First Nations, Inuit, and Métis Peoples. Within Coast Mountains School District, we are privileged to live, work, learn, and play on the territories of the Gitksan, Haisla, Nisga'a, and Ts'msyen Peoples, and we remain committed to continued learning, reconciliation, and strengthening relationships with Indigenous communities.

National Indigenous Peoples Day is observed on June 21st. This is an important time to celebrate and recognize the diverse cultures, voices, experiences, and contributions of Indigenous Peoples. We acknowledge the many school and community events taking place throughout the district in recognition

of this day and extend appreciation to the staff, students, families, Elders, Knowledge Holders, and community members who support this learning.

June is also *Pride Month*, a time to recognize and support inclusion, dignity, respect, and belonging for 2SLGBTQIA+ students, staff, families, and community members. We acknowledge the importance of safe, caring, and inclusive school communities where all students and staff feel respected and valued.

Vice Chair Jonkman acknowledged the many year-end activities taking place across the District, including celebrations, transitions, awards ceremonies, scholarship presentations, and graduation events. On behalf of the Board, she extended congratulations to all graduating students and recognized their hard work, perseverance, growth, and accomplishments.

Vice Chair Jonkman also expressed appreciation to families, caregivers, staff, Indigenous communities, scholarship committees, donors, volunteers, and community partners for their ongoing support of students. As the 2025–2026 school year drew to a close, she thanked staff across the District for their dedication, care, and commitment and wished students, staff, and families a safe, restful, and enjoyable summer.

On behalf of the Board, Vice Chair Jonkman acknowledged the recent passing of former Trustee and Board Chair Art Erasmus. She extended sincere condolences to his family and expressed appreciation for his many years of dedicated service to public education, students, families, and the Board of Education.

The following reminder was shared by Vice Chair Jonkman for meeting guests regarding the 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 Lindsay Harder, 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**

Vice Chair Jonkman called the meeting to order at 5:10 p.m.

2. **DECLARATION OF QUORUM**

A quorum was declared.

3. APPROVAL OF AGENDA

Motion #8961

THAT the agenda for June 17, 2026, Regular Meeting of the Board (Public) be approved as circulated.

Carried
All in Favour

4. APPROVAL OF MINUTES OF PRIOR MEETING

4.1 Regular Meeting of the Board, May 27, 2026

Motion #8962

THAT the minutes of the Regular Meeting of the Board held May 27, 2026, be approved.

Carried
All in Favour

5. RECEIPT OF RECORDS OF IN CAMERA MEETING

5.1 Summary of In Camera Meeting, May 27, 2026

Motion #8963

THAT the Summary of the In Camera Meeting of the Board held May 27, 2026, be approved.

Carried
All in Favour

6. PRESENTATIONS

6.1 Northwest Trades & Employment Training Centre — Dan Hamel, Principal

Dan Hamel, Principal of the Northwest Trades & Employment Training Centre (NTETC), provided an overview of recent career education and trades-related opportunities available to students across the District. Highlights included career fairs, Maker Days, trades samplers, dual credit programs, Adventures in Healthcare, Adventures with First Responders, and other hands-on learning experiences.

Mr. Hamel advised that 56 students had been accepted into dual credit programming for the upcoming school year and outlined plans to expand dual credit pathways, student supports, trades samplers, and career exploration opportunities in 2026–2027.

In response to Trustee questions, Mr. Hamel provided further information regarding the range of dual credit programs available, and the supports provided to participating students.

Superintendent MacMillan thanked Mr. Hamel and the NTETC team for their work supporting student engagement, career exploration, and transitions beyond graduation.

Received
(No motion required)

6.2 “State of the Arts” – Terrace Thornhill Parents for Music Society

Miranda Leffler and Amber Zanon, representing the Terrace Thornhill Parents for Music Society, provided an overview of school music and band programming in Terrace and Thornhill. They highlighted the benefits of music education for student achievement, well-being, confidence, belonging, and school engagement.

The presenters discussed challenges affecting music programming, including reduced Instructional time, recruitment and succession planning for specialist music teachers, and differences in access between schools. They also shared recommendations to support and strengthen music education across the District.

Trustees shared with the presenters that the Board has previously advocated in support of music and fine arts education, including through a resolution submitted to the BC School Trustees Association that was approved at its Annual General Meeting.

Superintendent MacMillan thanked the presenters for sharing their information, recommendations, and continued support for school music programs.

Received
(No motion required)

7. CORRESPONDENCE

No correspondence was received

8. SUPERINTENDENT OF SCHOOLS' MONTHLY REPORT – June 2026

THAT the Superintendent of Schools' Monthly Report to the Regular Board Meeting of June 17, 2026, be received as presented.

Received for information
(No motion required)

9. INDIGENOUS EDUCATION REPORT – June 2026

THAT the Board receive for information the Indigenous Education Report for June 2026 presented by Superintendent MacMillan.

Received
(No motion required)

10. INDIGENOUS EDUCATION COUNCIL (IEC) – Updates for June 2026

Kimberly Robinson, Vice-Chair of the Indigenous Education Council, joined the meeting virtually after the agenda item had passed. Arrangements were made for the Council's update to be provided in writing following the meeting.

11. STANDING COMMITTEE REPORTS

11.1 Business Committee Report (Trustee Harrison)

11.1.1 Business Committee Meeting Minutes, June 10, 2026

THAT the minutes of the Business Committee Meeting held on June 10, 2026, be received for information.

Received
(No motion required)

11.1.2 2027-2028 Five-Year Plan Intake – Call for Projects

Trustee Harrison presented the proposed 2027–2028 Five-Year Capital Plan submissions and advised that the replacement of Mount Elizabeth Middle Secondary School remains the District's highest-priority major capital project.

Motion #8963

THAT the Board approve the 2027–2028 Five-Year Major Capital Plan and the 2026-2027 Five-Year Minor Capital Plan submissions to the Ministry of Education's Capital Division.

Carried
All in Favour

11.1.3 Draft Preliminary 2026-2027 Annual Budget Bylaw

Motion #8964

THAT the Board approve the utilization of capital replacement dollars through Local Capital Reserves of up to \$250,000 for the purchase of vehicles and equipment for the Facilities and Maintenance Departments for the 2026–2027 fiscal year.

Carried
All in Favour

Motion #8965

THAT the 2026–2027 Annual Budget Bylaw and Budget (Version: 8038-7293-5310) be read a first time the 17th day of June 2026.

Carried
All in Favour

Motion #8966

THAT the 2026–2027 Annual Budget Bylaw and Budget (Version: 8038-7293-5310) be read a second time the 17th day of June 2026.

Carried
All in Favour

Unanimous consent was received to proceed to the third reading of the 2026–2027 Annual Budget Bylaw and Budget (Version: 8038-7293-5310).

Motion #8967

THAT the 2026–2027 Annual Budget Bylaw and Budget (Version: 8038-7293-5310) be read a third time the 17th day of June 2026

Carried
All in Favour

11.1.4 Policy 5020 – Policy Development (Final Reading)

Trustee Harrison presented the Revised Policy 5020 – Policy Development for second and final reading.

Motion #8968

THAT the Board give second and final reading to Revised Policy 5020 – Policy Development.

Carried
All in Favour

11.1.5 Policy 2010 Respect and Anti-Harassment (Final Reading)

Trustee Harrison presented Revised Policy 2010 - Respect and Anti-Harassment for second and final reading.

Motion #8969

THAT the Board give second and final reading to Revised Policy 2010 — Respect and Anti-Harassment.

Carried
All in Favor

11.1.6 Policy 1035 Student Records (Final Reading)

Trustee Harrison presented Revised Policy 1035 – Student Records for second and final reading.

Motion #8970

THAT the Board give second and final reading to Revised Policy 1035 – Student Records.

Carried
All in Favour

11.1.7 Bylaw 5065 – Trustee Elections

Trustee Harrison presented Revised Bylaw 5065 – Trustee Elections for approval.

Motion #8971

THAT that Revised Bylaw 5065 - Trustee Elections be approved.

Carried
All in Favour

11.2 Education Committee Report (Trustee Karen Jonkman)

11.2.1 Education Committee Meeting Minutes, June 10, 2026

THAT the minutes of the Education Committee Meeting held on June 10, 2026, be received for information.

Received
(No motion required)

11.2.2 2025-2026 Strategic Plan Year-End Report (Update)

Motion #8972

THAT the Board receive for information the 2026-2027 Strategic Plan Year-End Report Update as presented by Superintendent MacMillan.

Carried
All in Favor

12. NEW BUSINESS

12.1.1 2026-2027 Annual Facilities Grant Expenditure Plan

Motion # 8973

THAT the Board receive for information the 2026-2027 Annual Facilities Grant (AFG) Ministry Expenditure Grant Allocation and Project Summary List for Coast Mountains School District as presented by Secretary Treasurer Fuller.

Carried
All in Favour

12.1.2 2025 Carbon Neutral Action Report

Motion #8974

THAT the Board receive for information the 2025 Carbon Neutral Action Report as presented by Secretary Treasurer Fuller.

Carried
All in Favour

12.1.3 Draft 2026-2027 Internal Administrative Calendar

Superintendent MacMillan presented the Draft 2026-2027 Internal Administrative Calendar and advised that meeting dates may be subject to change due to scheduling consideration.

Motion #8975

THAT the Board accept the 2026-2027 Internal Administrative Calendar.

Carried
All in Favour

13. TRUSTEE REPORTS

13.1 Board Chair Report – June 2026

Vice Chair Jonkman read Board Chair Warcup's report on her behalf. Board Chair Warcup thanked District staff for their ongoing commitment to students and families and wished staff a safe, restful, and enjoyable summer.

The report highlighted planning underway for the 2026–2027 school year, including employee recruitment and preparations for the October trustee election. It also outlined the Board's submission to the Select Standing Committee on Finance and Government Services, advocating for provincial education funding that better reflects current responsibilities and pressures, including childcare, changing enrolment, aging infrastructure, inclusive education supports, technology, and the recruitment and retention of educators, support staff, and early childhood educators.

The report further called for a broader review of the supports students need to thrive, including cultural competencies, cultural safety, food security, and social and emotional learning. It also noted the Trustees' decision not to attend the 2026 Canadian School Boards Association Trustee Gathering due to the District's tight budget and the need for careful fiscal monitoring. Appreciation was extended to the administrative team and all those, including students, who contributed to the 2026–2027 budget process.

Received
(No motion required)

13.2 Trustee Reports

Vice Chair Jonkman invited Trustees to provide reports.

Trustee Harrison highlighted his attendance at recent student events, including Maker Day, a First Peoples feast, and the Parkside Secondary School graduation.

Trustee Maitland highlighted her attendance at recent student events, including Maker Day, graduation celebrations, and scholarship awards presentations.

Trustee Maxim advised he cannot attend the upcoming Canadian School Boards Association (CSBA) gathering was for personal reasons.

Vice Chair Jonkman highlighted her attendance at the Kildala Elementary Entrepreneur Fair, Maker Day, graduation celebrations, and scholarship awards presentations, and acknowledged the creativity, engagement, and accomplishments of students across the District.

Received
(No motion required)

14. QUESTION PERIOD

Vice Chair Jonkman invited questions pertaining to the agenda. No agenda-related questions were received.

15. ADJOURNMENT

The next hybrid Regular Board of Education Meeting will be determined.

The meeting was adjourned at 6:52 p.m.



MEETING AGENDA ITEM #5.1

Action: X

Information:

Meeting: Regular

Meeting Date: September 29, 2026

Topic: **Summary of In-Camera Meeting of the Board, June 17, 2026**

Background/Discussion:

Summary as attached.

Recommended Action:

THAT the Summary of the In-Camera Meeting of the Board held June 17, 2026, be received.

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 JUNE 17, 2026
PURSUANT TO SECTION 72(3) OF THE *SCHOOL ACT***

The Board of Education:

1. Discussed governance matters.
2. Discussed labour relations matters.
3. Discussed personnel matters.



MEETING AGENDA ITEM #7.1

Action:		Information:	X
Meeting:	Regular	Meeting Date:	September 29, 2026
Topic:	Minister of Education and Child Care – SOGI 123 and Safe, Inclusive Schools		

Background/Discussion:

The attached letter from Minister Lisa Beare, dated July 22, 2026, provides an update on funding to the ARC Foundation and confirms that SOGI 123 resources remain available for optional use by schools and educators. The letter reaffirms the Ministry's commitment to safe, welcoming and inclusive learning environments for all students and staff.

Recommended Action:

For information only; no action required.

Presented by: Board Chair



July 22, 2026

Ref: 319593

Dear Board Chairs and Superintendents:

I want to be very clear, my number one priority continues to be that schools are safe and welcoming environments for all students and staff. Unfortunately, over the past few days, we have seen misinformation circulating as a result of divisive and dangerous rhetoric. Our public education system must be one that is grounded in human rights and supports all students and staff.

As part of government's broader commitment to responsible expenditure management, funding provided to the ARC Foundation, the organization that originally developed SOGI 123 in collaboration with the Ministry of Education and Child Care, K-12 education partners, and other organizations, has been reduced over the last two years and will not continue in fiscal year 2026/27. I want to be clear that my expectations around safety and inclusion have not changed. Existing resources continue to be available to districts and schools and the Ministry's commitment to welcoming and inclusive schools and supporting 2SLGBTQIA+ students and staff remains steadfast.

Resources that support inclusive learning environments continue to be available to school districts and educators through both the provincial [crase](#) (expect respect & a safe education) website and the ARC Foundation's [website](#). Since its introduction in 2016, SOGI 123 has remained an optional resource that schools and educators may choose to use to support safe, caring, and inclusive learning environments and to help address bullying and discrimination affecting students and staff.

I appreciate the significant contributions of the ARC Foundation in supporting educators across British Columbia, and would like to recognize them for their work. The ARC Foundation has been an important partner in developing resources and building the capacity of school communities to create inclusive environments where all students and staff feel safe, welcome, and respected.

I appreciate your ongoing leadership and dedication to supporting the success and well-being of all students and staff, regardless of how they look, how they dress, who they pray to, or how they identify. Your efforts help foster safe, inclusive, and respectful learning environments throughout British Columbia.

Sincerely,

Lisa Beare
Minister



MEETING AGENDA ITEM #8

Action:		Information:	X
Meeting:	Regular	Meeting Date:	September 29, 2026
Topic:	Superintendent of Schools' Monthly Report		

Background/Discussion:

Attached for reference is the Superintendent of Schools' Monthly Report for presentation at the September 29, 2026, 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:

Information only; no action required.

Presented by: Superintendent of Schools

Superintendent's Report to the Board

September 2026



A Message from the Superintendent

Ama Sah / Good Day,

Welcome to the 2026–2027 school year! It has been wonderful to see our schools once again filled with the energy, enthusiasm and possibilities that come with the beginning of a new year. Over the first few weeks of September, I have had the opportunity to visit schools, connect with students and staff, and see firsthand the tremendous care and preparation that goes into creating welcoming places for our learners.

As we begin the year, we remain grounded in our District Strategic Plan, *Engage, Ignite, Empower*, and most importantly, in our shared commitment to students. Across the district, we continue to strengthen student learning while creating environments where every learner feels welcomed, supported and a sense of belonging. This work is made possible by the many people who contribute each day: our teachers, support staff, school and district leaders, administrative assistants, operations staff, families, First Nations and community partners.

This month's Superintendent's Report highlights some of that collective work. From welcoming new educators and international students, to professional learning, literacy, mental health and well-being, community partnerships, and the many people working behind the scenes, there is much to celebrate as we begin the year.

One of the priorities I continue to value as Superintendent is being present in our schools and communities. Visiting classrooms, talking with students and staff, and participating in community events provides important opportunities to listen, learn and strengthen relationships. These connections help us better understand what is working well, where we can continue to grow, and how partnerships across our communities can enrich the experiences and opportunities available to our students.

Thank you to everyone who has contributed to such a positive start to the school year. I look forward to continuing to visit our schools, learning alongside our staff and students, and celebrating the many successes that will unfold throughout 2026–2027.

With gratitude and appreciation,

Tracey MacMillan, Superintendent



Upcoming Dates:

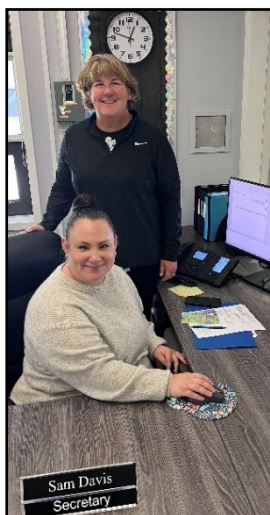
September 30 - National Day for Truth & Reconciliation
October 12 – Thanksgiving Day
October 23 – Provincial Pro-D

Superintendent's Report to the Board

September 2026



Celebrating Our School Administrative Assistants: Thank You!



Kitimat City High: Nancy Tormene, Principal and Sam Davis, Administrative Assistant

I would like to extend special recognition and a sincere thank you to our School Administrative Assistants across the district for the tremendous work they do, particularly behind the scenes in preparation for the opening of school. From new student registrations, MyEducation BC data entry, schedules and class lists, to welcoming families, supporting students who come to the office, and responding to the many questions that arise throughout a busy school day, their role is invaluable.

During my recent visits to all Kitimat schools, I witnessed firsthand the warmth, care, organization, and welcoming presence our Administrative Assistants bring to their schools.

Often the first person students and families meet when entering a school, they help set the tone for a welcoming school community.



Kildala Elementary (left to right): Vicky Venture, Administrative Assistant and Chrysta Carreiro, Principal

To all of our School Administrative Assistants across the district, please know how much we appreciate you and the important work you do each day!



Nechako Elementary (left to right): Gregory Judas (Administrative Assistant), Cori Boguski (Incoming Principal), and Tom Wilkinson (Incoming Vice-Principal).



Mount Elizabeth Middle Secondary (left to right): Janelle Hittel (Principal), Colton Rand (Vice Principal), Stacey Rodrigues (Vice-Principal), **Administrative Assistants:** Caitlin McAloney, Amanda Morden, Deanna Muldoe, and Tracey MacMillan (Superintendent)

International Student Program (ISP): Host Family Orientation

I had the opportunity to attend the Coast Mountains School District International Student Program Orientation for homestay host families and enjoyed meeting this diverse and welcoming group. Throughout the evening, host families participated in interactive sessions focused on supporting international students, program



Superintendent's Report to the Board

September 2026



Left to right: Joe Dominguez (ISP Administrator), Tamara Dickens (Homestay Host Liaison), Tracey MacMillan (Superintendent), and Maiya Dominguez (Homestay Host Liaison)

highlights and planned activities, as well as safety and communication procedures. This year, we are pleased to welcome students from Germany, the Netherlands, Brazil, Spain, the Czech Republic, Japan, Switzerland, and Italy. As the program continues to grow, we are also excited to begin a new partnership with Prince Rupert School District. International students bring different cultures, languages, experiences, and perspectives into our classrooms, broadening the world view of our students while creating friendships and connections that can last well beyond their time in our communities.

Thank you to Joe Dominguez, International Student Program Administrator, Maiya Dominguez, Homestay Host Liaison, and Tamara Dickens, our new Homestay Host Liaison in Prince Rupert, for their commitment to supporting our international students and homestay families. I also extend my appreciation to our high school principals, teachers, support staff, and school communities throughout the district for welcoming our international students and helping them feel connected and supported during their time with us.

A heartfelt thank you to our host families for opening their homes and welcoming our students. Host families are the backbone of our International

Student Program. Your kindness, care, and generosity make this program possible.

Celebrating 36 Years of Service

We wish Patsy Chant all the very best in her retirement following an incredible 36 years of service to Coast Mountains School District. Beginning her career at Lakelse High School in 1990, Patsy went on to serve students at Skeena Junior and Caledonia Secondary as a teacher, counsellor, and mentor. Chant Patsy was celebrated in June for her dedication to students and the many positive contributions she has made to our school communities. Thank you, Patsy, for 36 wonderful years of service, and best wishes for a happy and well-deserved retirement!



Photo 1: Superintendent MacMillan congratulates Patsy Chant on her retirement and 36 years of service to CMSD.

Photo 2: Patsy Chant (centre) celebrates her retirement alongside colleagues Danielle Allain (left) and Kelley Axelson (right).

Photo 3: Patsy Chant celebrates her retirement with Caledonia Secondary Principal Keith Axelson

Superintendent's Report to the Board

September 2026



Principals & Vice-Principals Summer Forum: August 2026

On August 26 and 27, our Principals and Vice-Principals came together for two days of learning, collaboration, relationship building, and preparation for the 2026–2027 school year. The forum reflected our shared commitment to *Learning Together, Realizing Success for All – Engage, Ignite, Empower*. As part of my continued learning and practice of Compassionate Systems Leadership, we began our collaborative work by focusing on connection, relationships, and the importance of leading together.

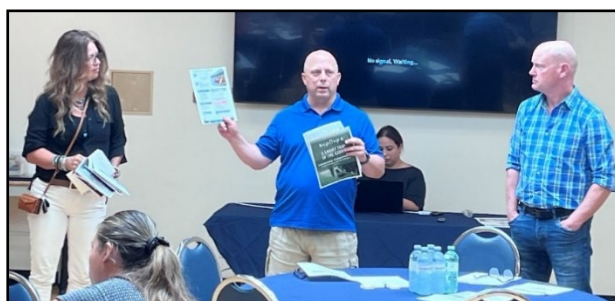


Thank you to Elder Anne McDames for welcoming everyone to the Territory.

Throughout the two days, PVP engaged with District Education Team members and one another in preparation for school start-up and our continued focus on student learning. Key areas included Literacy and Early Learning, Numeracy, Inclusive Education, Indigenous Education, School Growth Plans, and other district priorities. This year, we were also pleased to welcome local First Nations Education Directors and Coordinators as we refresh our collective work to implement Local Education Agreements, with particular attention to supporting First Nations students living on reserve. We sincerely thank our Nation representatives for joining us and for their continued partnership.

A significant accomplishment introduced during the forum was our new *PVP Personal Leadership Professional Growth Plan*,

developed collaboratively over the past year with the Coast Mountains Administrators Association (CMAA). With the theme *Being in the Canoe: A Shared Process for Reflection, Purposeful Action, and Continuous Growth*, the plan focuses on leading with purpose, relationship, and responsibility to create the conditions for learning and thriving. The plan provides a shared process for professional reflection and growth while recognizing that leadership development is both personal and collective.



Coast Mountains Administrators Association President Cory Killoran (centre) facilitates the new PVP Personal Leadership Growth Plan session alongside Executive Members Pam Kawinsky (left) and Keith Axelson (right).



Thank you to Dan Hamel (Principal of NTETC; Surinder Dhaliwal, Thornhill Elementary and Julia Nieckarz (Director, Inclusive Education) for their presentation and work on the District's Accessibility Plan.

We also reviewed enhancements to our School Growth Plans, including a strengthened data section for the 2026–2027 school year. Both the School Growth Plans and PVP Personal Leadership Professional Growth Plans connect to the priorities of the District's Strategic Plan 2022–2027, *Engage, Ignite, Empower*, strengthening alignment between individual leadership growth, school improvement, and district priorities.

I am very appreciative of our Principals and Vice-Principals for the leadership, commitment, and many hours they dedicate to preparing their schools and teams for a successful start to the year.

We appreciate the local First Nations Education Directors and Coordinators who joined our PVP Forum for lunch and an afternoon of relationship-building and team activities.

Superintendent's Report to the Board

September 2026



Left to right: Dawn Morris, Education Coordinator (Sik-E-Dakh); Vanessa Shirey, Administrative Assistant, CMSD Indigenous Education Department; Donna Mortimer, Director of Instruction for Indigenous Education; Joe Sampare, Education Manager (Gitsegukla); and Elder Anne McDames (Kitselas)



Left to right: Colton Rand, Vice-Principal, Janelle Hittel, Principal, Chrysta Carreiro, Principal, Nancy Tormene, Principal, Jocelynn Drew, Haisla Director of Education and Training Annette Sorenson (far right) engages with Kitimat school Principals and Vice Principals.

The forum also provided an opportunity to recognize several PVP for their long-term service and contributions to our schools, students, families, and district. Congratulations!



We also extend our best wishes to Julia Jacobs as she transitions to a new leadership opportunity in another school district. We thank Julia for her contributions to Coast Mountains School District and wish her every success in this next chapter.



Superintendent Presents Long Term Service Awards (Left to right):
 Steve Wallace – 15 Years (Principal, Ecole Mountainview)
 Joe Dominguez – 20 Years (International Student Program Administrator)
 Cori Boguski – 30 Years (Vice Principal, Nechako Elementary)
 Mark Newbery – 30 Years (Vice Principal, New Hazelton Elementary)
 Tracey MacMillan Superintendent of Schools



Thank you to all of our school leaders for the important work you do each day in support of our learners. Here are PVP learning and leading together through collaboration, shared learning, reflection, and team-building activities during the two-day Summer Forum.



Superintendent's Report to the Board

September 2026



Crisis Prevention Intervention Training at Parkside Secondary

Whole-Staff Professional Learning Experience



Left to right: Dallas Ehman, Lauren Maritneau, and Alexis Stephens (Indigenous Support Workers), Phil Blundon (Teacher), Rachel Blencowe (Youth Support Worker), Nicole Boivin (Administrative Assistant), Alisha Cameron (Teacher), Kirsty Evans (Teacher), Dave Griffin (Teacher) and Marc Eliuk (Teacher).

Parkside Secondary's whole-staff participation in CPI training with Bobbie Pastershank, District Behaviour Interventionist, was an extremely positive and valuable professional learning experience. Staff participation throughout the training was outstanding, with team members actively engaging in discussions, activities, demonstrations, and collaborative learning. The willingness of staff to contribute their experiences, ask thoughtful questions, and practice new strategies created an energetic and supportive learning environment. Bobbie provided excellent instruction, combining her expertise with practical examples and clear explanations that made the training relevant and applicable to the day-to-day realities of supporting students at Parkside.

The training also provided an excellent opportunity for team building and strengthened our shared approach to supporting student behaviour. Working together allowed staff to explore a range of proactive interventions, de-escalation strategies, and appropriate responses to challenging behaviours while developing greater consistency in how we support students across the school. The experience reinforced the importance of understanding behaviour as communication and approaching students with empathy, safety, dignity, and a focus on prevention. Most importantly, the training strengthened our collective capacity and confidence as staff and provided practical tools that we can use to create a safe, supportive, and responsive learning environment for all Parkside students.

(With appreciation to Zachary Frankel, Principal at Parkside Secondary School for this contribution.)

Superintendent's Report to the Board

September 2026



Closer to Home – NICU Ribbon Cutting



On Saturday, September 19th, I was honoured to join CMSD Board Chair Margaret Warcup for the ribbon-cutting ceremony celebrating the new Neonatal Intensive Care Unit (NICU) at Ksyen Regional Hospital. The event brought together donors, partners, volunteers, and community members whose collective efforts helped make this important addition to health care in our region possible.

As Superintendent, I value maintaining strong relationships within the communities we serve. It was especially meaningful to mark the opening of a service dedicated to some of our youngest residents—infants who may one day become students in our schools. We also proudly recognize Board Chair Margaret Warcup, who served as Co-Chair of the campaign Cabinet and

played an important role in bringing this initiative to fruition. We thank Margaret for her leadership and service, which extends well beyond K–12 education.

Celebrating this important milestone for our region: Board Chair Margaret Warcup and Superintendent MacMillan at the NICU ribbon-cutting ceremony.

NICU Campaign Co-Chair Margaret Warcup (front row) joins community members for the official ribbon-cutting.



Building Community Partnerships

The event also created a valuable setting to meet with industry and community partners and discuss ways to support learning and career experiences for CMSD students. I enjoyed meeting Bernadette Pelletier of KSM Mining ULC / Seabridge Gold. On October 14–15, CMSD students will participate in an overnight field trip to the KSM (Kerr–Sulphurets–Mitchell) Project, where they will learn more about the industry and potential career pathways. We look forward to building on this relationship and identifying other ways our students may benefit.



Superintendent MacMillan in conversation with Bernadette Pelletier of KSM Mining ULC / Seabridge Gold about future possibilities for CMSD students. ➔

Board Chair Margaret Warcup and I were also pleased to meet John Mullally, Head of External Relations & Social Performance with Newmont Canada. We plan to continue our discussions about potential partnerships that could provide additional learning and career experiences for students across our district.

➔ *Left to right: Superintendent Tracey MacMillan, John Mullally of Newmont Canada, and CMSD Board Chair Margaret Warcup at the NICU ribbon-cutting celebration.*



Superintendent's Report to the Board

September 2026



New Teacher and TTOC Orientation



Front Row, left to right: Kyla Magnusson, Manager of Human Resources and Joslyn Bagg, CMTF Co-President.

Back Row, left to right: Kiran Bath, Director of Human Resources, Roberta Taylor, Human Resources Officer, Terry Marleau, CMTF Co-President, Tracey MacMillan, Superintendent of Schools, and Phillip Barron, Director of Learning Services.

This year, we are pleased to welcome approximately 40 new teachers and Teachers Teaching on Call (TTOCs) to Coast Mountains School District, with new educators joining schools across Terrace, Kitimat, Hazelton, Kitwanga, and Stewart. On September 3, more than half joined us for the New Teacher and TTOC Orientation, co-planned and facilitated by the CMSD Human Resources Department and the Coast Mountains Teachers' Federation (CMTF). It was a wonderful opportunity to welcome our new educators, build connections, and share information to support a positive start to the school year. Kiran Bath, Director of Human Resources, and the HR team shared information about pay, benefits, and district supports; CMTF Co-Presidents Joslyn Bagg and Terry Marleau reviewed Collective Agreement highlights; and Phillip Barron, Director of Learning Services, introduced the New Teacher Mentorship Program. I was also very pleased to personally welcome our new educators to CMSD.

Many of this year's new teachers were recruited through the numerous recruitment fairs attended by CMSD across Canada. We thank Kiran and our Human Resources team, along with our staff recruiters, for their tremendous efforts to attract qualified educators to our northern communities. In particular, we recognize Ryan McCann, Vice-Principal at Hazelton Secondary School, who helped recruit seven teachers from Queen's University, his alma mater. It is wonderful to see these collective recruitment efforts resulting in qualified educators choosing to begin or continue their careers in our schools and communities.



Ryan McCann, (second from left) welcomes newly graduated teachers from Queen's University to Coast Mountains School District.



Welcome to CMSD! We are so pleased to have you as part of our team and wish all of our new teachers and TTOCs a fantastic year ahead!



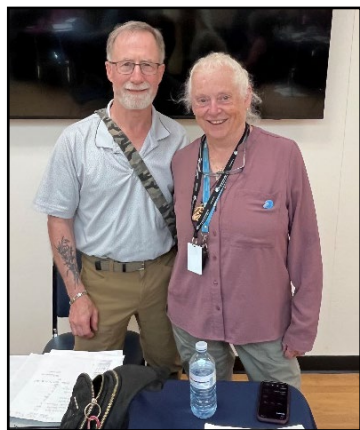
Welcoming new teachers and TTOCs to Coast Mountains School District at the 2026 New Teacher and TTOC Orientation. We are pleased to have you as part of the CMSD team!

Superintendent's Report to the Board September 2026



Rotary Club of Terrace Skeena Valley

Rotary Club of Terrace Skeena Valley: Starfish Pack Program



*Rotarians David Oatway and
Margaret Warcup*

During our August Principal/Vice Principal Forum, we were pleased to welcome representatives from the Rotary Club of Terrace-Skeena Valley to share information about the Starfish Pack Program. This important community initiative provides food for students to take home for the weekend, helping to support children and families across the Terrace and Thornhill area schools including students at Thornhill Primary School, Thornhill Elementary School, Cassie Hall Elementary, Uplands Elementary School, Suwilaawks Community, Skeena Middle School, Parkside Secondary School, and Caledonia Secondary School.



We greatly appreciate the Rotary Club, its volunteers, community partners, and donors for their continued commitment to supporting our students. For more information about the Terrace Starfish Pack Program, including how to make a donation, please visit the [Terrace Starfish Pack Program website](#).

Community Spotlight: Rotary Club of Terrace Skeena Valley

Suwilaawks Community School extends its sincere appreciation to the Rotary Club of Terrace Skeena Valley for the generous donation of a commercial washer and dryer. This practical contribution will help ensure students have access to clean clothing, towels, and other essentials when needed, supporting their comfort, confidence, and readiness to learn.

Supporting the whole child means recognizing that students' everyday needs are closely connected to their learning and sense of belonging. Rotary's generosity strengthens the school's ability to respond to these needs with care and reflects the important role community partners play in creating welcoming and supportive learning environments.

On behalf of Coast Mountains School District, thank you to the Rotary Club of Terrace Skeena Valley for its continued commitment to students and families. Partnerships such as this help make our schools places where every child feels valued, supported, and ready to participate.

Featured in the poster, left to right: Pam Kawinsky, Principal, Suwilaawks Community School; and Rotarian / Past President LeeAnn Wilson.





Integrated Child & Youth (ICY) Teams: Bringing Supports Together

The ICY model brings together professionals from education, health, child and youth mental health, substance-use services, Indigenous and cultural supports, and peer and family support to provide coordinated, wraparound care for children and youth. The team can include an ICY Program Leader, Child and Youth Mental Health clinicians, school-connected clinical counsellors, youth substance-use clinicians, youth peer support, FamilySmart family/caregiver peer support, Indigenous and/or multicultural support, and administrative support. Other people important to the child or youth—such as family members, Elders, physicians, social workers, coaches, counsellors and community supports—can also be brought into the circle of care when appropriate.

A key strength of the ICY approach is that children, youth and families do not have to navigate multiple systems on their own. Instead, partners work together to coordinate care, share responsibility for transitions between services, and connect young people with the right level of support in the places where they feel most comfortable, including schools, homes and community settings.

FamilySmart is an important part of this model, providing family peer support from individuals with lived experience of navigating mental-health and/or substance-use challenges with a child or youth. This provides parents and caregivers with someone who can listen, offer practical support, share resources and help families navigate what can sometimes feel like a complex system.

As we gear up for another school year, we look forward to continuing to strengthen these connections and ensuring children, youth and families experience a more connected and supportive pathway to care.

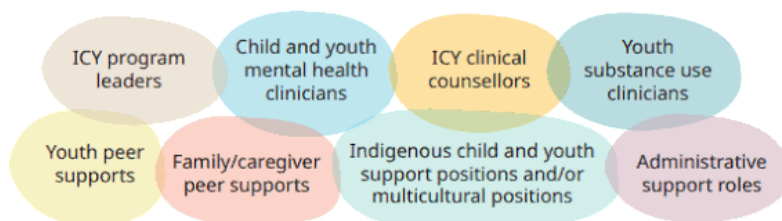
<https://www2.gov.bc.ca/gov/content/governments/about-the-bc-government/mental-health-and-addictions-strategy/integrated-child-youth-teams>



Integrated
Child & Youth
Teams

Who are ICY Team members?

Core team members, employed through health authorities, school districts, the Ministry of Children and Family Development as well as other employers:



Where positions already exist in the community, they are assigned to the teams (e.g., CYMH clinicians and substance use service providers), as appropriate.

Additional team members identified by the child or youth may be included, such as cultural or religious/spiritual support, family, friends, family physicians, social workers, coaches, support people, Elders, other counsellors or professionals (not additional funding).



Left to right: Julia Nieckarz, Director of Inclusive Education, Danielle Plummer, Northern Health ICY Program Lead, and Ikiner Chohan, Provincial Support Office

(With appreciation to Julia Nieckarz, Director of Inclusive Education, for this contribution.)

Superintendent's Report to the Board

September 2026



Mental Health Spotlight: Belonging, Connection & New Beginnings

September brings lots of change for our children, youth, new teachers, classmates, routines and expectations. While some children jump into a new school year with excitement, others may need more time to find their footing. Feeling like we belong is an important part of well-being. When children and youth feel connected to their school, peers and trusted adults, they are more likely to feel safe, supported and ready to learn.



What's Happening At School?

This month, students may be exploring belonging, connection, and healthy relationships in their classrooms and through Open Parachute. We're excited to share that the following schools are implementing Open Parachute this year:

- Skeena Middle, Hazelton Secondary, Kitwanga Elementary, Uplands Elementary, Bear Valley, Nechako Elementary, Kitimat City High, École Mountainview Elementary, Cassie Hall Elementary, Caledonia Secondary, Majagaleehi Gali Aks Elementary, and Thornhill Primary.

SPOTLIGHT: CASSIE HALL:

"I'm feeling sad that this is my last year at Cassie Hall. I've had some friends here since Kindergarten and I really like my teachers."

"I'm new this year, and I already have friends."



What Can Happen at Home?

A simple way to stay connected is to create opportunities for conversation. Instead of asking **"How was school?"** Which often gets a *"fine."* Try a question inviting your child to tell you a little more. **"Who made you smile today?"** **"What was one good part and one hard part of your day?"**

Resources for Parents and Families:

Open Parachute

Helping your child Transition from Elementary to Middle School

https://learn.openparachuteschools.com/parent/login?id=CA_Zmz6DRC8&resource=zg9VTps3SkYDLEWUyuoDc

Supporting Your Child Through Challenges

https://learn.openparachuteschools.com/parent/login?id=CA_Zmz6DRC8&resource=xXNH_Aip73YVzRM46ag8L

Kelty Mental Health Resource Centre: [Home](#) | [Kelty Mental Health](#)

Resources for BC families to learn about children's and youth mental health, well-being and how to provide support.

Foundry Terrace BC: [Foundry Terrace](#) | [Foundry BC](#)

Mental-health and wellness information and supports for young people ages 12–24 and families.

September Conversation Starter

"Where are the places, and who are the people, that help you feel like you belong?"

(With appreciation to Kateri Clay & Pamella Groves, District Inclusive Education Teachers for this contribution.)

Superintendent's Report to the Board

September 2026



Skeena Reads: Bringing Students Together Through Reading

Last school year, Skeena Middle School launched *Skeena Reads*, a student-led book club that brought students together to share their interest in reading. Students met each Wednesday at lunch to discuss their novels, exchange perspectives, and enjoy conversations with fellow readers. Members selected each month's book themselves, giving them a voice in shaping the club and exploring stories that interested them.

Skeena Reads provided a fun and social way to promote and celebrate literacy within the school. By creating space for students to share ideas and connect through books, the club encouraged both an enjoyment of reading and a sense of belonging.

A special thank you to Kelsey Wiebe, Teacher, for initiating *Skeena Reads* and supporting its first year, and to Baylie Garbert, Teacher, who joined in supporting the club later in the school year. Their contributions created a valuable opportunity for students to come together as a community of readers.

I also wish to recognize the Skeena Middle School Parent Advisory Council (PAC), whose funding helped make this opportunity possible, and the students whose participation and enthusiasm made the club's first year a success. With plans underway for *Skeena Reads* to return this school year, we look forward to seeing this community of readers continue to grow.



Left to right: Students - Liam Neville, Lorenzo Salalila, Kelsey Wiebe (Teacher), Megan Black, Ishika Ishika, Ama Miller, Jaiden Zloklikovits, Leslie Fisher, and Skye Kiral

(With appreciation to Kelsey Wiebe, Teacher at Skeena Middle School, for this contribution.)

Strengthening Numeracy Across the District

By investing in mentorship, the district supports the well-being and professional growth of its staff while strengthening consistency and quality of learning for students. The program reflects a shared responsibility across schools and the district to ensure that new teachers and LOP staff know they are part of a supportive professional community.

Coast Mountains School District 82 is continuing to strengthen numeracy instruction through a coordinated effort to support teachers and students across the district. This year, more than 60 teachers are piloting two numeracy programs in their classrooms. Their experience and feedback throughout the year will help the district understand how the programs support student learning and inform future decisions about resources and professional learning.

Schools are also receiving materials and manipulatives to support hands-on mathematics instruction. These resources give teachers more ways to help students explore concepts, explain their thinking, and build a strong foundation in numeracy.

Superintendent's Report to the Board

September 2026



The District Numeracy Working Group continues to guide this work. This year, the group is focusing on refining the K–3 scope and sequence, reviewing feedback from the pilot programs, and identifying resources that will support consistent numeracy instruction across schools. The district is also working to provide quality professional learning opportunities for staff and to build a library of professional literature focused on numeracy.

Our newly established District Numeracy Lead Teacher, Lana Hanna, is working with staff across the district, with particular attention to new teachers and staff working on Letters of Permission (LOPs). This support includes helping teachers become familiar with available resources, plan instruction, and connect with colleagues as they develop their practice. Lana Hanna also intends to be available to support teachers across the district, including those piloting the numeracy programs. She works alongside staff to explore resources, plan instruction, and share practical strategies that respond to the needs of their classrooms.

There is a great deal of excitement about the numeracy work currently underway. Teachers' willingness to try new resources, share their learning, and support one another is helping build a district-wide approach to numeracy that can grow and improve over time. We are deeply grateful to LNG Canada for its incredible support, which has made this work possible.

(With appreciation to Phillip Barron, Director of Learning Services, for this contribution.)

Numeracy Lead Introduction

My name is Lana Hanna, and I am excited to introduce myself as the Numeracy Lead Teacher for CMSD. I was a student in Terrace and have been teaching in Terrace since 2008, primarily at École Mountainview (K-4) where my focus has been on the Numeracy curriculum. I have also used my Special Education certificate as Learner Support teacher, and I have filled in as a Teacher Librarian.

I have been busy this month introducing myself to staff at schools around the district, meeting with teachers who are new to our school district to ensure they are set up for a successful year of teaching math and helping with the roll out of the new math pilot projects.

I look forward to spending more time in classrooms supporting teachers and getting manipulatives into the schools that need them. Everywhere I go, I hear gratitude that we are focusing our attention and efforts on improving and supporting numeracy in the district. It means a lot to me that I get to be a part of this team.

(With appreciation to Phillip Barron, Director of Learning Services, for this contribution.)





Supporting New Educators Through Mentorship



Left to right: Kassia Nameth, Principal, Kitwanga Elementary School; Hattie Aldag, Primary Teacher; Aubrey King, Intermediate Teacher; and Shivani Sharma, Intermediate Teacher

Coast Mountains School District is committed to helping new teachers and staff teaching on Letters of Permission (LOPs) feel supported, connected, and confident in their work. Beginning when staff are hired and continuing throughout the school year, mentorship supports are available across the district to respond to the practical questions and professional learning needs that arise in classrooms.

New teachers and LOP staff can connect with experienced teachers, coaches, and mentors for support with classroom setup, instructional planning, assessment, inclusive educational practices, and finding appropriate materials and resources. Professional learning opportunities and connections with colleagues provide further opportunities to ask questions, share ideas, and strengthen practice. School administrators also play an important role in helping staff identify and access the support they need.

This support is especially valuable for staff teaching on LOPs, who may be entering the classroom through a different pathway and learning many aspects of the role at once. Having a trusted colleague to turn to can make day-to-day challenges more manageable and help staff grow in their practice over time.

(With appreciation to Phillip Barron, Director of Learning Services, for this contribution.)



ISSUE 01 | SEPTEMBER 2026

NUMERACY NEWSLETTER

Communicate, Collaborate, Congratulate

Making Math Matter

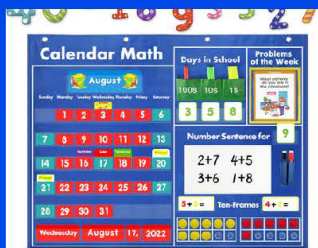
Build Numeracy into Your Everyday Classroom Routines

Making math a regular part of everyday routines is a great opportunity to reinforce skills, introduce new concepts, and help students recognize how math fits into everyday life in a way that supports growth and reduces anxiety. As you set up your routines for the year, think about how you can add bite sized math. Whether you start the day with a "Good Question," Silent Math practice, or Calendar Time, you are warming up those brains!

Numeracy News

- Setting up accounts and workshops for the MathUp! and Mathology Pilots
- Preparing manipulatives to deliver to the schools

For support, contact:
iana.hanna@cmsd.bc.ca

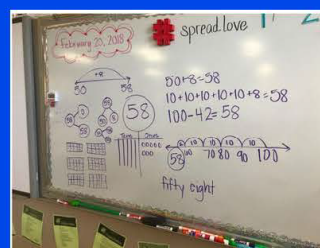


Primary Grades

Calendar Time Ideas

- count the days you've been in school using ones, tens and hundreds to build place value skills
- add a patterning element to the dates on your calendar
- skip counting, subitizing, friends of 10 practice
- daily estimation

[READ MORE](#)



Elementary Grades

Morning Routine Ideas

- number talks
- have students represent attendance as a ratio, fraction, or percentage
- have students answer a question of the day while taking attendance
- make math fact practice a part of your entry routine

[READ MORE](#)

UPCOMING EVENTS



Upcoming Math Workshops:



MyPITA Pro-D (On line)
23 Oct, 2026



BCAMT Math Conference
23 Oct, 2026

Superintendent's Report to the Board

September 2026



October 23, 2026

Professional Development

Universal Design For Learning (UDL)

UDL is a way of designing teaching and learning so that all students can participate, learn, and show what they know in ways that work for them.

BELONG

LEARN

GROW

SUCCEED



Meeting via Teams



9:00

Introduction to UDL and
CMSD Sharepoint Resources:
The 3 Block Model of UDL
by Jennifer Katz Video Series



9:30

Self Directed Learning

Chose a topic to learn
about on your own.



Register with

Kateri.Clay@cmsd.bc.ca

or

Pamella.groves@cmsd.bc.ca

Choose Your Topic of Interest:

- Equity, Diversity, Justice & Inclusion
- UDL & the Three Block Model
- Creating Inclusive Classroom Climates
- Mental Health, Trauma & Challenging Behaviour
- Inclusive Instructional Practice
- Starting the Year
- Universally Designed Literacy Instruction & Assessment
- Universally Designed Numeracy Instruction & Assessment
- Indigenous Perspectives & UDL
- Inclusion in High School
- Tier 2/3 Supports in a UDL Framework
- Paradigm Shift in Supporting Struggling Learners
- Including Students with Exceptionalities in Tier 1
- Tier 2 in Inclusive Education
- Tier 3 in Inclusive Education
- Working with Families

Different Learners.
Brighter Futures. ♥

More Inclusive Classrooms.
Stronger Communities. ♥32



SD 82 Self-Directed Study ADHD Professional Development Day

ROLLING WITH ADHD for Teachers

Rolling with ADHD is an online resource for parents, teachers and teens developed by BC Children's Hospital and The Province of BC.



You can access the resource:

<https://healthymindslearning.ca/rolling-with-adhd/>



Practical
Strategies



Real-Life
Examples



Tools &
Resources



Support for
Learning



Strategies
for Daily Life

ADHD Strategy Navigator for Teachers

A team of ADHD specialists offer evidence-based insights, ideas and strategies to help your ADHD students thrive in your classroom.

You can access the resource:

<https://healthymindslearning.ca/rolling-with-adhd-for-teachers/>

Learn about the following topics:

- ADHD Basics
- Identifying ADHD
- Restlessness
- Distractibility
- Impulsivity
- Your Connection
- Your Direction
- Organizing Time
- Organizing Plans
- Organizing Space
- Homework





**COAST MOUNTAINS**
SCHOOL DISTRICT 82



LITERACY
Connections

September 2026 1

Our monthly newsletter for educators, by educators.

Sharing ideas.
Celebrating success.
Building a culture of literacy.

IN THIS ISSUE

- ✓ Current research on literacy
- ✓ Scholarly review
- ✓ Innovative practices in CMSD
- ✓ What's new in B.C. literacy
- ✓ Quick literacy finds
- ✓ Monthly engagement draw

STRONG ROOTS. BRIGHT FUTURES.

Literacy is at the heart of everything we do. Together, we inspire, empower, and transform learners across Coast Mountains School District 82.

R SCHOLARLY REVIEW

Science of Reading Podcast for Grades 7-9, featuring Jeanne Schopf, author of Reading Isn't Optional.

Dyslexia Canada has been working collaboratively with B.C.'s Ministry of Education and Child Care. Read their latest blog.

R CURRENT RESEARCH ON LITERACY

Current research confirms that effective literacy instruction brings together explicit foundational-skills teaching, oral language, vocabulary, fluency, background knowledge, comprehension and writing. Students need systematic instruction in how written language works, alongside regular opportunities to read rich texts, discuss meaningful ideas and write for authentic purposes.

R INNOVATIVE PRACTICES IN CMSD

Most of our schools demonstrated reading growth this past year - with one school achieving an impressive 17.5% increase!

Consistent use of UFLI in Tier 1 and Tier 2 contributed to this success. Since beginning this focused work, our district's overall reading results have improved by more than 13%.

BC WHAT'S NEW IN B.C. LITERACY

View current Ministry literacy initiatives, screening information and teacher resources.

OPEN THE B.C. LITERACY SUPPORTS PAGE

+ QUICK LITERACY FINDS

K-3 Literacy Framework
4-6 Literacy Framework
7-9 Literacy Framework

Available on SharePoint

MONTHLY ENGAGEMENT DRAW



Scan to respond and enter the monthly literacy draw.

**We want to hear from you!**

Share your stories, activities, resources or cool literacy finds.


Email Tina at: tina.mcdonald@cmsd.bc.ca

**UPCOMING LITERACY EVENTS & OPPORTUNITIES**
Save the dates and join us!

K-6 Book Study starts November 25th -spots still available
7-12 Book Study starts October 14th Acadience training in K-6 happening in September and October and 7-9 stay tuned for dates in November.

Looking for UFLI training, contact Catherine Begin or Hayden Drygas @cmsd.bc.ca

NEW PRIZES EACH MONTH!

**WAYS OF KNOWING & BEING**

**CONNECTED LEARNING COMMUNITIES**

**IMPACTFUL LEARNING EXPERIENCES**

**OUR GOALS:** **RELEVANCY** | **INCLUSIVITY** | **EFFECTIVENESS** 

Coast Mountains School District 82 provides education on the traditional, ancestral, and unceded territories of the Ts'msyen, Gitksan, Haisla, and Nisga'a Nations.





StrongStart

Early Learning Centres

A FREE Parent Participation Program for Children 0-5 Years

Cassie Hall Elementary

2620 Eby Street Terrace

250-635-5646

Rachel.gull@cmsd.bc.ca

Monday – Friday 9:00 am – 11:30 am

**Play
Connect
Belong**

Kildala Elementary

803 Columbia Avenue Kitimat

250-632-6194

Joanne.mueller@cmsd.bc.ca

Monday – Friday 9:00 am – 12:00 pm

**Explore
Create
Learn**

Suwilaawks Community School

3430 Sparks Street Terrace

250-638-0306

Marlee.gray@cmsd.bc.ca

Monday – Friday 9:00 am – 12:00 pm

**Discover
Share
Grow**

Thornhill Primary

Thornhill

250-635-7066

Jeff.coroghly@cmsd.bc.ca

Monday – Friday 8:30 am – 11:00 am

**Imagine
Play
Thrive**

What We Offer

- Open to all Terrace and Kitimat families
- Nutritious snack provided
- Open weekday mornings
- Parent/Care Provider participation required “stay and play”, share in your child’s learning
- Operates September to June
- Closed on all school holidays and non-instructional days



Every
Child
Matters
Here!

Your Child Will Explore:

- Arts and Crafts
- Puzzles and Toys
- Sensory Play
- Science Exploration
- Blocks
- Active Play (on and off-site)

- Stories, Songs, Rhymes and Music
- Play Dough
- Play house and Dress-up
- Trains and Transportation
- And so much more!



**Strong Children
Stronger
Communities**



COAST MOUNTAINS
SCHOOL DISTRICT 82

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



Ministry of
Education and
Child Care

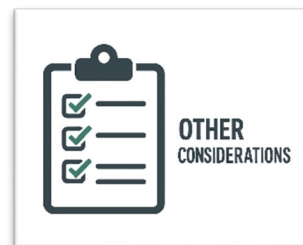
Superintendent's Report to the Board

September 2026



Ongoing Considerations

In addition to celebrating successes, we also recognize the ongoing areas of growth our district is working through, which are outlined below to provide transparency and context for our shared journey forward.



Student Attendance and Engagement

As the school year begins, regular attendance and engagement remain important areas of focus. Schools and district staff will continue working with students, families, First Nations and community partners to strengthen connections, identify barriers to attendance, and provide appropriate supports for students who may require additional outreach.

Recruitment and Retention

While we are pleased to welcome many new educators to CMSD this year, recruitment and retention of qualified staff continue to require sustained attention across our northern and remote communities. We will continue strengthening recruitment efforts while also focusing on mentorship, professional learning, leadership development and supports that help staff feel connected to our schools and communities.

Mount Elizabeth Middle Secondary School (MEMSS) Replacement

The replacement of Mount Elizabeth Middle Secondary School remains a significant capital priority for Coast Mountains School District. We are encouraged by the progress made with the Ministry of Infrastructure and will continue our advocacy and planning work to ensure the needs of students, staff and the Kitimat community remain at the forefront as this important project moves forward.

Student Belonging and Well-Being

Creating schools where every student feels known, welcomed and connected remains an ongoing priority. As highlighted throughout this report, belonging is closely connected to student well-being and readiness to learn. We will continue to monitor student experiences and strengthen inclusive, culturally responsive and supportive environments across the district.

Supporting Diverse Student Needs

The complexity and diversity of student needs continue to require thoughtful planning and coordinated support. Strengthening collaboration among schools, Inclusive Education, Indigenous Education, families and community partners will remain important as we work to ensure students receive appropriate supports while continuing to build the capacity of our school teams.



MEETING AGENDA ITEM #9

Action:		Information:	X
Meeting:	Regular	Meeting Date:	September 29, 2026
Topic:	Indigenous Education Report		

Background/Discussion:

Attached for reference is the Indigenous Education Monthly Report for presentation at the September 29, 2026, Regular Board Meeting presented by Superintendent Tracey MacMillan.

The Indigenous Education Monthly Report will be shared with all local nations and provided for inclusion in the agenda package for the Regular Board Meeting.

Recommended Action:

Information only; no action required.

Presented by: Superintendent of Schools

9 Indigenous Education Report



June Year-End 2026





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A Message from the Director of Instruction, Indigenous Education

Skeena Indigenous Day Feast



Wright, Kitselas Education Coordinator; Donna Mortimer, Director, Indigenous Education; Marian Kotowich-Laval, Kitsumkalum Education Coordinator

As we begin the 2026–2027 school year, I want to welcome students, families, and staff back to our schools. September brings new opportunities to build relationships, learn from one another, and strengthen the supports and services available to Indigenous, Métis, and Inuit students.

I also want to extend my gratitude to the students, families, Elders, Knowledge Holders, Indigenous Support Workers, Language and Culture Teachers, educators, administrators, partner Nations, and community members who supported Indigenous Education across Coast Mountains School District 82 last year.

The 2025–2026 school year was filled with meaningful learning, cultural celebration, and opportunities for students to strengthen their connections to identity, language, land, and community. Across the district, students took part in feasts, land-based learning, traditional arts, language learning, and community gatherings that reflected the strength and richness of Indigenous knowledge and ways of knowing.

I was honoured to attend several special gatherings in the spring: the Hazelton Secondary School Graduation, the Cassie Hall Grade 6 Transition Feast, the Skeena Indigenous Day Feast, and Bear Valley School's Indigenous Day activities in Stewart. Each gathering brought people together to honour students, celebrate culture, and strengthen relationships with families and communities. At Bear Valley School, it was a privilege to take part in activities honouring Nisga'a culture, including helping to make fry bread.



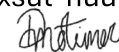
Tina McDonald, District Principal, Literacy; Julia Nickarz, Director, Inclusive Education; Sharon Bryant, Kitsumkalum Matriarch

I thank the Indigenous Education Council for its leadership, guidance, time, and commitment throughout the year. I also extend my appreciation to the Education Coordinators, whose ongoing work with students, families, and schools helps students feel connected, supported, and celebrated.

As the new school year unfolds, I look forward to deepening our connections with families and communities and working together to grow the supports and services available to Indigenous, Métis, and Inuit students. We carry forward our commitment to student success and to honouring the cultures, languages, and teachings of the Gitxsan, Haisla,

Nisga'a, and Ts'msyen Peoples.

T'oyaxsut 'nüün, I Thank



Donna Mortimer

Year in Review: 2025–2026

A Year of Growth, Connection, and Achievement

Throughout the 2025–2026 school year, Indigenous Education initiatives across Coast Mountains School District reflected a shared commitment to supporting Indigenous students through culture, language, relationships, and community engagement.

Key accomplishments included:

Strengthening Relationships and Partnerships

- Continued collaboration with Gitxsan, Haisla, Nisga’a, Ts’mSYen, Kitselas, and Kitsumkalum communities.
- Establishment and ongoing work of the Indigenous Education Council.
- Strengthened Local Education Agreement partnerships and community engagement.

Supporting Student Identity and Belonging

- Cultural celebrations, feasts, and community gatherings held throughout the district.
- Student leadership opportunities through Dudes and Girls Groups, mentorship programs, and cultural activities.
- Increased opportunities for students to connect with Elders, Knowledge Holders, and community members.

Language and Cultural Revitalization

- Expansion of Indigenous language learning opportunities.
- Support for language programs.
- Traditional arts, regalia making, drum projects, paddle painting, and cultural storytelling experiences.

Learning on the Land

- Land-based learning activities connected students to local territories, plants, watersheds, and traditional practices.
- Harvesting, environmental stewardship, and seasonal learning opportunities were integrated into school programming.
- Students developed deeper understandings of cultural teachings through direct experiences on the land.

Building Capacity

- District-wide professional learning focused on Truth and Reconciliation and Indigenous education.
- Indigenous Support Worker professional learning and collaboration opportunities.
- Participation in provincial Indigenous education conferences and learning institutes.

Together, these initiatives supported student success while strengthening connections to culture, language, community, and identity. The collective efforts of staff, families, Nations, and community partners continue to create learning environments where Indigenous students can thrive.

Learning Through Culture, Language, and Identity

Throughout the year, schools across Coast Mountains School District created meaningful opportunities for students to strengthen their understanding of culture, language, and identity through authentic learning experiences.

Students participated in a wide range of activities that connected them to Indigenous knowledge, traditions, and community. These experiences supported cultural pride, strengthened relationships, and created opportunities for students to see themselves reflected in their learning.

Highlights included:

Language Revitalization

Students engaged in language learning through classroom instruction, community partnerships, storytelling, songs, and cultural teachings. Language programs helped strengthen cultural identity while supporting the preservation and revitalization of Indigenous languages.



Traditional Arts and Creative Expression

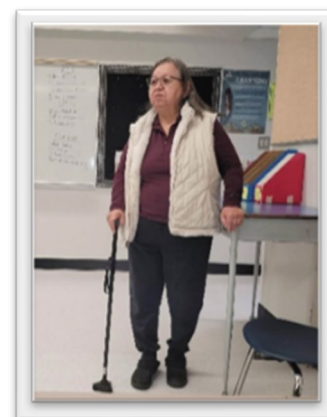


Students explored traditional and contemporary Indigenous art forms through drum making, paddle painting, formline design, regalia creation, beading, mural projects, and visual storytelling. These projects encouraged creativity while deepening understanding of cultural teachings and community histories.



Learning from Elders and Knowledge Holders

Elders, Knowledge Holders, and cultural educators played an important role throughout the year by sharing stories, teachings, protocols, and cultural knowledge. Their contributions provided students with opportunities for intergenerational learning and strengthened connections between schools and communities.



Celebrating Culture and Community

Welcoming feasts, Hoobiye celebrations, Red Dress Day activities, community gatherings, and cultural events brought students, families, and communities together. These experiences reinforced the importance of belonging, respect, and cultural continuity.

Across the district, students demonstrated pride in their cultures, confidence in their identities, and a growing understanding of the rich traditions and knowledge systems that continue to guide Indigenous communities today.

Learning on the Land: Honouring Place, Culture, and Community

Throughout the 2025–2026 school year, students across Coast Mountains School District engaged in meaningful learning experiences that connected them to the land, language, culture, and community. Guided by Elders, Knowledge Holders, Indigenous Support Workers, educators, and community partners, students learned through observation, exploration, storytelling, harvesting, artistic expression, and cultural teachings.

Learning on the land provides opportunities for students to deepen their understanding of local ecosystems, traditional knowledge, and Indigenous ways of knowing. Whether harvesting traditional foods, learning local languages, participating in cultural ceremonies, exploring forest trails, or creating art inspired by community teachings, students experienced learning that extended beyond the classroom walls.

The stories featured in this section highlight just a few of the many experiences that took place across the district this spring. Together, they demonstrate the power of place-based learning to strengthen identity, belonging, wellness, and connections to culture and community.

As the seasons changed and the school year drew to a close, students continued to learn from the land, celebrate their cultures, and create lasting memories alongside their peers, families, and communities.







Kildala Elementary School – Learning from the Land Through Devil’s Club Harvesting

On June 12, Grade 5 and 6 students from Kildala Elementary School participated in a land-based learning experience at Hirsch Creek, where they learned about the traditional harvesting and uses of Devil’s Club.

Guided by Indigenous Support Workers Maggie Russell and Carlos Tavares, along with Language and Culture Teacher Shelly Bolton, students explored the forest, learned about the importance of Devil’s Club in Indigenous traditions, and discussed the respectful protocols involved in harvesting and preparing the plant. Students gathered materials, peeled bark along the river, and created beads from the harvested Devil’s Club.

Throughout the day, students strengthened their connection to the land while learning traditional knowledge, building friendships, and working together outdoors. Experiences such as these help students develop a deeper appreciation for Indigenous teachings, environmental stewardship, and the important relationship between people and the natural world.

The day was filled with learning, laughter, and meaningful connections, creating memories that students will carry with them long after the experience ended.

- Contributed by Carlos Tavares, ISW

Kildala Elementary School – Learning from the Land Through Haisla Language, Plant Knowledge, and Traditional Teachings



Throughout the spring, students at Kildala Elementary School have participated in meaningful land-based learning experiences that strengthened their connections to Haisla language, culture, traditional plant knowledge, and the natural environment.

Mrs. Metz's Grade 2/3 class and Ms. Nicholson's Grade 2 class teamed up with Haisla Language and Culture Teacher Shelly Bolton to learn about local plants and their traditional uses. Through regular plant walks and outdoor learning experiences, students learned both the English and Haisla names of local plants while exploring their cultural, nutritional, and medicinal significance.

Students learned about sustainably harvesting and preparing wild greens, identifying local berries, and understanding the traditional uses of important plants such as Devil's Club and Cottonwood. This spring, students focused on Cottonwood trees and the medicinal properties of Cottonwood buds. They learned how to respectfully and sustainably harvest buds from windfallen branches and living trees while ensuring the ongoing health of the plants.

Using the harvested buds, students created Cottonwood oil and learned about its traditional uses for skincare and wellness. Students participated in every step of the process, from harvesting and preparing the buds to steeping them in olive oil and gently shaking the mixture each day over several weeks to extract the plant's natural resins. Once the oil was ready, students bottled it in roller bottles to take home as part of their summer first aid kits for use on bug bites, sunburns, bumps, and bruises.



Students also spent time observing the seasonal changes taking place in the forests surrounding Kitimat while learning Haisla language through hands-on experiences on the land. This month, they focused on ḡula'li (salmonberries), carefully monitoring the bushes and learning about the importance of salmonberries to the people, animals, and ecosystems of the Kitimat area. After respectfully harvesting the berries, students worked together to create delicious ḡula'li shortcakes, which were proudly shared with students and staff.

Their learning extended beyond the classroom through a visit to Minette Bay Lodge on the shores of the Douglas Channel. While exploring forest trails, students continued learning about local plants and their traditional uses. The day included roasting hotdogs over a campfire, enjoying Kibát' (elderflower) cordial, and singing and drumming with Language and Culture teacher Mrs. Shelly Bolton.



These experiences provided meaningful opportunities for students to learn directly from the land while strengthening their understanding of Indigenous knowledge systems, environmental stewardship, and cultural teachings. Through language learning, plant knowledge, traditional medicines, harvesting practices, and time spent outdoors, students developed deeper connections to Haisla culture, community, and the natural world.

What a wonderful way to celebrate a year of learning on the land and honouring the knowledge that continues to be shared across generations.

- Contributed by Janelle Hittel, Principal

Hazelton Secondary School

Learning Through Traditional Medicines, Art, and Cultural Teachings



Throughout the spring, students at Hazelton Secondary School participated in a series of hands-on cultural workshops led by Role Model Skyla Lattie. Over four sessions, students explored traditional medicines, cultural wellness practices, and Indigenous art while learning directly from community knowledge holders and Elders.

Students learned about the respectful harvesting and use of cedar

and other traditional plants, creating smudge kits, cedar and sage hydrosol, and cedar and lavender salves. They also explored creative expression through Lino stamp design and carving, developing both artistic skills and cultural understanding. Time spent outdoors harvesting materials and learning about plant medicines helped students build a deeper connection to the land and the teachings that accompany it.



Several sessions also brought together Role Models and Elders in Residence, creating a rich learning environment where students benefited from multiple perspectives, teachings, and lived experiences.

Through these experiences, students strengthened their understanding of traditional wellness practices, Indigenous knowledge systems, and cultural identity while building confidence, creativity, and connection to community.



Learning Highlights

- Harvesting and learning about cedar and traditional plant medicines
- Creating smudge kits and learning about ceremonial smudging practices
- Making cedar and sage hydrosol and cedar and lavender salves
- Designing and carving lino stamps
- Learning alongside Elders and community role models
- Strengthening connections to culture, wellness, and the land

- Contributed by Ryan Samson, Educator

The workshops created meaningful opportunities for students to learn through doing. Students worked together, shared stories, asked questions, and gained hands-on experience with traditional knowledge that continues to be passed from generation to generation.

Cassie Hall Elementary School – Learning Through Land, Water, and Place



This year, students in Jamie Koch's Grades 2/3 and Lindsey Murch's Grades 4/5 classes participated in meaningful land-based learning experiences that deepened their understanding of local history, culture, and the natural environment.

One highlight was a visit to Kitselas Canyon, where students learned about the rich history, culture, and traditions of the Kitselas First Nation. Through exploring this significant cultural site, students gained a greater appreciation for the enduring connection between Indigenous Peoples and the land. The experience provided valuable opportunities to learn about

traditional ways of life, the importance of place, and the stories that continue to shape the region today.

Students also participated in the Department of Fisheries and Oceans' *Stream to Sea Program*.

Beginning in the fall, students cared for salmon eggs in their classroom and observed the salmon life cycle firsthand as the eggs developed into alevins and eventually fry. Through this experience, learners developed an understanding of aquatic ecosystems, biodiversity, and the importance of salmon within local environments.



In May, students visited Herman's Creek to release the salmon they had raised throughout the school year. While at the creek, they participated in a variety of educational activities focused on stream ecology and the biodiversity of life found in and around local waterways. Students explored the habitat, observed the natural environment, and learned about the interconnected relationships between salmon, water, forests, and other living things.

We are grateful for the opportunity to learn from this remarkable place and thank everyone who helped make this memorable experience possible.

- Contributed by Jamie Koch and Lindsey Murch



Together, these experiences helped students strengthen their connection to the land and water while fostering environmental stewardship, respect for local ecosystems, and an appreciation for Indigenous knowledge and perspectives. By learning directly from the places around them, students gained a deeper understanding of the relationships that connect people, culture, history, and the natural world.

Cassie Hall's Indigenous Day at Ferry Island: Learning Through Land and Culture

Students at Cassie Hall Elementary School enjoyed a meaningful day of learning, connection, and celebration during their Indigenous Day Celebration at Ferry Island. Throughout the day, students rotated through four engaging learning stations that highlighted Indigenous knowledge, culture, and connection to the land.



Students experienced the power and tradition of drumming, created medicine wheel-inspired bracelets using dried devil's club, explored local plants during a guided nature walk, and discovered the fascinating world of stream bugs with Skeena Wild, learning about their important role as a food source for salmon and as indicators of healthy watersheds through hands-on investigation.

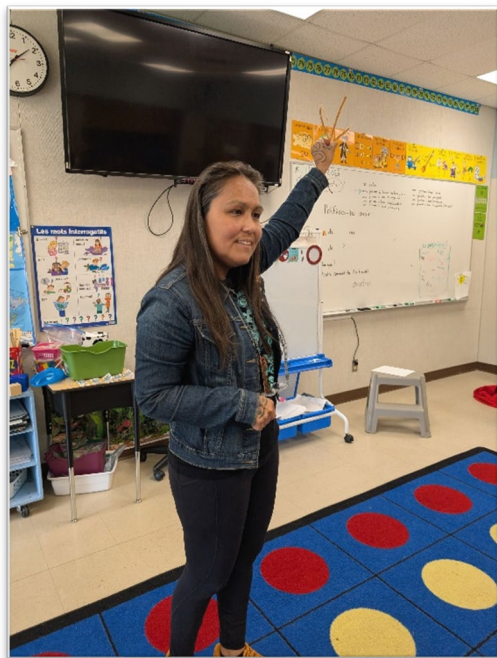


The outdoor learning environment provided meaningful opportunities for students to ask questions, explore their surroundings, and deepen their understanding of Indigenous perspectives while strengthening their connection to the land and local community. The day reflected the importance of learning through experience and demonstrated how cultural knowledge, environmental stewardship, and community partnerships can come together to create lasting learning opportunities for all students.



- Contributed by Erika Barton, Principal

École Mountainview Learns Through Cedar Teachings



Students at École Mountainview recently had the opportunity to learn from Role Model Erica Davis during an engaging cedar bark weaving workshop. The session built upon the class's cedar studies and provided students with a meaningful hands-on learning experience that connected classroom learning with Indigenous knowledge and traditions.

Throughout the workshop, students learned about the importance of cedar and its many traditional uses. Erica shared teachings about harvesting, preparation, and weaving techniques while guiding students through the process of creating with cedar bark. Students were encouraged to ask questions, explore their curiosity, and gain a deeper understanding of the cultural significance of cedar within Indigenous communities.

A special highlight of the visit was hearing Erica share the story and meaning behind one of her Indigenous art pieces displayed

in the classroom, helping students make further connections between culture, identity, and artistic expression.

Thank you to Erica Davis for sharing her knowledge, teachings, and creativity with our learners.

- Contributed by Lana Hanna, Educator

The workshop provided an authentic opportunity for students to learn directly from a community knowledge holder while developing respect for traditional practices and the relationship between people and the natural world. Students were highly engaged throughout the session and appreciated the chance to connect their classroom learning to lived cultural knowledge.

Uplands Elementary Explores Local Plants Through Land-Based Learning

Students from Grades 1, 3, and 4 at Uplands Elementary recently participated in a meaningful land-based learning experience with local knowledge holder Trish Paulson. Through guided nature walks and hands-on exploration, students had the opportunity to learn about local plants, their traditional uses, and the important role they play within the environment and Indigenous ways of knowing.

As students explored the forest and surrounding natural areas, they practiced plant identification skills, learned how to safely interact with the land, and developed a deeper understanding of the connections between people, plants, and place. Trish shared her knowledge in an engaging and accessible way, encouraging students to observe carefully, ask questions, and appreciate the teachings found in the natural world.

The experience supported learning across multiple grade levels while fostering curiosity, respect, and environmental stewardship. Students gained valuable knowledge that will support future outdoor learning experiences and strengthen their understanding of local ecosystems.



A special thank you to Trish Paulson for sharing her time, knowledge, and passion with our learners, and to the staff at Uplands Elementary for supporting this valuable learning opportunity.

- Contributed by Tina McKay, Educator

Land-based learning opportunities such as this help students build meaningful relationships with the land while connecting classroom learning to real-world experiences. Through these teachings, students continue to develop a deeper appreciation for the knowledge, traditions, and stewardship practices that have been passed down through generations.

Uplands Elementary School – Indigenous Day at Ferry Island



Students and staff from Uplands Elementary gathered at Ferry Island to celebrate Indigenous Day through a full day of hands-on, land-based learning. Kindergarten to Grade 6 students rotated through a variety of interactive learning stations led by Indigenous Role Models and community members, Trish Paulson, Jessica McCallum Miller, Nikkita Trimble-Wilson, Nathan Wilson, and Teri Davey providing opportunities to connect with local Indigenous knowledge, culture, and the natural environment. Approximately 250 students participated throughout the day.



Students explored Indigenous art and creativity by making leather bracelets, participating in Indigenous-inspired art activities, and learning about local artistic traditions from Indigenous artists. They also enjoyed bannock roasted over the fire and spent time on a guided nature walk, learning about local plants, foraging, and the importance of caring for the land. The outdoor setting at Ferry Island provided a meaningful space for students to experience Indigenous ways of knowing while strengthening their connection to place.



Feedback from the day highlighted the positive impact of the role models, with students highly engaged in the activities

- Contributed by Annette McAlpine, Principal

Students at Uplands Elementary celebrated Indigenous Day at Ferry Island through land-based learning, Indigenous art, traditional teachings, and hands-on cultural activities led by local Indigenous Role Models.



Thornhill Elementary School – Learning Through Nature at Ferry Island

Students at Thornhill Elementary School enjoyed an unforgettable day of land-based learning at Ferry Island, made possible through Indigenous Education funding support. The entire school travelled by bus to the island and spent the day immersed in the natural beauty of the forest while participating in a variety of engaging, hands-on learning experiences.



Throughout the day, students rotated through activity stations that encouraged exploration, creativity, and connection to the land. Activities included nature scavenger hunts, species identification walks, painting tote bags, creating nature bookmarks, hiding painted rocks, watercolor painting scenes observed through a frame, and making both natural-material and edible ice cream sundaes. Each student was able to take home their painted tote bag, watercolor paints, and sketchbook,

allowing them to continue their creative learning beyond the experience.

At lunchtime, students enjoyed a delicious buffet prepared and delivered by the school food coordinator before spending time together during free play in the park. The day provided meaningful opportunities for students to learn through observation, exploration, creativity, and reflection while building connections with one another and the natural world.

Guided by the First Peoples Principles of Learning, the experience encouraged students to deepen their understanding of the environment while fostering a sense of belonging, stewardship, and respect for the land. Through hands-on learning in nature, students strengthened their appreciation for the connections between knowing, being, and place.

- Contributed by Kate Doan, Vice Principal

The day was filled with curiosity, creativity, and joyful learning, creating lasting memories for students while reinforcing the value of learning through experience and connection to the land.



Skeena Middle School – Moccasin Making Project



A group of five Grade 9 girls had the opportunity to learn how to sew and create their own moccasins with guidance from Indigenous Support Worker Brandy Davis.

The project was completed in May, with the students working on their moccasins during Advisory classes throughout the process. Through patience, dedication, and hands-on learning, each student successfully completed a pair of moccasins.

Students shared that they felt honoured to learn a traditional skill connected to their culture. Several spoke about how excited and proud their families were to see them creating something that holds cultural significance. Some students commented that family members wished they had the opportunity to learn these skills themselves.

The pride and accomplishment shown by the students upon completing their moccasins was evident. They expressed excitement about wearing them and sharing their work with family members, while also joking that they did not want to get them dirty because of the effort and care that went into making them.

The smiles, confidence, and sense of pride displayed by the students demonstrated the powerful impact of providing opportunities for culturally connected hands-on learning experiences.

The photos beautifully capture the students gathered together throughout the project, celebrating their accomplishments and the connections they built along the way.



- Contributed by Brandy Davis, ISW

The project provided more than just a finished product. It strengthened cultural identity, built confidence, encouraged perseverance, and created opportunities for meaningful conversations about culture, family, and tradition.

Skeena Middle School Hosts Second Annual Luulgit (Learning Feast)

Skeena Middle School proudly hosted its second annual Luulgit, or Learning Feast, bringing together more than 600 students, staff, Elders, community members, and distinguished guests to celebrate National Indigenous Peoples Day. The event provided an opportunity for the entire school community to learn about local Indigenous cultures, feast protocols, and the importance of community, respect, and cultural traditions.



Preparations for the feast began well before the celebration. Students worked alongside Knowledge Holders Angie and Gerald Brown and their family members to prepare fresh fry bread, learning traditional techniques and the importance of sharing food as part of Indigenous cultural practices. Student feast helpers also spent several weeks learning serving and hosting protocols from the Indigenous Support Worker team while preparing for their important roles during the event.

The feast opened with welcoming remarks from emcee Sandra Dube, followed by Territorial Welcomes from Kitselas Chief Councillor Glenn Bennett and Kitsumkalum Band Council Member Cynthia Bohn. Tsimshian Matriarch and Knowledge Keeper Anne McDames then offered an opening prayer before students, staff, and guests shared a meal of soup, fry bread, and fruit salad together. Throughout the feast, student hosts

respectfully served guests, demonstrating the protocols and hospitality they had learned in preparation for the event.





Following the meal, students participated in a lively moose-calling contest before Skeena student Cheyenne Knott concluded the gathering with a closing prayer in Sm'algyax. Every student received a gift bag as they departed, marking the end of a meaningful day of learning and celebration.

The success of the Learning Feast reflected months of planning and collaboration between the Skeena Middle School administration, Indigenous Support Worker team, students, Elders, local Nations, and community partners. More than a celebration, the Luulgit provided students with authentic opportunities to learn Indigenous protocols, strengthen relationships, honour local Nations, and experience the importance of gathering as a community.

– Contributed by Joel Ewald and the Skeena Middle School Indigenous Support Worker Team



Kitimat City High School Celebrates National Indigenous Peoples Day



Students and staff at Kitimat City High School came together to celebrate National Indigenous Peoples Day with a day focused on culture, community, and connection.

Preparations began the day before the celebration when students gathered to make fried bread. One student proudly shared her family recipe and cultural teachings, explaining how she learned the tradition from family members at a young age. This provided an opportunity for students to learn from one another while recognizing the importance of passing cultural knowledge from generation to generation.

On the morning of the celebration, the entire school walked together to Radley Park. Along the way,

students stopped at the Haisla Bridge Totem Pole, one of the community's newest cultural landmarks, officially raised in September 2024 and carved by Nathan Wilson. Students learned about the figures represented on the pole, including the eagle, grizzly bear, salmon, oolichan, and martin, and their significance within Haisla culture.

The day at Radley Park was filled with activities, games, food, and opportunities for students to share experiences and skills they had learned throughout the year. Students participated enthusiastically in traditional and team-building activities, enjoyed a community barbecue, and spent time connecting with one another in a positive and inclusive environment.

The celebration highlighted the importance of Indigenous culture, student leadership, community connection, and learning together. It was a meaningful way for students and staff to recognize National Indigenous Peoples Day while celebrating the diverse cultures and traditions represented within their school community.



- Contributed by Debbie Dilg, Indigenous Support Worker

Nechako Elementary School – Celebrating National Indigenous Peoples Day Through Haisla Nuyem



Nechako Elementary School celebrated National Indigenous Peoples Day with a meaningful cultural presentation by the Haisla Dance Group, providing students with an opportunity to experience Haisla traditions through song, drumming, dance, and language.

Students enthusiastically participated alongside cultural leaders, learning traditional dances and drumming while listening to songs performed in Haislakala, creating an authentic opportunity to experience Indigenous language within a living cultural practice.

The celebration also introduced students to the significance of Haisla Nuyem, which is

understood as much more than traditional law. For the Haisla people, Nuyem represents a way of life—teaching who they are, where they come from, and how to live with integrity, respect, and the importance of family. These teachings have guided Haisla people for generations and continue to be shared through cultural practices, language, and community.

Adding to the celebration, students enjoyed fresh fry bread served with Roger's Golden Syrup, generously provided by Johnson's Bakery, creating an opportunity to share food together as part of the day's festivities.

Nechako's Indigenous Language Teacher, Shelley Bolton, participated as a member of the Haisla Dance Group, further strengthening the connection between the school and the local Haisla community. Through music, dance, language, and shared cultural teachings, students gained a deeper appreciation for Haisla culture and the enduring traditions that continue to enrich their community.



– Contributed Gregory Judas, NECHAKO ELEMENTARY – Secretarial Admin

Hazelton Secondary School – Revitalizing Culture Through Traditional Skills and Land-Based Learning

Throughout the school year, students at Hazelton Secondary School participated in a diverse range of cultural and land-based learning experiences led by teacher Barb Janze in partnership with local artists, Elders, Knowledge Holders, and community members. These opportunities allowed students to deepen their understanding of Gitxsan history, traditions, art, and stewardship while building practical skills and strengthening connections to their culture and the land.



A highlight of the year was a traditional Gitxsan carving program led by Master Carver Arlene Ness. Students learned the fundamentals of Gitxsan design, safe and respectful knife use, wood preparation, and traditional carving techniques while creating their own carved plaques. The program also emphasized the important role of artists in preserving and sharing Gitxsan ayookw and adaawk, ensuring that cultural knowledge continues to be passed from one generation to the next.



Prior to the program, local community member Rejean Jack generously restored and sharpened the school's carving knives, making them safe and ready for students to use.



Students also participated in a variety of cultural field experiences that connected classroom learning to place. Visits to Tea Creek in Kitwanga introduced students to Indigenous food sovereignty and traditional agriculture, while tours of the 'Ksan Historical Village and Museum, Gitwangak, and Gitanyow provided opportunities to learn about Gitxsan history, totem poles, house groups, and the significance of these cultural sites directly from community members and Knowledge Holders. Students explored the stories represented through traditional art and gained a deeper appreciation for the history and governance of the Gitxsan people.

Hands-on learning continued through a hide tanning workshop led by Rachel Janze, where students learned traditional techniques for preparing moose and deer hides. They experienced each stage of the process, including scraping, stretching, and smoking hides, while learning about the cultural importance of these practices and the many ways animal hides have traditionally been used.



The year concluded with a land-based learning experience at Pentz Lake, where students developed outdoor skills including water safety, wildlife awareness, campfire building, and outdoor cooking while spending time together on the land within Gitxsan Laxyip. The experience encouraged teamwork, environmental stewardship, and an appreciation for the natural environment while reinforcing the importance of learning through direct experience. – **Contributed by Barb Janze, Educator**

Together, these experiences provided students with meaningful opportunities to learn from local Knowledge Holders, develop traditional skills, strengthen cultural identity, and build lasting connections to the land, language, history, and community. The programs reflect Hazelton Secondary School's ongoing commitment to Indigenous education and to creating authentic learning experiences grounded in Gitxsan knowledge and ways of knowing.

Thornhill Primary School – Honouring Grade 3 Students Through a Leaving Feast

Moving from primary to elementary school is an important milestone for students at Thornhill Primary School. This year, the school marked the occasion by hosting a meaningful Grade 3 Leaving Feast, honouring students as they prepared for the next stage of their educational journey.



Preparation for the feast began months in advance and provided rich learning opportunities for both students and staff. Anne McDames and Joanne Edgar of the Kitselas Nation worked alongside the Grade 2 students, teaching traditional drumming, songs, cedar weaving, and the important protocols and responsibilities of serving as hosts for the feast. At the same time, students across other grade levels explored the purpose and significance of feasts through their learning about the Ts'msyen Seasonal Rounds.

Held in celebration of National Indigenous Peoples Day, the feast welcomed Grade 3 families as honoured guests. The gathering included traditional songs, a shared meal of delicious soup, acknowledgements, and gift-giving to recognize the students as they prepared to move on to Thornhill

Elementary School. The celebration concluded with Anne McDames inviting everyone to join together in song, creating a memorable ending to a meaningful day.



The experience provided students with a deeper understanding of Indigenous cultural protocols, the importance of community, and the value of honouring significant life transitions through gathering and celebration. Thornhill Primary School hopes to continue this meaningful tradition in the years ahead, with future Grade 2 classes taking on the important role of hosting the feast.

The school extends its sincere appreciation to Anne McDames and Joanne Edgar for the many hours they dedicated to sharing their knowledge and teachings. Special thanks are also extended to ISW's Liz Dowse for leading the planning, Ashley Gray for coordinating the event, and Doreen Anderson for her tireless work in preparing the meal.



T'oyaxsut 'nūüsm. – Contributed by Sandra Kenmuir, Principal

Suwilaawks Community School – Building Community Through Drumming

Students at Suwilaawks Community School were fortunate to participate in a series of drumming sessions led by Christopher Peal through the Kermode Friendship Society. The program provided meaningful opportunities for students to strengthen their connection to Indigenous culture, music, language, and community through hands-on learning and shared experiences.

Throughout the sessions, students learned much more than drumming techniques. Through music and cultural teachings, they explored the importance of respect, communication, creativity, listening, and connection. The experience encouraged students to reflect on their relationships with one another, their families, and their broader community while learning in a welcoming and inclusive environment.



One of the highlights of the program was Christopher's calm, engaging teaching style, which created a space where every student felt comfortable participating and developing new skills. Students were especially proud to learn the Suwilaawks Wolverines song, including words in the local Indigenous language, making the experience both meaningful and memorable.

The school extends its sincere appreciation to Christopher Peal for sharing his knowledge, cultural teachings, and musical talents, as well as to the Kermode Friendship Society for making the program possible. Special thanks are also extended to the school's Indigenous Support Worker for supporting students throughout the sessions and helping strengthen the connection between school, culture, and community.

The experience left a lasting impact on students, fostering confidence, belonging, and a deeper appreciation for Indigenous song and dance, language, and cultural traditions.

– Contributed by Amy Da Silva, Educator

Suwilaawks Community School – Drumming Builds Leadership and Community

Students at Suwilaawks Community School experienced a meaningful journey of cultural learning through a drumming project led by Christopher Peal, a former Suwilaawks student whose guidance and mentorship inspired the next generation of learners.

Over several weeks, students practiced together, developing their drumming skills while strengthening their confidence, teamwork, and connection to culture. As their knowledge grew, they shared what they had learned with the youngest learners at Kermode Daycare, creating a special intergenerational learning

experience where preschoolers were welcomed into the circle through song, rhythm, and encouragement.

The project culminated in a memorable performance at the Parkside Secondary School Graduation, where students proudly celebrated graduates as they prepared for the next chapter of their educational journeys. Their performance reflected not only the skills they had developed, but also the pride, confidence, and sense of belonging that had grown throughout the program.

This collaborative initiative was supported by Ms. Meek, Ms. Harris, and Mr. Bradford, whose dedication helped create opportunities for students to learn, lead, and share their culture with others. Through drumming, students strengthened their cultural identity, built confidence, and experienced the power of community, mentorship, and giving back.

The school extends its sincere appreciation to Christopher Peal for sharing his knowledge, leadership, and passion with students. As a former Suwilaawks student, Christopher's involvement demonstrates the lasting impact of community connections and the importance of Indigenous role models in inspiring future generations.

– Contributed by Pam Kawinsky, Principal

Suwilaawks Community School – National Indigenous Peoples Day: Learning Together on the Land



National Indigenous Peoples Day at Suwilaawks Community School was a powerful reminder of what is possible when a school community comes together with care, intention, and collaboration.

The entire school walked together to Howe Creek Trail, where they were welcomed by the Gitlaxdax Drummers, who opened the day with songs, drumming, and cultural teachings in a beautiful outdoor setting. Surrounded by the land, students listened, learned, danced, and celebrated together while strengthening their connections to culture, community, and one another.

One of the day's most meaningful learning moments came unexpectedly as cottonwood seeds drifted through the gathering. Drum Group Leader Lyle used the moment to share the cultural significance of what was happening, reminding students that some of the most powerful learning comes not from a lesson plan, but from being present on the land with knowledgeable community members who help us understand the world around us.

The celebration also created opportunities for every student to experience belonging. One particularly moving moment occurred when a student who rarely participates in large group activities stood up and joined the drummers. It was a powerful example of how culturally responsive learning can foster confidence, connection, and a sense of identity.

Along the trail, teachers created a thoughtful Story Walk that encouraged students to read, reflect, and learn together. Back at the school, students gathered for a learning feast before participating in a variety of hands-on cultural activities led by staff, including lacrosse, Bannock making over the fire, storytelling, rock painting, and other engaging learning experiences. Special thanks go to Language and Culture teacher Ms. Klein, whose learning sessions throughout the week helped prepare students for the day's celebrations.



Perhaps the greatest lesson of the day was the power of teamwork. Staff, students, drummers, dancers, community leaders, and volunteers each played an important role in creating an experience rich in culture, learning, and connection. Through shared experiences on the land and in

community, students strengthened their understanding of Indigenous culture, identity, place, and belonging while discovering that meaningful learning happens when communities come together with open hearts and shared purpose.

National Indigenous Peoples Day served as a reminder that Indigenous learning extends far beyond a single celebration. It lives in everyday relationships, on the land, in classrooms, and within the stories, teachings, and experiences that continue to shape students throughout the year.

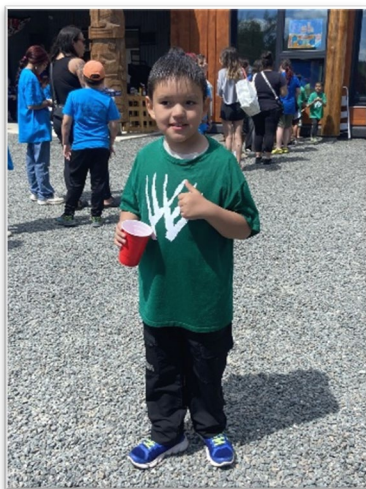
Contributed by Pamela Kawinsky, Principal

Suwilaawks Community School – A Day of Friendship and Community at 'Na Aksa Gyilak'yoo School

Students from Suwilaawks Community School were invited to join the year-end celebration at 'Na Aksa Gyilak'yoo School (NAGK) in Kitsumkalum, where they enjoyed a day filled with friendship, laughter, and community.

The celebration began with students watching a special performance before taking part in a variety of activities organized by NAGK. Throughout the day, students enjoyed bouncy castles, a fishpond, dunk tanks, face painting, fire truck tours, and a community barbecue. The fish pond quickly became a favourite, with students excitedly collecting prizes and sharing their enthusiasm with one another.

As a special surprise, several students were presented with NAGK school T-shirts before heading home, creating a lasting reminder of the day's celebration and the friendships they had built.



The visit provided Suwilaawks students with the opportunity to connect with peers from another school while celebrating together in a welcoming and inclusive environment. The day was filled with joy, excitement, and meaningful experiences that students will remember for years to come.

Suwilaawks Community School extends its sincere appreciation to the staff, students, and community of 'Na Aksa Gyilak'yoo School for their warm hospitality and for organizing such a wonderful celebration. The experience highlighted the importance of building relationships, celebrating together, and creating opportunities for students to connect as part of a broader learning community.

– Contributed by Julie Bradford, Educator

New Hazelton Elementary School – A Year of Learning Through Gitxsan Culture and Community

Throughout the school year, students at New Hazelton Elementary School participated in a wide variety of experiential learning opportunities that strengthened their connections to Gitxsan culture, community, and the land. Through meaningful partnerships and hands-on experiences, learners explored Indigenous knowledge while developing confidence, relationships, and a strong sense of belonging.



One of the highlights of the year was a school-wide visit to 'Ksan Historical Village, where Kindergarten to Grade 7 students experienced a day of learning, culture, and community in the heart of Gitxsan Lax'yip. Learners explored the rich history, traditions, and cultural teachings of the Gitxsan people while deepening their understanding of the significance of 'Ksan as a place of history, learning, and connection.

A special highlight of the day was a guided tour led by New Hazelton Elementary's own Ms. Burns, whose knowledge, stories, and personal connections helped bring the history of 'Ksan to life for students. Her teachings provided meaningful context and

encouraged learners to build a stronger understanding of place, cultural continuity, and the importance of learning directly from community and territory.

The day also included a picnic lunch, a scenic trail walk, and a school-wide sports day on the beautiful grounds of 'Ksan, giving students opportunities to learn, explore, and celebrate together in a culturally significant setting.

New Hazelton Elementary extends its sincere gratitude to Bob Burns and the entire 'Ksan Historical Village team for their warm hospitality and for providing such a meaningful and memorable learning experience. The visit strengthened students' appreciation for Gitxsan history and culture while creating lasting memories that will continue to enrich future classroom learning.



One highlight was the Hoof in Hand Equine Learning Program at Rocky Rose Ranch in the Suskwa Valley. Through safe, structured interactions with horses, students developed self-regulation, confidence, communication, and responsibility while learning about respect, reciprocity, and relationship-building. Consistent participation throughout the program allowed learners to strengthen these skills over time and transfer them back into the classroom.



Intermediate students also explored traditional technologies through a willow weaving project. Using natural materials, learners developed patience, creativity, fine motor skills, and problem-solving while discussing how Indigenous communities, including the Gitxsan, have long relied on careful observation of the land and respectful harvesting practices. The project reinforced the understanding that cultural knowledge is practical, sophisticated, and passed from generation to generation.

Kindergarten students strengthened friendships and cultural connections through weekly visits with the Gitxsan Language Nest, where drumming, singing, rhythm games, and music became joyful opportunities to learn. Through consistent participation, students experienced Gitxsan songs and language as living cultural practices while building confidence, oral language skills, listening, self-regulation, and a growing sense of identity and belonging.

Together, these experiences reflect New Hazelton Elementary School's commitment to Indigenous education through relationship-building, experiential learning, and meaningful partnerships. By connecting learning with culture, language, history, and the land, students developed skills and understandings that will continue to support their growth both inside and outside the classroom.



– Contributed by Taylor Murrell, Vice Principal & Literacy Teacher

Gratitude and Acknowledgements

This year has been filled with learning, laughter, growth, and connection.

Across Coast Mountains School District, students learned from Elders and Knowledge Holders, explored forests and shorelines, harvested traditional foods, celebrated language and culture, created art, strengthened friendships, and deepened their understanding of who they are and where they come from.

None of this work happens alone.

We offer our gratitude to the Indigenous Support Workers, Language and Culture Teachers, Elders, Knowledge Holders, educators, administrators, families, and community partners who walked alongside students throughout the year. Your commitment, care, and generosity created opportunities for learning that extended far beyond the classroom.

We are grateful to our partner Nations and Indigenous communities for sharing their knowledge, language, traditions, and guidance. Through your leadership, students experienced authentic learning grounded in culture, place, and community.

Most importantly, we celebrate our students. Their curiosity, resilience, creativity, and pride in their identities continue to inspire us every day.

As we look back on this school year, we do so with appreciation for all that has been accomplished and excitement for the journey ahead.

Thank you for being part of this work.



MEETING AGENDA ITEM #11.1.1

Action:		Information:	X
Meeting:	Regular	Meeting Date:	September 29, 2026
Topic:	Minutes of the Business Committee Meeting, September 16, 2026		

Background/Discussion:

Minutes as attached.

Recommended Action:

THAT the minutes of the Business Committee Meeting held September 16, 2026, be received for information.

Presented by: Trustee Ed Harrison



BUSINESS COMMITTEE MEETING

Wednesday, September 16, 2026 – 10:30 a.m. to 12:00 p.m.

Virtual via TEAMS

Committee Members:

Trustee Ed Harrison (Chair)

Trustee Angie Maitland

Tracey MacMillan, Superintendent of Schools

Ginger Fuller, Secretary Treasurer

Recording Secretary:

Shawna Wilson, Executive Assistant

Guests: Trustee Margaret Warcup

MEETING MINUTES

Items	Action
The meeting was chaired by Trustee Ed Harrison and called to order at 10:34 a.m. Trustee Harrison acknowledged the school district's business being conducted on the traditional and unceded territories of the Gitksan, Haisla, Nisga'a, and Tsimshian, and the honour to work with their children and privilege to live on their land.	
1. Previous Meeting Minutes - June 10, 2026	1. The minutes of the previous Business Committee Meeting held on June 10, 2026, were accepted as presented.
2. Human Resources 2.1 Grievance Update – CMTF & CUPE	2.1 Director Bath provided a grievance update on the Coast Mountain Teachers' Federation (CMTF) and the Canadian Union of Public Employees Union (CUPE), Local 2052. CUPE 0 grievance. CMTF current numbers are 8 step 1, 2 step 2, and 3 step 3 grievances. Information only; no action required.
3. Facilities/Transportation/OH&S 3.1 Monthly Facilities Report, September 2026	3.1 Director Schibli presented the Facilities Report Summer Projects – Facilities reported that a very busy summer of capital, maintenance, and renovation projects were undertaken across the district, including completion of the Suwilaawks classroom addition, with several major projects continuing through the fall and expected to be finalized by mid-October. Custodial staffing – Major projects in several schools, combined with staff absences required creative scheduling and grouping custodians into teams to accomplish summer cleans in all facilities. Transportation – Transportation reported a successful start to the school year, with centralized online bus registration proceeding smoothly, route optimization resulting in the elimination of three routes, and all bus routes operating with assigned drivers and no service cancellations.



3.1 Monthly Facilities Report, September 2026 (Continuation) 3.2 District Joint OH&S Committee Meeting Minutes - June 16, 2026	3.1 Staffing Updates – Staffing updates included the hiring of a new carpenter for the Hazelton team. Information only; no action required. 3.2 Secretary Treasurer Fuller presented the June 16, 2026 District Joint OH&S Committee Meeting minutes for information. Information only; no action required.
4. Board Representations 4.1 BCPSEA 4.2 BCSTA	4.1 No Report 4.2 No Report
5. Outstanding Items from Previous Meeting	5. There were no outstanding items from the previous meeting.
6. Finances 6.1 Draft 2025-2026 Audited Financial Statements 6.2 Summary of District Reserve as at June 2026 6.3 2025-2026 Indigenous Education Fund Carry Forward 6.4 2025-2026 School Year Financial Statement Discussion & Analysis Report	6.1 Secretary Treasurer Fuller spoke to the Draft 2025-2026 Audited Financial Statements, providing a detailed review. The lead auditor will present the final audited statements to the Board. Following Board approval, the Independent Auditor's Report will be presented for submission to the Ministry of Education and Child Care. Action: Forward the Draft 2025-2026 Audited Financial Statements for approval to the next Regular Board Meeting on September 29, 2026. 6.2 Secretary Treasurer Fuller spoke to the Summary of District Reserve as at June 2026, which forms part of the Financial Statements. Information only; no action required. 6.3 Secretary Treasurer Fuller spoke to the 2025-2026 Indigenous Education Fund Carry Forward and referenced an amount of \$1,282,537 from the Financial Statements to be carried forward. A letter outlining the carry forward funding will be provided to the Indigenous Education Council. Action: Forward the 2025-2026 Indigenous Education Fund Carry Forward for approval to the next Regular Board Meeting on September 29, 2026. 6.4 Secretary Treasurer Fuller spoke to the 2025-2026 School Year Financial Statement Discussion & Analysis Report providing a summary of the financial statements. Action: Forward for information only the 2025-2026 School Year Financial Statement Discussion & Analysis Report to the next Regular Board Meeting on September 29, 2026.
7. Next Meeting	7. The next Business Committee Meeting is scheduled on Wednesday, October 14 2026, from 10:30 a.m. to 12:00 p.m. The meeting was adjourned at 12:15 p.m.



MEETING AGENDA ITEM #11.1.3

Action: X Information:
Meeting: Regular Meeting Date: September 29, 2026
Topic: **2025-2026 Indigenous Education Fund Carry Forward**

Background/Discussion:

The Revenue Over Expenditures for the targeted Indigenous Education fund is resulting in a surplus. A letter will be provided to the Indigenous Education Council to inform them of the carry forward a surplus of targeted Indigenous Education funds to the 2025-2026 fiscal year.

Ministry of Education and Child Care Funding Allocation	\$4,854,560
Indigenous Education Expenditures	<u>(3,609,746)</u>
Carry Forward as of June 30, 2026	\$1,244,814

Recommended Action:

THAT the Board approve the carry forward of \$1,244,814 surplus in Indigenous Education targeted funds to the 2025-2026 fiscal year.

Presented by: Trustee Ed Harrison



MEETING AGENDA ITEM #11.1.4

Action: X Information:

Meeting: Regular Meeting Date: September 16, 2026

Topic: **2025-2026 Financial Statement Discussion & Analysis Report**

Background/Discussion:

The attached 2025-2026 School Year Financial Statement Discussion and Analysis Report, as required by the Ministry of Education and Child Care, provides a summary of the significant events, financial activities, and key factors that affected the School Year 2025-2026 financial statements. The report is intended to help readers better understand the financial position of the organization and the reasons for notable changes reflected in the financial statements.

Recommended Action:

THAT the Board approve the draft 2025-2026 Year Financial Statement Discussion and Analysis Report

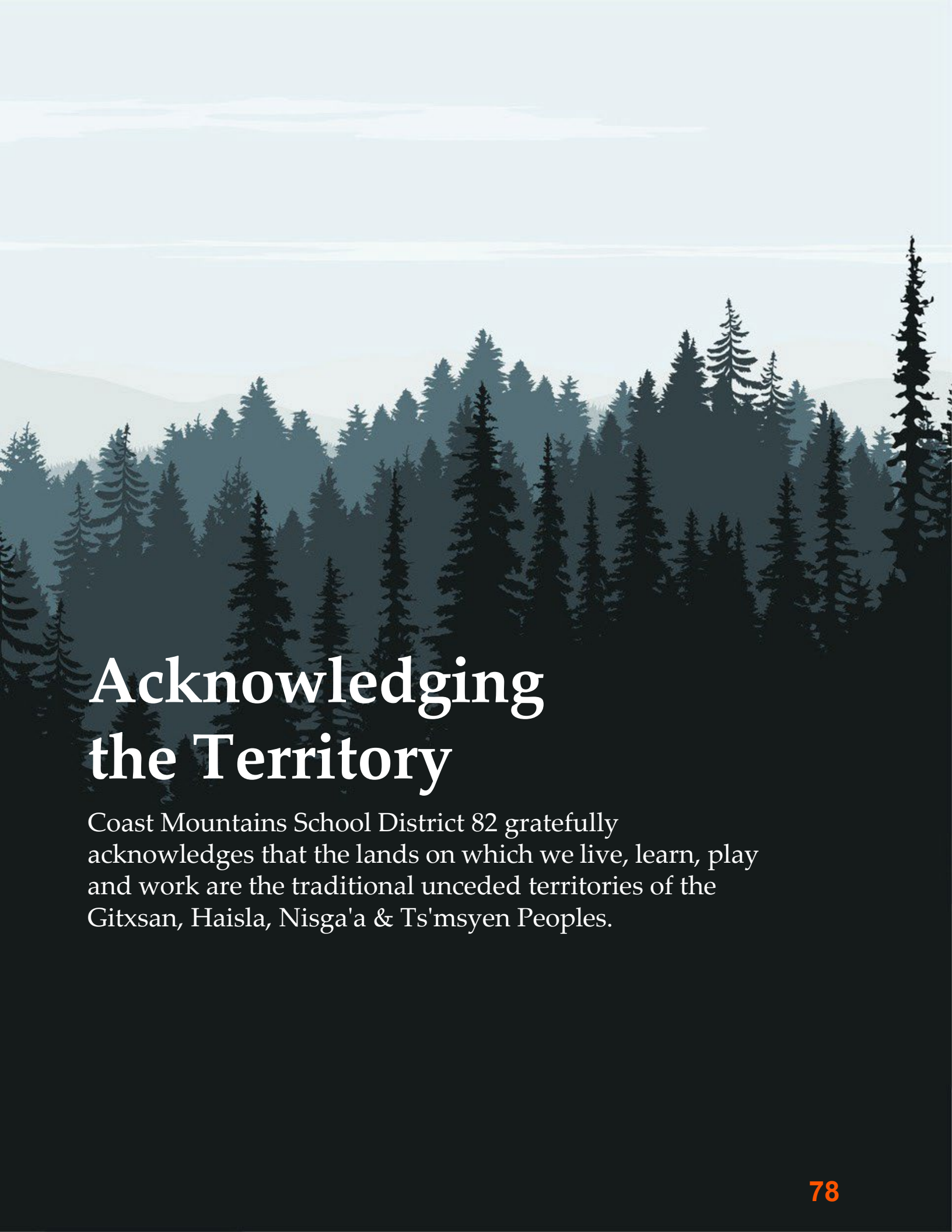
Presented by: Trustee Ed Harrison



Coast Mountains
School District

Financial Statement Discussion and Analysis

Year End | June 30,
2026

A misty forest landscape with evergreen trees and distant mountains. The scene is layered, with dark evergreen trees in the foreground, a misty middle ground, and hazy mountains in the background under a light sky.

Acknowledging the Territory

Coast Mountains School District 82 gratefully acknowledges that the lands on which we live, learn, play and work are the traditional unceded territories of the Gitxsan, Haisla, Nisga'a & Ts'msyen Peoples.



01	Introduction
01	District Context
01	About BC School District Financial Statement
02	Composition of the Financial Statements
04	Statement of Financial Position (All funds)
07	Statement of Operations (All Funds)
08	Operating Fund
11	Special Purpose Fund
14	Capital Fund
17	Contacting Management

Introduction

The following is a discussion and analysis of the School District's financial performance for the fiscal year ended June 30, 2026. The report is a summary of the School District's financial activities based on currently known facts, decisions, or conditions. The results of the current year are discussed in comparison with the prior year, and the financial statements illustrate, in financial terms, how resources have been allocated. The Discussion and Analysis Report read in conjunction with the School District's financial statements for the same period provide a clear picture of the Districts financial situation.

District Context

Coast Mountains School District lies on the traditional and unceded territories of the Gitksan, Haisla, Nisga'a and Ts'msyen Nations in beautiful Northwest British Columbia. The district serves approximately 4,200 learners across 19 schools in the culturally rich communities of Hazelton, Kitimat, Kitwanga, Stewart and Terrace. The District employees approximately 800 staff members, which includes teachers, support staff and administrators. The operating budget is over 63 million with an additional 10 million in special programs.

The Board of Education consists of seven trustees: two representing Terrace, one representing Thornhill, one representing Stewart, two representing Kitimat, and one representing the Hazeltons.

The district's new visioning document – Engage, Ignite, Empower – focuses on student learning and well-being in inclusive and culturally responsive learning environments.

About BC School District Financial Statements

BC School District financial statements are prepared in accordance with section 23.1 of the Budget Transparency and Accountability Act of the Province of BC which requires that financial statements are prepared in accordance with Canadian public sector accounting standards, with some exceptions, as explained in note 2 to the financial statements. Public accounting emphasizes accountability, not profitability. School District Financial Statements have a prescribed common format, and they are consolidated into the Provincial Financial Statements.

Further, Financial Statements of BC School Districts are reported as a consolidation of three separate funds: Operating, Special Purpose and Capital. In the financial statements, these three separated funds are reported collectively in statements 1 through 5 and separately in schedules 2 (Operating Fund), 3 (Special Purpose Funds) and 4 (Capital Fund). To gain a full understanding of statements 1 through 5, it is important to also review each of the funds separately.

Composition of the Financial Statements

The Two Key Statements Are:

- A statement of financial position (page 5), which summarizes the assets and liabilities on June 30th. This provides an indication of the financial health of the District.
- A statement of operations (page 6), which summarizes the revenues received and expenses incurred during the twelve months between July 1 and June 30. This provides an indication of the funding received by the District and how that funding was spent.

Statements and Funds

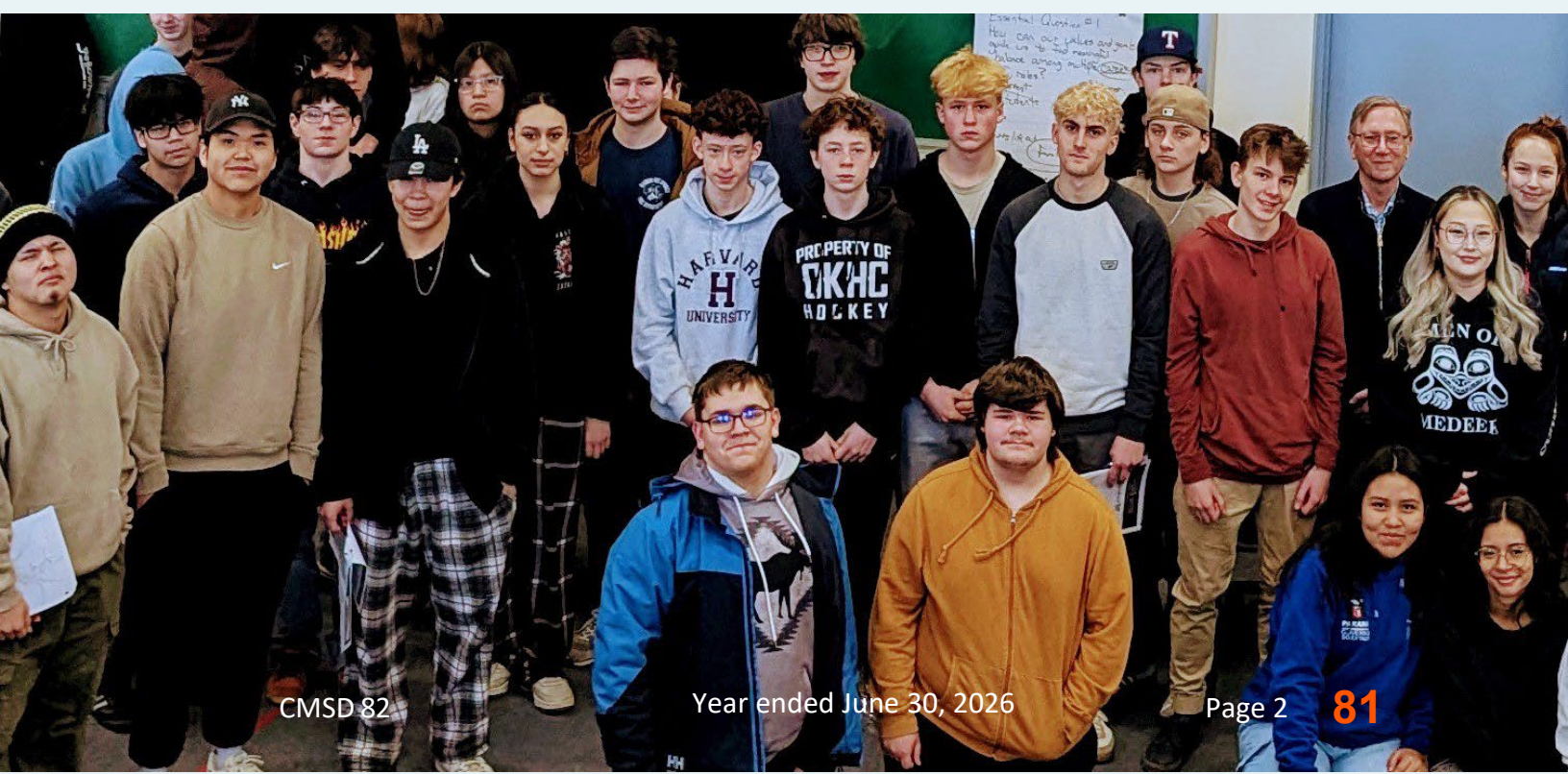
The Statement of Changes in Net Financial Assets (Debt), the Statement of Cash Flows, and the notes to the financial statements provide further analysis of the District's finances.

The District manages its financial activities in three distinct areas, being the

- Operating fund;
- Special purpose funds; and the
- Capital fund.

Schedules

The schedules following the notes to the financial statements are in a format prescribed by the Ministry of Education. These schedules provide more detail specific to each of these funds. The balances in these schedules are consistent, when combined, with the financial statements.



Operating Fund

The Operating Fund accounts for the District's operating grants and other operating revenues. Legislation requires that the District present a balanced budget for the Operating Fund, whereby budgeted expenditure does not exceed the total of budgeted revenue, and any surplus in the operating funds carried forward from previous years.

Schedule 1 (page 24) illustrates the sum of the funds. Schedule 2 (page 25) provides details on the Operating Fund.

Special Purpose Funds

The Special Purpose Funds account for grants, and contributions that are directed by agreement with a third party towards specific activities. As these are targeted grants, any unspent funding is typically accounted for as deferred revenue, not as accumulated surplus.

Schedule 3 (page 30) provides details on the Special Purpose Funds.

Capital

The capital fund encompasses the District's capital assets—such as sites, buildings, furniture and equipment, vehicles, computer software, and hardware—as well as grants received through third-party agreements specifically for capital acquisitions. It also includes Board-restricted funds designated for future capital asset purchases, referred to as local capital.

Schedule 4 (page 34) provides details on the Capital Fund.

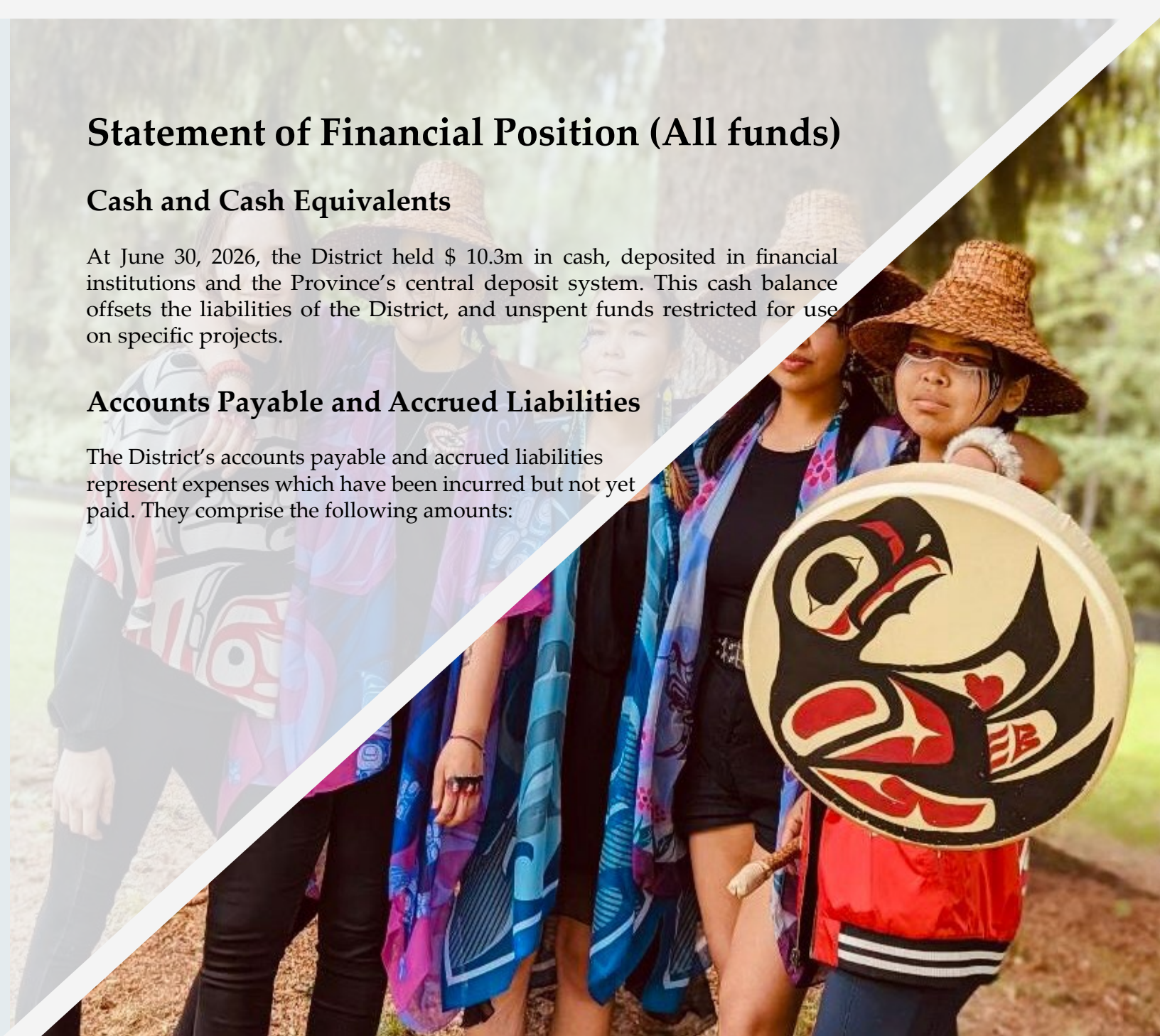
Statement of Financial Position (All funds)

Cash and Cash Equivalents

At June 30, 2026, the District held \$ 10.3m in cash, deposited in financial institutions and the Province's central deposit system. This cash balance offsets the liabilities of the District, and unspent funds restricted for use on specific projects.

Accounts Payable and Accrued Liabilities

The District's accounts payable and accrued liabilities represent expenses which have been incurred but not yet paid. They comprise the following amounts:



	June 30, 2026	June 30, 2025
Trade and other amounts payable	\$ 2,509,512	\$ 2,702,820
Due to Provincial/Federal Government	\$ 548,007	\$ 690,210
Salaries and benefits payable	\$ 2,165,124	\$ 2,290,626
Accrued vacation pay	\$ 487,829	\$ 512,106
Other	\$964	\$1,072
Total accounts payable and accrued liabilities	\$ 5,711,435	\$ 6,196,834

Deferred Revenue

Deferred revenue represents the unspent portion of grants and other funding received for specific purposes. These funds are restricted and may only be used for programs, services or activities for which they were provided.

	June 30, 2026	June 30, 2025
School generated funds – amounts raised by schools for specific projects, such as class trips and PAC financial contributions	\$ 1,710,477	\$ 1,668,963
Early Care & Learning	\$ 393,866	\$ 0
Federal Food Funding	\$ 76,802	\$ 115,087
First Nation Transport	\$ 40,231	\$ 120,910
Mental Health	\$ 25,066	\$ 26,528
Feeding Futures	\$ 15,104	\$ 10,687
WEX/Duel Credit/ Health Careers	\$24,998	\$ 70,126
LNG/RTA Donations	\$ 81,568	\$ 59,904
K-12 Literacy Supports	\$ 117,376	\$ 238,867
Other unspent targeted funds	\$ 340,192	\$ 272,258
Total deferred revenue	\$ 2,825,680	\$ 2,583,330

Unearned Revenue

Unearned revenue represents payment of tuition fees for international students in advance of the student commencing their studies at the District, as well as payments for rental/leasing fees received on facilities in advance. These fees are recognized as earned revenue when the program is provided to the student during the year. As of June 30, 2026, \$778,605 in tuition payments were received in advance for the international student fees for the 2026/2027 school year.

Deferred Capital Revenue and Tangible Capital Assets

The deferred capital revenue balance is closely linked to the tangible capital asset balance. Tangible capital assets are items which have a lifespan of more than one year.

The majority of the District's capital expenditure, such as the construction of new schools, is funded through specific grants provided by the Ministry of Education and Child Care. Once an asset is built or acquired and is in use, the cost of that asset is amortized over the expected life of that asset. Any grants associated with tangible capital assets are also amortized over the expected life.

After allowing for amortization, the District has \$69,479,754 of tangible capital assets. Of this, \$50,787,237 (being the deferred capital revenue balance) of assets were purchased with targeted grants. The remainder was funded through operating revenues and other non-targeted funding. This inclusion of deferred capital revenue is not consistent with generally accepted accounting principles. The inclusion of this balance is a requirement of the Provincial Government. This is explained in more detail in note 2 to the financial statements.

The capital fund section, included later in this document, provides a more detailed explanation of the accounting for capital assets and associated grants.

Net Financial Assets (debt)

This is the total of the District's financial assets and liabilities. It implies that the District has a net debt of \$66.06m. This is heavily skewed by the deferred capital revenue liability of \$50.79m and the Asset Retirement Obligation of \$18.27m. As there is no future cash flow associated with the deferred capital revenue balance, a more meaningful measure of net financial assets, or debt, excludes that balance, giving a revised figure of net financial assets of \$3.0m.

This revised net financial assets balance is primarily comprised of the accumulated operating fund surplus of \$2,172,149 and local capital fund balance of \$2.24m. The use of these amounts is restricted, as outlined below.

Accumulated Surplus

Broken down by funds, the accumulated surplus comprises the following amounts:

	June 30, 2026	June 30, 2025
Operating fund	\$ 2,172,149	\$ 1,503,692
Capital fund – local capital (amounts available to spend on future capital asset purchases)	\$ 2,243,895	\$ 2,471,173
Capital fund – invested in tangible capital assets (being the cost of assets owned by the district, net of amortization and targeted grants)	\$ 424,886	\$ 803,516
Total accumulated surplus	\$ 4,840,930	\$ 4,778,381

Statement of Operations (All funds)

The surplus (deficit) for the year is the net total of the revenues and expenses of the District's various funds

Year to	June 30, 2026	June 30, 2025	Change
Total revenue	\$ 82,380,134	\$ 78,922,243	\$ 3,457,891
Total expense	\$ 82,317,585	\$ 79,397,616	\$ 2,919,969
Surplus (deficit) for the year	\$ 62,549	\$ (475,373)	\$ 537,922

Total revenues increased by \$3,457,891, or 4.4%, in 2025-2026 compared to the previous fiscal year. During the 2025-2026 fiscal year, the District, with support from BCPSEA, successfully concluded collective bargaining agreements with CMT, while bargaining with CUPE continued and is expected to conclude in the 2026-2027 fiscal year. These labour settlement agreements resulted in salary increases across the District. The associated costs were supported through increased funding grants provided by the Ministry of Education and Child Care (MECC).

Total expenses increased by \$2,919,969, or 3.7%, primarily due to salary and benefit increases resulting from collective agreement settlements and other inflationary cost pressures. As revenue growth exceeded the increase in expenditure, the District reported a surplus of \$62,549 for the year, compared to a deficit of \$475,373 in the previous year, representing an improvement of \$537,922.

These variations are detailed in Statement 2 (page 6) and Schedule 2A (page 26)

Fund	Surplus or deficit for the year	Commentary
Operating fund	\$668, 457	See discussion and analysis in the Operating Fund section of this document
Special purpose funds	\$ 0	The special purpose funds had no change this year
Capital fund	\$ (605, 908)	The capital fund balance decreased by this amount during the year, indicating less of the assets purchased were funded by deferred capital revenue, and more was consumed by the ageing of the District's assets.
Total	\$ 62, 549	Surplus

Operating Fund

Overview

Operating fund transactions are reported in the following schedules in the financial statements. These schedules compare figures from the annual budget, current year to June 30, 2026 to previous year to June 30, 2025.

Schedule	Page	Overview
2	25	Summarizes the revenues and expenses of the operating fund. Also indicates the amounts spent on capital assets and transferred to the Local Capital fund.
2A	26	Outlines in more detail the operating revenues earned by the District.
2B	27	Summarizes salaries by employee group and other operating costs
2C	28	Provides the same information as in 2B, broken down in more detail to show each program the funds were spent on.

Revenue

Schedule 2A on page 26 breaks down operating revenue by source.

Approximately 97% of the district's operating budget is sourced from the Provincial Ministry of Education and Child Care (MECC), along with direct tuition contributions from First Nation Bands under a Local Education Agreement (LEA). This funding is primarily determined by student enrollment figures and the specific inclusive needs identified among those students.

The Provincial Government was undertaking a review of the funding formula used to calculate this funding. The results of that review were expected to be announced previously; however, due to the global pandemic no changes were made. This review has been stalled without any indication when it will resume.

Operating Expenditures

Schedule 2B outlines operating expenses in relation to salaries and benefits, as well as services and supplies. Schedule 2C outlines operating expense in detail, including allocating expense by category.

The table following summarizes total expense by category for the year to June 30, 2026. It compares the proportion of expenditure to the average of all school districts in the Province, for the year to June 30, 2026. The 2024/2025 school year is the most recent year for which other District's financial information is publicly available.

Function by % of Total Expenses			Comparable Districts	
Function	2025/2026 SD 82	2024/2025 Prov Aver.	2024/2025 SD 91 Nechako Lakes	2024/2025 SD27 Cariboo Chilcotin
Instruction	76.6%	83.0%	80.0%	68.0%
District Administration	4.5%	4.2%	5.0%	6.0%
Operations and Maintenance	14.8%	11.0%	10.0%	17.0%
Transportation	4.1%	1.8%	5.0%	9.0%
Total	100.0%	100.0%	100.0%	100.0%

The chart above shows how SD82 allocates its total expenses by function compared to the provincial average and two comparable school districts, SD91 Nechako Lakes and SD27 Cariboo Chilcotin.

SD82's expenditure profile reflects the characteristics of a large, geographically dispersed northern school district, with a smaller proportion of expenses allocated to instruction than the provincial average and a comparatively larger share directed toward operations, maintenance, and transportation to support facilities and services across a broad service area. Administrative costs remain consistent with provincial and comparable district levels, demonstrating that the District's higher non-instructional costs are primarily driven by the operational and transportation requirements associated with serving multiple communities throughout the region.

The District's operating expenses by function in 2025-2026 remained largely consistent with 2024-2025, with only minor variations between functional areas. Although total expenditure increased during the year, the overall distribution of spending across functions was virtually unchanged, reflecting the District's continued focus on maintaining service levels and operational priorities.

Approximately 85% of the District's operating expenditure, equating to \$54.57 million—are allocated to salaries and benefits, with the majority directed toward instructional staffing. The remaining 15% supports essential services including transportation, supplies, and utilities. Additionally, 61.137 full-time equivalent (FTE) teaching positions are funded through the Classroom Enhancement Fund, as outlined in the Special Purpose Fund section.

Transfers to Other Funds

During the fiscal year, \$411,734 in capital asset purchases were funded through the operating fund. Additionally, \$32,082 was allocated to the local capital fund. More information on these transactions is provided in the Capital Fund section of this report.

Operating Surplus/Deficit

The operating surplus for the year to June 30, 2026 was \$668,457. This is calculated on Schedule 2, on page 23 of the financial statements. This surplus increased the operating fund balance from \$1,503,692 at the beginning of the year, to \$2,172,149 June 30, 2026.

Note 19 in the financial statements, outlines the restrictions on the use of the accumulated surplus. The funds are either restricted at the Board's discretion or by the targeted purpose of the funding. The Board's approval of these restrictions is through approval of the financial statements.

The cause of this surplus can be derived from the movements in the restricted components of the operating fund surplus, broken out below.

At June 30, 2026		Purpose of restriction
Unspent Indigenous Education targeted funds	\$ 1,282,537	The District receives targeted funding from the Province to enhance the education of Indigenous students. The District is committed to spending the balance remaining in line with the terms of this funding.
Unspent Indigenous Education Council Funding	\$295,713	IEC capacity funding has been provided as a targeted grant to cover costs associated with establishing and maintaining IECs
Benefits Surplus and other	\$593,899	
Total	\$ 2,172,149	

Special Purpose Funds

Overview

Transactions within the special purpose funds are reported in the following schedules in the financial statements.

Schedule	Page	Overview
3	30	Summarizes the total revenues and expenses of all the special purpose funds. Also indicates the amounts spent on capital assets.
3A	31	Outlines, by each group of funds, the grants received, and expenses for the year to June 30, 2026. Surplus at the end of the year for each fund is identified as Deferred Revenue, end of year.

Grant	Source	Opening	Revenue	Expense	Closing June 30, 2025	Discussion
Annual Facility Grant (AFG) Operating Portion	Ministry of Education	\$0	\$ 307,786	\$ (307,786)	\$ 0	Please see discussion in the Capital Projects section under "Annual Facility Grant (AFG) Funding"
Learning Improvement Fund (LIF)	Ministry of Education	\$0	\$ 203,466	\$ (194,229)	\$ 0	Funding used specifically to augment EAs hours providing additional support to complex learners
School Generated Funds		\$ 1,668,963	\$1,559,660	\$ (1,518,146)	\$ 1,710,477	Fees and contributions raised at a school level. These amounts are targeted and used for the purpose that they were provided to the school.
Strong Start	Ministry of Education	\$ 0	\$ 136,000	\$ (136,000)	\$ 0	Strong Start early learning centres provide school-based, drop-in programs for children from birth to age five and their parents or caregivers.
Ready, Set, Learn	Ministry of Education	\$ 0	\$ 26,950	\$ (26,950)	\$ 0	Eligible RSL events for 3- to 5-year-olds and their parents are hosted to support early learning and facilitate a smooth transition to kindergarten.
Official Languages in Education French Programs (OLEP)	Ministry of Education	\$ 20,000	\$ 132,781	\$ (132,781)	\$ 20,000	Funding for core French language programs and curriculum resources
Community Link	Ministry of Education	\$ 0	\$ 655,464	\$ (655,464)	\$ 0	Funding for programs and initiatives to improve the education performance of vulnerable students, including both academic achievement and social functioning
Classroom Enhancement Fund (CEF) Overhead, Staffing and Remedies	Ministry of Education	\$ 16,853	\$ 8,598,286	\$ (8,616,578)	\$ (1,439)	Eligible expenses include teacher staffing, overhead staffing, and other costs resulting from restoration of class size and composition language.
First Nation Student Transportation	Ministry of Education	\$ 120,911	\$ 0	\$ (80,680)	\$ 40,231	Funding to assist on-reserve First Nation students with transportation to/from school and extra-curricular activities.



Grant	Source	Opening	Revenue	Expense	Closing June 30, 2025	Discussion
Mental Health in Schools	Ministry of Education	\$ 26,528	\$ 55,000	\$ (56,462)	\$ 25,066	Fund for Mental Health literacy activities with the goal of building a safe, caring, and inclusive environment in schools.
Feeding Futures Fund	Ministry of Education	\$ 10,687	\$ 560,797	\$ (556,380)	\$ 15,104	A BC initiative to support nutrition in schools with funds to build an equitable food program across the district.
Just B4	Ministry of Education	\$ 0	\$ 25,000	\$ (25,000)	\$ 0	Licensed preschool programs (30 months to school age) that operate withing the school setting.
Seamless Day Kindergarten	Ministry of Education	\$ 0	\$ 55,400	\$ (55,400)	\$ 0	Program within the school that incorporates before-and-after school care in a licensed Kindergarten classroom.
Early Care & Learning	Ministry of Education	\$ 0	\$ 568,866	\$ (175,000)	\$ 393,866	Supports and resources that enable educators working in the early years to explore emerging practices and research. *Revenues include funding for next 2 years
Early Childhood Education Dual Credit Program	Ministry of Education	\$ 35,000	\$ 12,000	\$ (47,000)	\$ 0	Learners interested in ECE may take post-secondary courses while in high school.
Health Career Grants	Ministry of Education	\$ 35,126	\$ 0	\$ (10,128)	\$ 24,998	Development and delivery of interactive, experiential learning activities in public sector health careers for Grades 6-9.

Grant	Source	Opening	Revenue	Expense	Closing June 30, 2025	Discussion
K-12 Literacy Support	Ministry of Education	\$ 238,867	\$ 0	\$(121,491)	\$ 117,376	This initiative is intended to increase literacy levels for all students and allow for targeted interventions for K-12 students.
Work Experience (WEX)	Ministry of Education	\$ 0	\$ 0	\$ (0)	\$ 0	The WEX program allows students to gain real-world experience and build job skills. This helps them prepare for their future careers.
Student & Family Affordability	Ministry of Education	\$ 0	\$ 0	\$ (0)	\$ 0	Fund to directly support parents & guardians of K-12 students with costs associated with school supplies, education related fees, and dealing with food insecurity
Federal Food Program	Ministry of Education	\$ 115,087	\$ 172,630	\$(210,915)	\$ 76,802	This program will provide additional funding to districts and schools to expand school food programs.
District of Kitimat		\$ 51,604	\$ 45,727	\$ (23,415)	\$ 73,915	This program provides for capital replacement costs for Mount Elizabeth Theatre
LNG/RTA Donations		\$ 59,904	\$ 476,174	\$ (454,510)	\$ 81,568	Donations/grants received from donors to promote literacy and other programs in the district.
Principal/Vice Principal Joint Trust		\$ 90,171	\$ 0	\$ (26,863)	\$ 63,308	The joint trust fund, shared by the school district and school leadership, supports collaborative decision-making and invests in professional development to strengthen leadership and improve student outcomes.
Other Grants		\$ 110,483	\$ 277,185	\$ (213,936)	\$ 173,732	Various grants received to promote programs within the district.



CMSD 82



Year ended June 30, 2026



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Capital Fund

Overview

The capital fund, including the local capital fund, accounts for assets owned by the District and the funds used to acquire them.

Provincial grants targeted for the purchase of assets – for example, a grant to renovate a school – are recorded in the capital fund. If an asset is purchased using operating funds, then the cost of the asset is treated as a transfer from the operating fund to the capital fund.

The Province does not normally provide capital grants for asset acquisitions such as computer equipment, school furniture and equipment, vehicles, maintenance equipment, photocopiers, or district administration buildings.

The only source of funding available for these assets is typically operating funds. To set aside funds to allow the future purchase of major assets, the Board may transfer funds from the operating fund to the local capital fund.

Schedule	Page	Overview
4	34	Summarizes amortization, invested in tangible capital asset balances, local capital balances, and transfers to the capital fund from other funds.
4A	35	Outlines: · • The cost of assets acquired during the year. · • The amortization of assets by asset class. • The original cost of assets owned by the District, by asset class • The total amortization of each asset class, the decrease in value. · • The net book value of assets, being the cost less amortization.
4C	36	Accounts for targeted funding spent on the acquisition of capital assets.
4D	37	Accounts for funding received which are targeted towards capital asset purchases and which has yet to be spent.



Capital Assets

Schedule 4A summarizes the capital assets owned by the District.

Net Book Value (being cost less amortization) of Tangible Capital Assets

The District has \$64.44m of funds invested in its capital infrastructure. The vast majority of the District's capital assets are the school buildings.

The cost of the land that the District's schools are located on is \$6.6m.

The District also has significant investment in vehicles, furniture and equipment (including schools and administrative offices.) and computer software and hardware, including servers and staff computers.



Asset Additions Compared to Asset Amortization

The amortization expense recognizes the depreciation of an asset over its useful life. The proportion of amortization to asset additions is an indication of the sufficiency of the level of capital investment. For example, if assets are amortizing faster than they are being replaced, this may indicate an infrastructure deficit.

Asset Retirement Obligations

On July 1, 2022, the School District adopted Canadian public sector accounting standard PS 3280 Asset Retirement Obligations. This standard addresses the recognition, measurement, presentation, and disclosure of legal obligations associated with the retirement of certain tangible capital assets such as asbestos removal in buildings that will undergo major renovation or demolition in the future.

Deferred Capital Revenue

Schedule 4C accounts for grants received for capital asset purchases that have been spent. Schedule 4D accounts for grants received for capital asset purchases that have yet to be spent.

Schedule 4D illustrates that \$6,239,952 of grants were received in the year to June 30, 2026 from the Ministry of Education in the form of bylaw capital and this includes the annual facilities capital grant.

The \$6,289,553 of bylaw capital that was spent on completed projects is then accounted for as deferred capital revenue on schedule 4C. Deferred capital revenue balances are accumulated over the years and amortized over the estimated lifespan of the assets acquired with the grant money. The deferred capital revenue balance was reduced by \$2,362,530 in the year to June 30, 2026 to reflect this amortization.

Historically, the Province has provided targeted funding for major school renovations and replacements. The Province does not typically provide targeted funding for any other capital assets, including the purchase or construction of technology, classroom furniture and equipment, administrative buildings, and maintenance equipment.

The deferred capital revenue balance June 30, 2026 is \$50.79m, indicating 73% of the District's assets were purchased with targeted grant funding.

Local Capital

Schedule 4 includes a column showing the transfers to and from the local capital fund, and the balance in local capital at the end of the year.

As outlined in Board regulation 4060.01R, the Board approves transfers of funds from the operating fund to the capital fund in anticipation of necessary future capital expenditure which will not be funded by additional targeted grants from the Province. In doing so, a balance must be struck between ensuring the District has the necessary assets to effectively function and using operational funds within the year they are granted to directly provide education for students.

During the year to June 30, 2026, the District transferred \$411,733 from the operating fund for the purchase of capital assets.

To facilitate year-to-year capital planning, local capital budgets which are not spent at the year-end are carried forward to the following year. Local capital had a surplus remaining June 30, 2026 of \$2,243,895 as shown on Schedule 4.

Contacting Management

This financial report is designed to provide the School District's stakeholders with a general overview of the School District's finances and to demonstrate the School District's accountability for the money it receives. If you have questions about this report or need additional information, please contact the Secretary Treasurer's office.
250-638-4411





MEETING AGENDA ITEM #11.2.1

Action: Information: X

Meeting: Regular Meeting Date: September 29, 2026

Topic: **Minutes of the Education Committee Meeting, September 16, 2026**

Background/Discussion:

Minutes as attached.

Recommended Action:

THAT the minutes of the Education Committee Meeting held September 16, 2026, be received for information.

Presented by: Trustee Karen Jonkman



EDUCATION COMMITTEE MEETING

Wednesday, September 16, 2026 – 4:00 p.m. to 5:00 p.m.

Microsoft Teams Virtual Meeting

Committee Members:

- Trustee Karen Jonkman (Chairperson)
- Trustee Wayne Jones
- Trustee Julia Sundell
- Tracey MacMillan, Superintendent of Schools
- Julia Nieckarz, Director of Instruction, Inclusive Education
- Phillip Barron, Director of Instruction, Learning Services
- Donna Mortimer, Director of Instruction, Indigenous Education
- Tina McDonald, District Principal, Curriculum Support
- Jocelynn Drew, Principal, Bear Valley School (CMAA representative)
- Annette McAlpine, Principal, Uplands School (CMAA representative)
- Jan Thorburn, Vice-Principal, Hazelton Secondary School (CMAA representative)
- Troy Peters, DPAC Chair

Regrets:

- CMTF Representative(s)
- CUPE Representative(s)
- IEC Representative(s)

Recording Secretary:

- Lindsay Harder, Executive Assistant

MEETING MINUTES

Items	Action
The virtual meeting was called to order at 4:00 p.m. chaired by Trustee Karen Jonkman, Committee Chairperson.	
1. 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 Gitksan, 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. Chairperson Jonkman welcomed participants to the first Education Committee meeting of the 2026/27 school year and acknowledged the work underway to support a positive school start-up. Trustees, district staff, school administrators, and the District Parent Advisory Council Chair introduced themselves.
2. Previous Meeting Minutes, June 10, 2026	The meeting minutes of the previous Education Committee Meeting held June 10, 2026, were received. Information only; no action required.
3. Information Items / Updates	Superintendent MacMillan requested an amendment to agenda item 4(a)(ii), replacing "Strategic Plan High Level Goals" with "Enhancing Student Learning Report."

3. Information Items / Updates (continuation)	<i>School Start-Up Highlights</i> Superintendent MacMillan reported a positive start to the school year. The Superintendent and District staff had been visiting schools, connecting with students and staff, and observing learning underway. School visits would continue throughout September and October, with the goal of visiting every school early in the fall. Appreciation was expressed to maintenance, facilities, operations, and other staff who prepared schools over the summer, and to school administrators, teachers, and support staff for preparing classrooms and learning spaces to welcome students. The Principal and Vice-Principal Forum was held August 26 and 27, providing an opportunity for the leadership team to reconnect and focus on collaboration, shared priorities, school and district goals, and student learning. New Teacher Orientation was held September 3, co-facilitated by the district's Human Resources team and the Coast Mountains Teachers' Federation, to introduce new teachers to district supports and colleagues. <i>District In-Service Day and Truth and Reconciliation Week</i> Superintendent MacMillan shared that the Indigenous Education Council (IEC) was taking the lead in planning the September 25 District In-Service Day. Director Mortimer, her Administrative Assistant, and the Indigenous Education team were supporting IEC members in organizing regional learning sessions reflecting local Nations' languages, cultures, histories, worldviews, and perspectives. Additionally, sessions would take place across district communities and connect with school learning and reflection during Truth and Reconciliation Week, September 22 to 29. Director Mortimer noted that each region's sessions would be unique to its local Nation and encouraged staff to register when invitations were received. Superintendent MacMillan acknowledged the IEC's role in guiding this learning and thanked Council members and district staff for their planning. Senior district staff would participate in sessions across the district.
4. Discussion Items: Work of the Education Committee a. Mandate	Superintendent MacMillan reviewed the committee's advisory role in matters relating to achievement accountability, educational programs, student services, schools, and other matters referred by the Board. The committee's work aligns with the Board's Strategic Plan goals: all students will realize their full potential; the district will honour and respect culture, diversity, and inclusion; and the district will facilitate well-being. School Growth Plans support these goals, including an increased focus on staff mental health and well-being at the Board's request. During the meeting, Superintendent MacMillan reviewed the committee's current membership, which led to discussion about representation and the current Indigenous Education Council (IEC) structure. It was proposed that the committee membership be updated to include four IEC representatives, with representation from each of the Haisla, Gitksan, Ts'msyen, and Nisga'a Nations. It was noted that Education Coordinators now participate through the IEC and that this proposed update would support equitable and inclusive Nation representation on the committee.

4. Discussion Items (continued)
Work of the Education Committee
a. Mandate

It was also proposed that four student representatives, one from each of Terrace, Kitimat, Stewart, and Hazelton, be invited to participate according to meeting topics. More consistent student participation throughout the year was encouraged.

Proposed revisions to the meeting provisions included excluding December as well as March from the monthly schedule, updating the regular meeting time to 4:00 p.m. to 5:30 p.m., and using “virtually” without naming a specific platform. A September 2026 revision date was suggested for the document.

Trustee Jones expressed interest in continuing on the committee and asked whether membership could include more than three trustees. Superintendent MacMillan advised that trustee appointments are determined at the Board level and would be revisited following the election and formation of the Board. Current trustee members would continue to attend until that time.

Superintendent MacMillan introduced the Enhancing Student Learning Interim Progress Report and explained its role in continuous improvement, identifying successes and gaps in student outcomes, and informing district and school planning. The report addresses intellectual development, human and social development, and career development, including equity across learner groups.

The district is in year two of the Ministry's three-year reporting cycle. A comprehensive report is prepared in year one, followed by shorter interim reports in years two and three. The Ministry provides the template, data charts, and provincial comparisons, and the district identifies what the evidence shows and how it will respond.

The report remained in final draft form and would be brought to the Board for acceptance before submission to the Ministry. Students from Stewart were featured on the cover. The District Education Team presented highlights of the report.

Literacy

District Principal McDonald reported encouraging literacy growth and described continued work on classroom instruction and targeted interventions, including Empower Reading and Tier 2 and Tier 3 supports. Kindergarten to Grade 9 literacy frameworks are available to teachers, with increased attention to Grades 7 to 9 this year.

Director Mortimer reported that Indigenous student literacy results increased from 32% in 2023 to 43% in 2024/25. Differences between students living on and off reserve reinforce the need for targeted support and continued involvement of families and Indigenous partners.

District Principal McDonald highlighted literacy gains among priority learners, including Indigenous students living off reserve and students with designations. Continued classroom and school-level interventions, middle years literacy work, and direct support for struggling readers were identified as priorities.

Numeracy

Director Barron noted that numeracy requires sustained attention. Grade 4 and Grade 7 results remain variable, and continued early intervention and progress monitoring are needed. The results presented showed improvement for resident students from 24% to 33%, while remaining below the provincial average of approximately 50%.

b. Enhancing Student Learning Report

	The district numeracy focus group began its work last year, and pilot projects are underway across district communities. The group is also reviewing the district-wide numeracy assessment in response to teacher feedback seeking a more current assessment aligned with the BC curriculum.
4. Discussion Items (continued) Work of the Education Committee b. Enhancing Student Learning Report	<i>Belonging, Safety and Well-Being</i> Director Nieckarz reported improvements in students' connections with caring adults and perceptions of safety. The proportion reporting that two or more adults care about them increased from 54% to 60%, and the proportion reporting that they feel safe at school increased from 68% to 73%. The sense of belonging among students with disabilities or diverse abilities increased from 45% to 54%. Overall belonging remained essentially unchanged at 49%, compared with 50% previously, and continues to require attention. The team discussed the importance of relationships, individual connections with students, and using student feedback to understand school experiences. Belonging had been discussed at the August Principal and Vice-Principal Forum, and student participation in the Education Committee was identified as a further opportunity to hear students' perspectives and ideas. Director Nieckarz highlighted mental health information available to students, including posters with QR codes and the erase Report It tool on district and school websites. Open Parachute is entering its third year of use and supports classroom discussions about healthy relationships, friendship, community, and belonging. <i>Graduation and Transitions</i> The team reported that five-year Dogwood completion increased from 60% to 73% for all resident students and from 39% to 50% for Indigenous students. Completion for Indigenous students living off reserve increased from 39% to 60%. Director Mortimer described a continued focus on students living on reserve, including regular meetings with local education coordinators through Local Education Agreements, monitoring student progress, and providing early literacy and numeracy interventions. Director Barron noted that, despite improved graduation completion, three-year post-secondary transition rates declined from 55% to 44% for all resident students and from 48% to 28% for students with designations. Transitions from Grade 11 to Grade 12 and beyond secondary school remain areas of focus. It was noted that post-secondary data does not capture every successful pathway. Graduates may enter employment, trades training, apprenticeships, or continue their education at a later time. The decline nevertheless warrants attention, with continued work on career education, graduation and transition planning, community partnerships, and connections to further education, training, and employment. Superintendent MacMillan concluded that the evidence identifies continued priorities in literacy, numeracy and early intervention, belonging, graduation, and successful transitions. District supports, School Growth Plans, and daily practices will continue to be aligned with the findings to improve student outcomes. Appreciation was expressed for the team's work and the progress reported.

4. Discussion Items (continued) Work of the Education Committee c. 2026-2027 Year at a Glance 4. Discussion Items (continued) Work of the Education Committee c. 2026-2027 Year at a Glance	Superintendent MacMillan reviewed the proposed 2026/27 Education Committee meeting calendar and agenda topics. The calendar reflects previous committee work and emerging district priorities and may be adjusted as new items arise or Ministry timelines change. Committee members were invited to suggest additional topics. No further suggestions were raised, and Superintendent MacMillan indicated that the committee would follow the proposed calendar. Beginning in October, focus questions and breakout discussions will resume, depending on group size, followed by discussion with the full committee. Superintendent MacMillan noted positive feedback on this interactive format and welcomed ongoing ideas and suggestions. The meeting was adjourned at approximately 4:53 p.m.
5. Next Meeting & Adjournment	The next Education Committee meeting is scheduled for Wednesday, October 14, 2026, from 4:00 p.m. to 5:30 p.m., via Microsoft Teams. Chairperson Jonkman thanked participants and adjourned the meeting.

DRAFT



MEETING AGENDA ITEM #11.2.2

Action: X

Information:

Meeting: Regular

Meeting Date: September 29, 2026

Topic: **Enhancing Student Learning (ESL) – 2026 Interim Progress Report**

Background/Discussion:

The 2026 Interim Progress Report was presented to the Education Committee on September 16, 2026. It reviews student learning outcomes and identifies areas for growth and planned actions in literacy, numeracy, student well-being, graduation and post-secondary transitions.

The report is presented to the Board for approval prior to submission to the Ministry of Education and Child Care.

Recommended Action:

THAT the Board approve the 2026 Interim Progress Report for submission to the Ministry of Education and Child Care.

Presented by: Trustee Karen Jonkman



Coast Mountains School District SD82

Interim Progress Report September 2026

In Review of Year 2025-2026 of Engage, Ignite, Empower



Approved by Board on [date]

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A Note on the Interim Progress Report

Every year, district teams gather, analyze, interpret, and triangulate local and provincial data. This annual data and evidence review allows the team to monitor student outcomes and identify areas for growth on an annual basis. The findings are shared with the Indigenous Education Council (IEC), education partners, the public, and the ministry through the Enhancing Student Learning Report or the Interim Progress Report.

While the internal work of data and evidence review remains the same each year, the Interim Progress Report is intended to ease the burden of reporting for district teams. The Interim Progress Report highlights key areas for growth and strategic adjustments from the data review. Whereas, the Enhancing Student Learning Report, completed every third year, provides a comprehensive account of the district team's processes and development of this report will take longer to complete.

Interim Progress Report for Enhancing Student Learning:

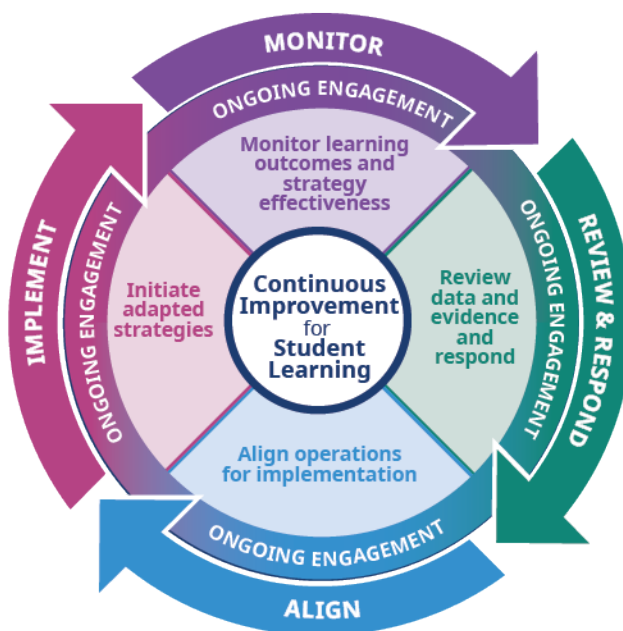
Ministry Note

Each school district in British Columbia submits an annual report as required by the Enhancing Student Learning Reporting Order (Reporting Order). As of 2025, the report submission process occurs on a three-year cycle. In this three-year cycle, a district team submits one Enhancing Student Learning report and two Interim Progress Reports. Although brief and more concise, the Interim Progress Report meets the requirements of the Reporting Order.

The Interim Progress Report, as well as the full Enhancing Student Learning Report, both provide an update on the district team's work to continuously improve student learning outcomes, with a particular focus on improving equity of outcomes. Both reports summarize the results of the district team's ongoing review of student learning data and evidence.

For the Interim Progress Report, district teams are required to use the ministry-provided templates to standardize and expedite the reporting and annual review process.

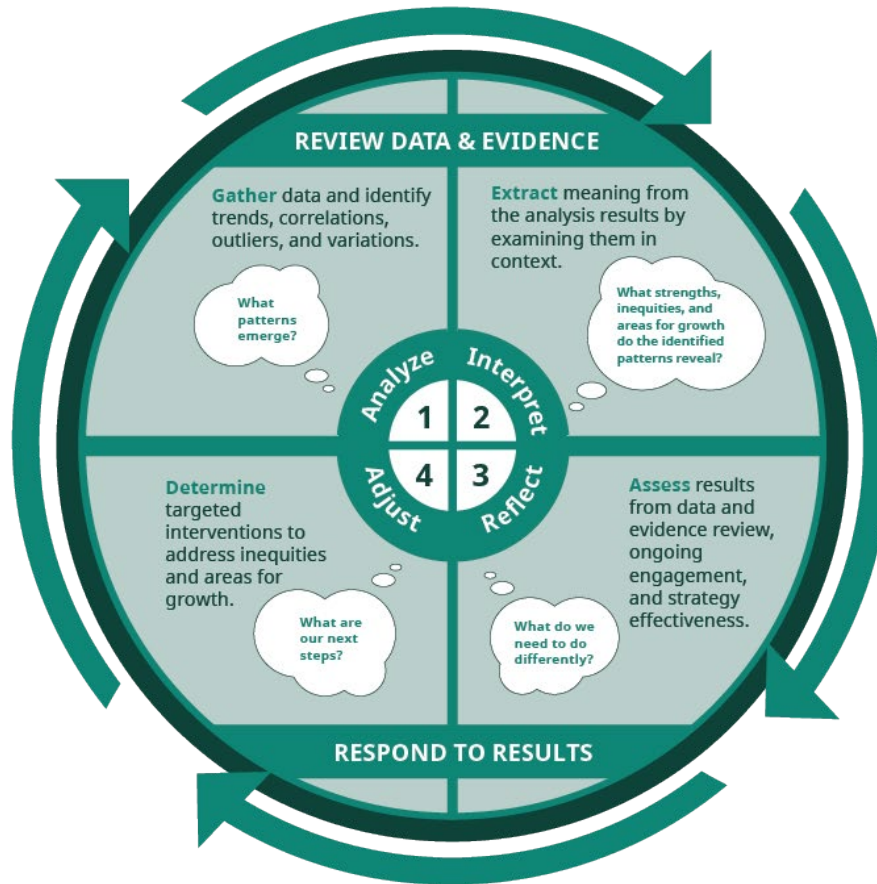
The Interim Progress Report provides information on the district's continuous improvement processes, with a focus on processes included within the Continuous Improvement Cycle:



A **continuous improvement cycle** is a critical element of the ongoing commitment to raising system performance. District Continuous improvement cycles are developed by the senior team and ensure a focus on the educational success of every student and effective and efficient district operations. The continuous improvement cycle is actioned annually by the district team and allows them to implement, monitor, review and respond, and align targeted strategies and resources to improve student learning outcomes.

District teams must evaluate and adjust strategies to meet objectives to best target areas for growth and improve learning outcomes for all students. Adjustments are based on evidence-informed decisions uncovered in the analysis and interpretation of provincial- and district-level data and evidence. Districts must evaluate data and evidence and adjust strategies based on the results of this review. This “Review and Respond Cycle” is actioned within the “Review and Respond” portion of the Continuous Improvement Cycle and the outcomes are summarized and reported out on in the annual Enhancing Student Learning Report.

Review and Respond Cycle:



For the purpose of this document, please note:

The use of Local First Nation(s) refers to a First Nation, a Treaty First Nation or the Nisga'a Nation in whose traditional territory the board operates.

“Indigenous students, children and youth in care, and students with disabilities or diverse abilities” are referred to as the priority populations identified in the Framework for Enhancing Student Learning Policy.

A note on provincial data provided in this template:

The ministry has provided visual representations for the required provincial measures set out in the [Enhancing Student Learning Reporting Order](#). These are grouped into three categories:

- Intellectual development (literacy & numeracy proficiency);
- Human and social development (student feelings of welcomeness, safety, and belonging); and
- Career development (graduation and post-secondary transition rates).

Please note: As per the [Protection of Personal Information when Reporting on Small Populations](#) policy, this report **does not** display data points that:

- reflect groups of 9 students or fewer, or
- pose a risk of individual student identification through the mosaic effect.

Data that is not displayed as per the above policy is **masked data**.

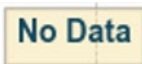
A note on children and youth in care data:

As of 2026, the children and youth in care (CYIC) cohort was changed to include students from three Care categories:

- In Care,
- Out of Care (Kinship Care), and
- Youth Services.

Previously, only students that were in the In Care or Youth Services category were included in provincial data for the children and youth in care cohort. This update will result in a more comprehensive view of students that have had agreements with the Ministry of Children and Family Development and will result in more students appearing in this category. The category has been renamed from CYIC All Resident Students to CYIC All Legal Groups Resident Students. For a more comprehensive overview, please see the Children and Youth in Care: How Are We Doing? report [here](#).

Interpreting the provincial data graphs

	This marker indicates that the data is masked according to the above policy to protect student privacy.
	This marker indicates that no data is available for this cohort and year. This means there are no students in the selected cohort (i.e., cohort=0).

Intellectual Development

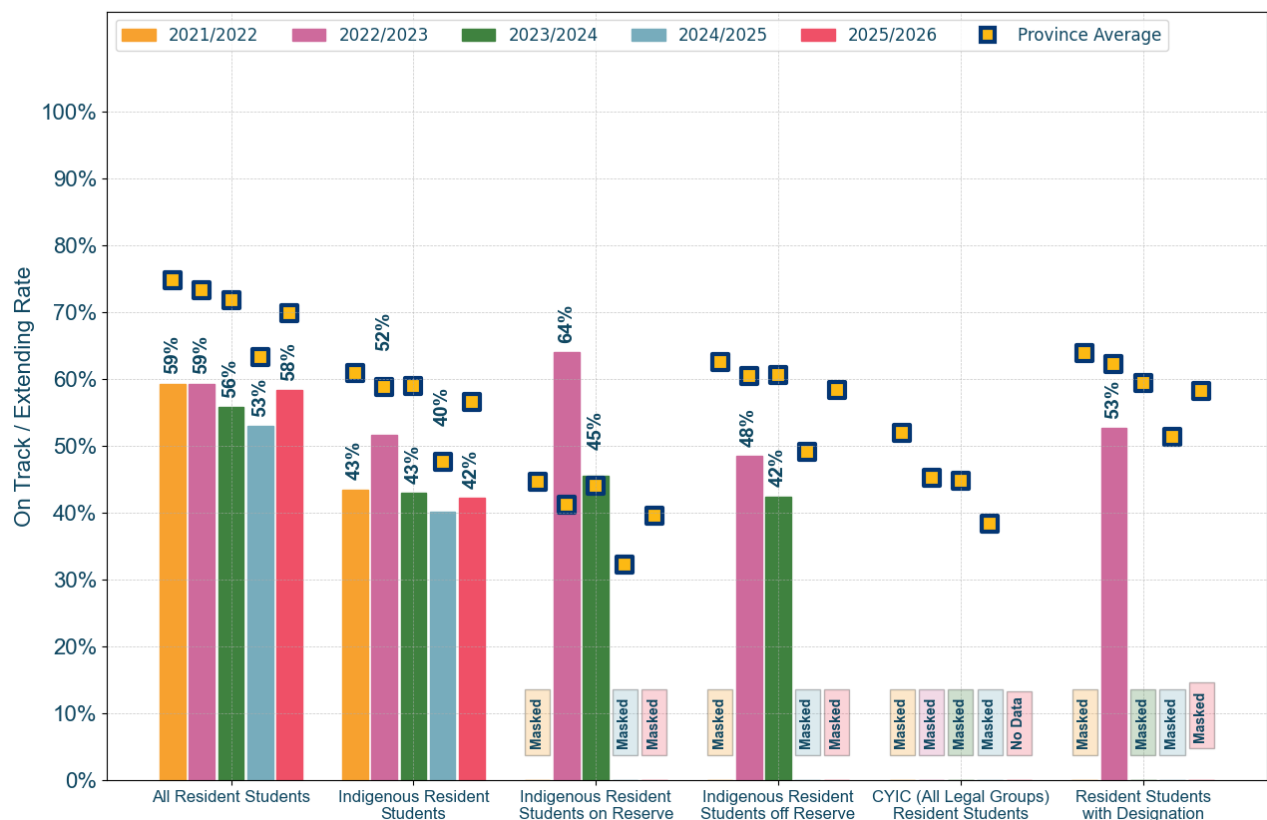
Educational Outcome 1: Literacy

Measure 1.1: Grade 4 & Grade 7 Literacy Expectations

Grade 4 FSA Literacy - Expected Count | Participation Rate

	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	292 79%	317 85%	311 88%	263 95%	319 90%
Indigenous Resident Students	153 75%	153 81%	144 84%	142 93%	165 86%
Indigenous Resident Students on Reserve	26 77%	33 76%	25 88%	26 96%	39 87%
Indigenous Resident Students off Reserve	127 75%	120 83%	119 83%	116 92%	126 86%
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	13 85%	0
Resident Students with Designation	34 53%	36 53%	38 61%	31 74%	41 51%

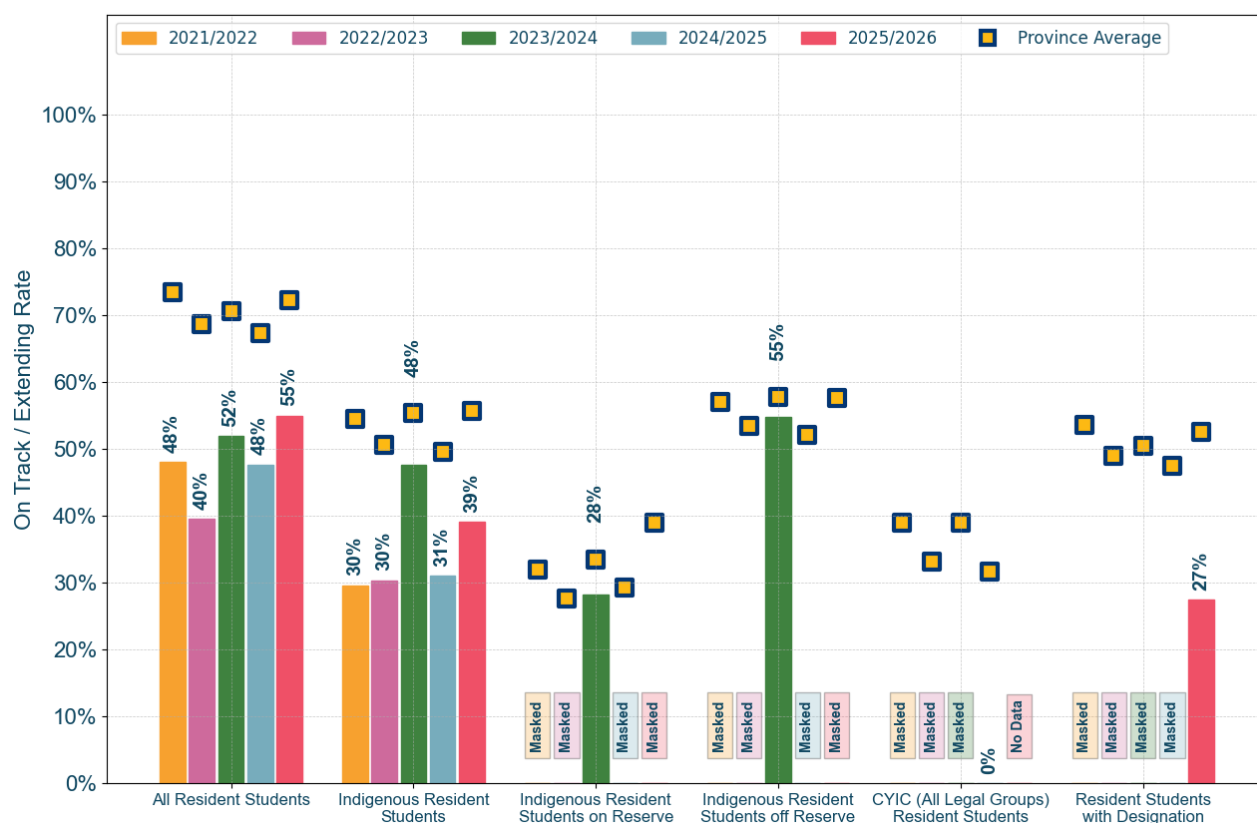
Grade 4 FSA Literacy - On Track / Extending Rate Coast Mountains



Grade 7 FSA Literacy - Expected Count | Participation Rate

	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	324 77%	287 77%	290 92%	311 96%	339 94%
Indigenous Resident Students	164 76%	150 81%	156 92%	152 95%	165 92%
Indigenous Resident Students on Reserve	36 81%	41 98%	41 95%	31 100%	38 92%
Indigenous Resident Students off Reserve	128 75%	109 75%	115 90%	121 94%	127 91%
CYIC (All Legal Groups) Resident Students	Masked	11 91%	13 85%	12 92%	0
Resident Students with Designation	61 61%	46 65%	44 70%	61 89%	64 80%

Grade 7 FSA Literacy - On Track / Extending Rate Coast Mountains

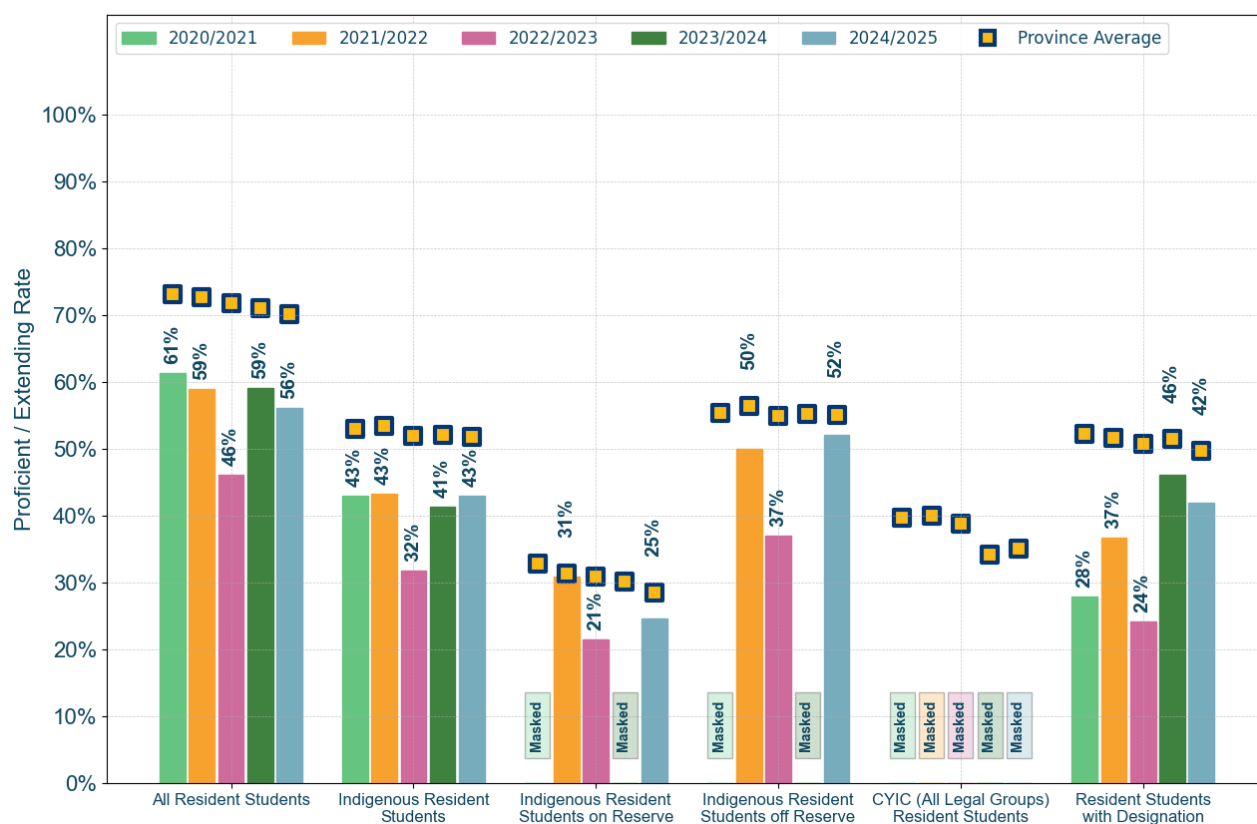


Measure 1.2: Grade 10 Literacy Expectations

Grade 10 Graduation Assessment Literacy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	386 72%	385 74%	413 72%	394 73%	420 79%
Indigenous Resident Students	188 57%	173 56%	217 57%	211 60%	223 68%
Indigenous Resident Students on Reserve	62 50%	51 53%	83 55%	73 52%	88 60%
Indigenous Resident Students off Reserve	126 60%	122 57%	134 58%	138 64%	135 73%
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	23 57%	Masked
Resident Students with Designation	77 44%	63 51%	88 57%	82 62%	72 69%

Grade 10 Graduation Assessment Literacy - Proficient / Extending Rate Coast Mountains



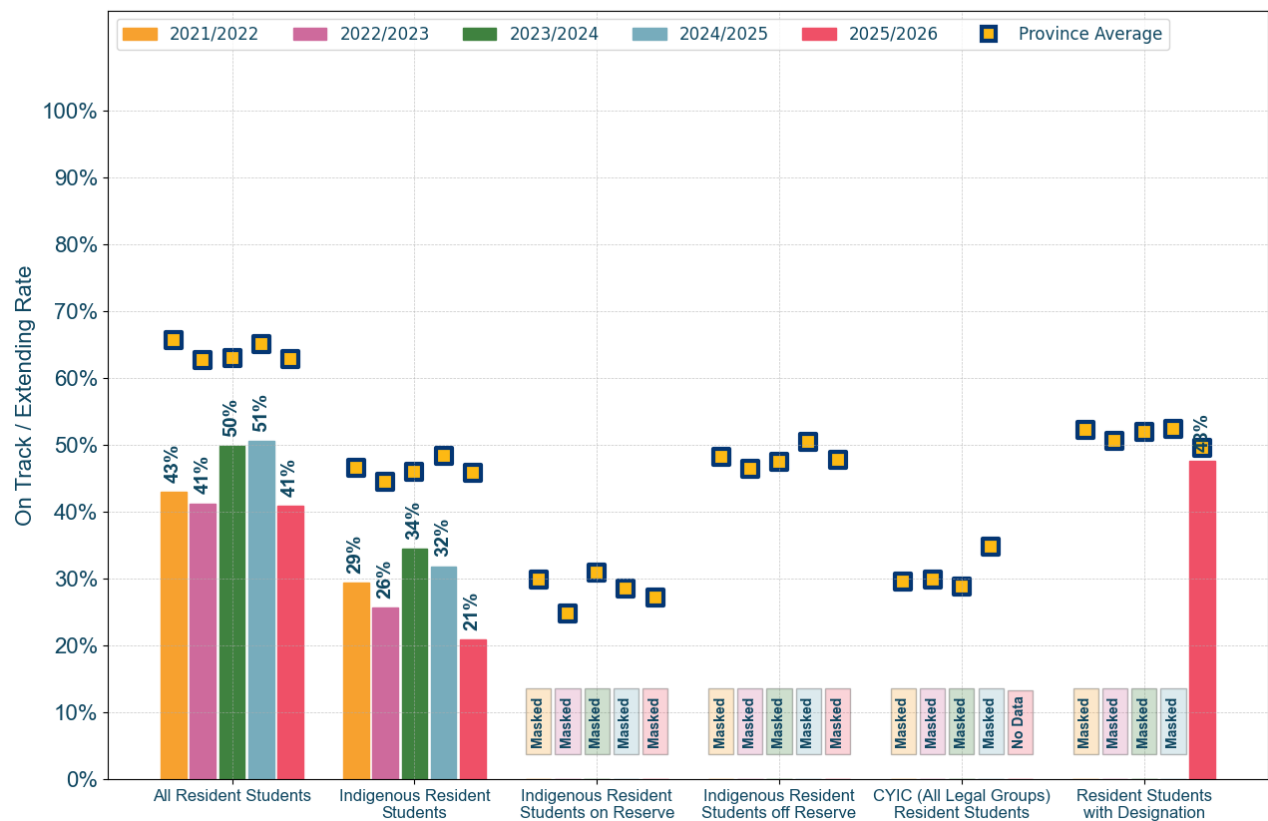
Educational Outcome 2: Numeracy

Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations

Grade 4 FSA Numeracy - Expected Count | Participation Rate

	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	292 80%	317 85%	311 89%	263 95%	319 91%
Indigenous Resident Students	153 78%	153 82%	144 85%	142 93%	165 87%
Indigenous Resident Students on Reserve	26 77%	33 79%	25 92%	26 96%	39 90%
Indigenous Resident Students off Reserve	127 78%	120 83%	119 83%	116 92%	126 87%
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	13 92%	0
Resident Students with Designation	34 53%	36 58%	38 66%	31 74%	41 51%

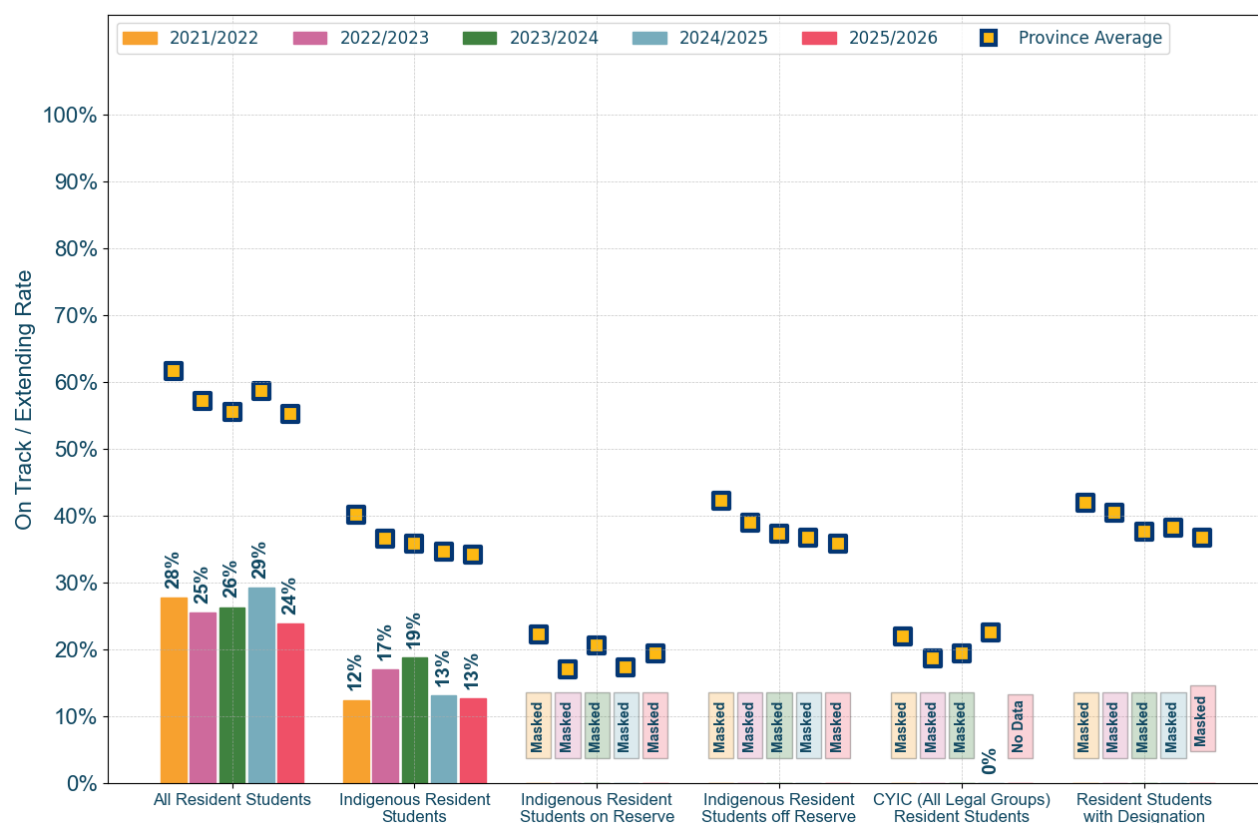
Grade 4 FSA Numeracy - On Track / Extending Rate Coast Mountains



Grade 7 FSA Numeracy - Expected Count | Participation Rate

	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	324 76%	287 72%	290 93%	311 96%	339 94%
Indigenous Resident Students	164 74%	150 75%	156 92%	152 95%	165 91%
Indigenous Resident Students on Reserve	36 83%	41 95%	41 95%	31 100%	38 92%
Indigenous Resident Students off Reserve	128 71%	109 67%	115 91%	121 94%	127 91%
CYIC (All Legal Groups) Resident Students	Masked	Masked	13 85%	12 92%	0
Resident Students with Designation	61 54%	46 63%	44 73%	61 87%	64 78%

Grade 7 FSA Numeracy - On Track / Extending Rate Coast Mountains

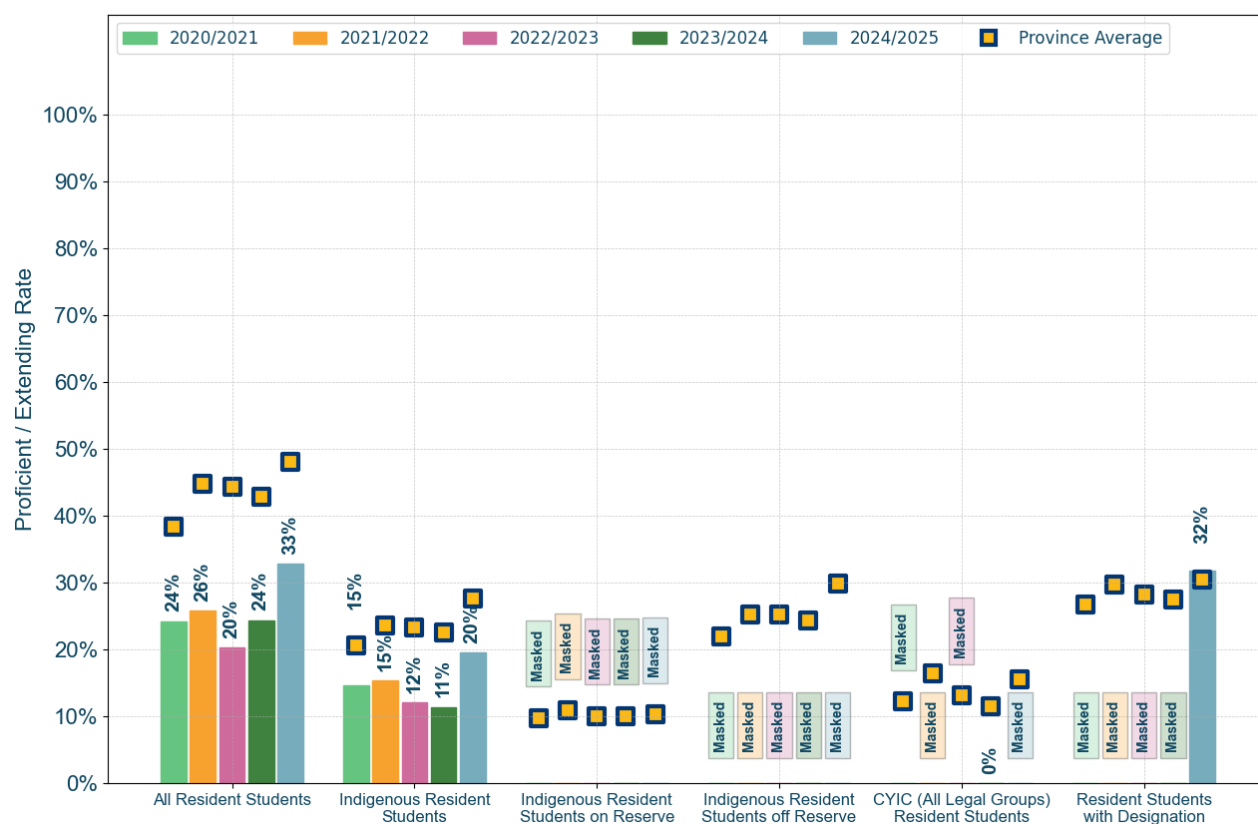


Measure 2.2: Grade 10 Numeracy Expectations

Grade 10 Graduation Assessment Numeracy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	386 68%	387 75%	408 67%	396 68%	425 77%
Indigenous Resident Students	190 52%	176 60%	212 52%	214 57%	226 63%
Indigenous Resident Students on Reserve	62 39%	54 59%	79 51%	71 55%	86 55%
Indigenous Resident Students off Reserve	128 59%	122 60%	133 53%	143 57%	140 68%
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	24 42%	Masked
Resident Students with Designation	77 40%	67 57%	87 47%	81 56%	71 62%

Grade 10 Graduation Assessment Numeracy - Proficient / Extending Rate Coast Mountains

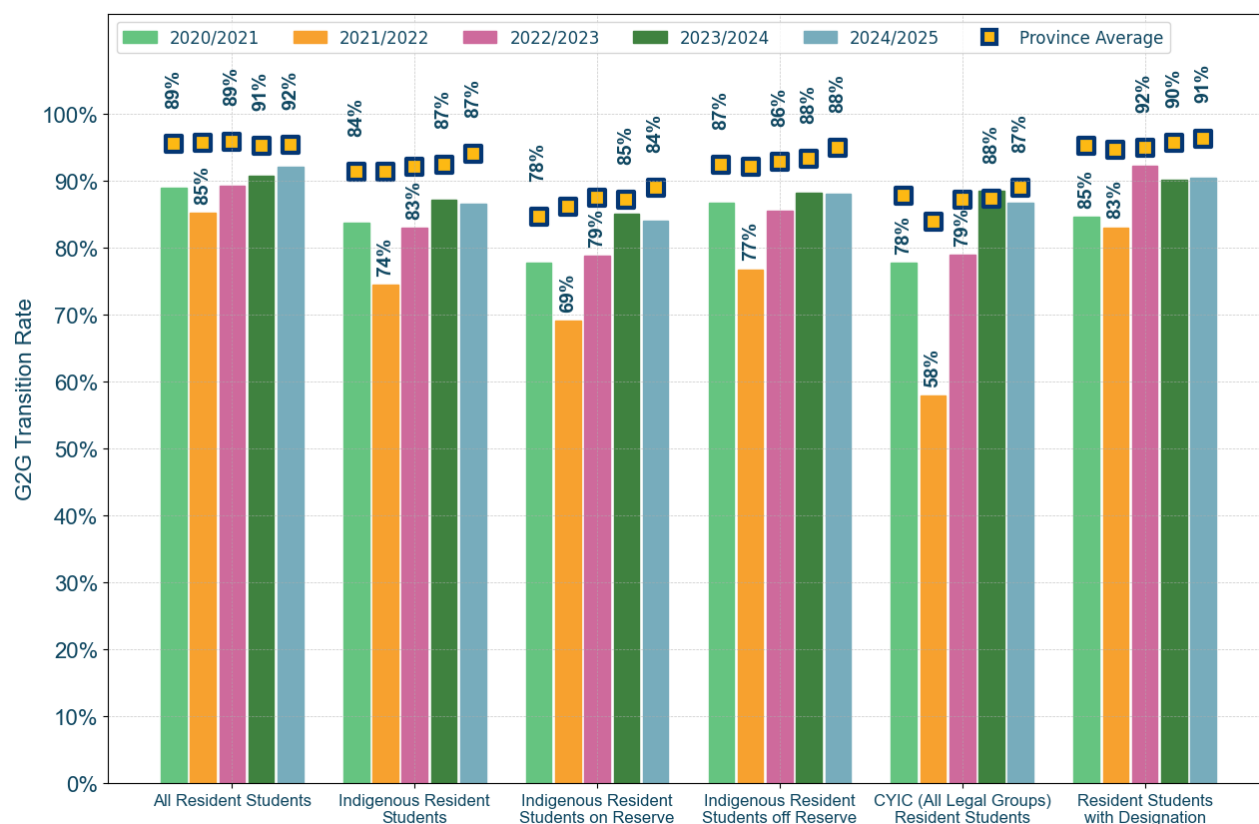


Measure 2.3: Grade-to-Grade Transitions

Grade 10 to 11 Transition - Cohort Count

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	390	392	418	399	431
Indigenous Resident Students	191	180	223	218	231
Indigenous Resident Students on Reserve	63	55	85	74	88
Indigenous Resident Students off Reserve	128	125	138	144	143
CYIC (All Legal Groups) Resident Students	18	19	19	26	15
Resident Students with Designation	78	65	90	82	74

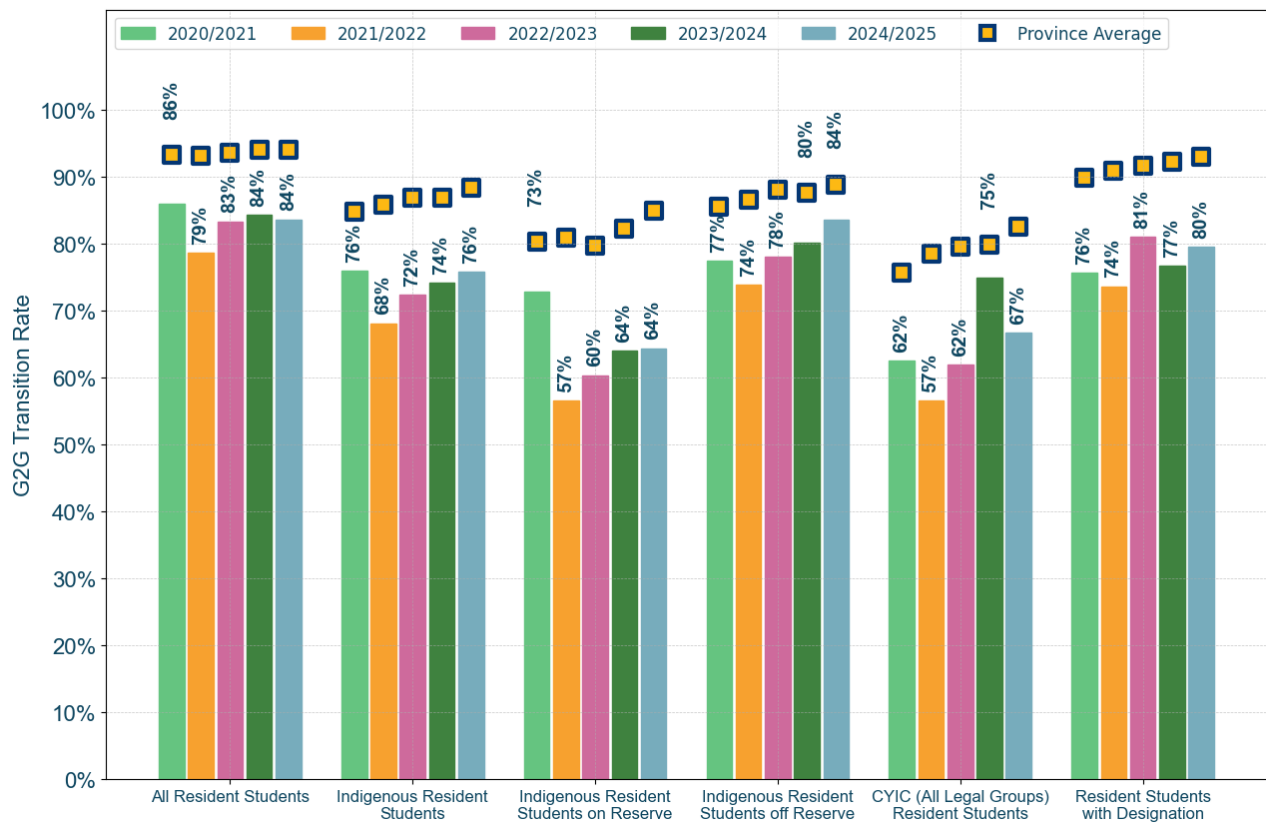
Grade 10 to 11 Transition Rate Coast Mountains



Grade 11 to 12 Transition - Cohort Count

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	330	408	390	389	398
Indigenous Resident Students	150	207	181	201	215
Indigenous Resident Students on Reserve	48	69	58	75	87
Indigenous Resident Students off Reserve	102	138	123	126	128
CYIC (All Legal Groups) Resident Students	16	23	21	20	21
Resident Students with Designation	74	91	79	86	88

Grade 11 to 12 Transition Rate Coast Mountains



Review Data and Evidence: Intellectual Development



So what?

Using a maximum of three to five bullet points, please respond to the question:

What areas for growth are affirmed or identified by the data review? Did anything surprising emerge from the data review?

Please respond using a maximum of three (3) to five (5) bullet points.

- Numeracy results have shown some improvement at the Grade 10 level, particularly for Indigenous learners and students with designations, suggesting that targeted supports and interventions may be having a positive impact. Grade 10 Numeracy proficiency for all students increased from 68% in 2023/24 to 77% participation in 2024/25, while Indigenous students and students with designations also demonstrated upward trends.
- Elementary and middle years numeracy results continue to fluctuate and remain an area for growth, particularly for Indigenous learners. Grade 4 and Grade 7 FSA Numeracy results have not demonstrated consistent year-over-year improvement, and achievement gaps between district and provincial performance remain evident. The data affirms the importance of the district's current work to strengthen foundational numeracy skills, establish consistent instructional approaches, and develop a district-wide Numeracy Framework.
- The transition data provides an encouraging point of reflection. Grade 10 to 11 transition rates are generally strong and closely aligned with provincial results, including for Indigenous learners and students with designations. At the same time, Grade 11 to 12 transition rates show greater variability and remain an important area to monitor, particularly for priority learners. This suggests that while many students are successfully moving through the earlier secondary transition, continued focused support is needed to help ensure students remain on track as they move toward graduation.
- Indigenous students off reserve demonstrated notable gains in Grade 10 literacy. Proficiency rates increased from 38% in 2022/23 to 52% in 2023/24 and 60% in 2024/25, indicating improved outcomes and narrowing achievement gaps for this learner group. Students with designations showed improvement in Grade 7 Literacy. Results increased from 11% in 2024/2025 to 27% in 2025/26, suggesting that targeted interventions and supports may be positively impacting student achievement.

- District literacy results reflect the positive impact of a coordinated K–9 literacy approach that includes evidence-based instruction, University of Florida Literacy Institute (UFLI) implementation, Acadience assessment practices, and a focus on Tier 1 classroom instruction. While growth is evident, achievement gaps remain for some priority learner groups and require continued attention. Grade 10 literacy participation and proficiency trends suggest that earlier investments in foundational literacy are creating stronger pathways for student success; however, continued emphasis on intervention and progress monitoring is needed to sustain gains through secondary school.

Respond to Results: Intellectual Development



Now what?

Using a maximum of three to five bullet points, please respond to the question:

What key strategic adjustments will be made based on the above areas for growth to improve learning outcomes for all students and enhance equity of outcomes for priority populations?

Please note: As this report reflects an interim year, the district team may be continuing to monitor strategy impact and have limited, if any, adjustments to share.

Please respond using a maximum of three (3) to five (5) bullet points.

- The district will continue implementation of its K–9 Literacy Framework, with a focus on strong Tier 1 instruction, Universal Design for Learning (UDL), and Multi-Tiered Systems of Support (MTSS) to improve outcomes for all learners.
- UFLI, Acadience benchmark assessments, Self-Regulate Strategy Development (SRSD) writing, and targeted progress monitoring will continue to be used to identify student needs early and provide timely intervention, particularly for Indigenous learners and students with disabilities or diverse abilities.
- The district allocated more literacy support for 2026-2027 in our grade 7-12 schools to address reading difficulties and continue to provide Tier 2 support in our K-6 schools across the district.
- The district will expand professional learning and collaborative inquiry focused on evidence-based literacy and numeracy practices while continuing to use Empower and

other intervention supports to strengthen Tier 2 and Tier 3 programming. The district is building literacy capacity by introducing two targeted book studies this academic year (*Next Steps in Literacy Instruction* for K–6 educators and *Reading Isn't Optional* for Grades 7–12 educators), alongside SRSD writing training for teachers in every school, creating school-based expertise and supporting consistent, evidence-informed literacy instruction across the district.

- To support continued growth in numeracy achievement, the district has launched a coordinated, multi-year approach through the District Numeracy Working Group. This work includes developing a consistent K–3 scope and sequence, completing a comprehensive review of school-based resources and manipulatives, and implementing two district-supported mathematics pilot programs in elementary classrooms during the 2026–2027 school year. The district has also created a new Numeracy Lead Teacher position to provide direct support to educators and help build consistent instructional practices across schools. Participating teachers will receive materials, professional learning, and ongoing support from the Numeracy Lead Teacher while providing feedback throughout the year to inform future planning and resource decisions. Together, these efforts are intended to strengthen foundational numeracy instruction, increase consistency across schools, and build a sustainable, district-wide approach that supports improved outcomes for all learners.

Human and Social Development

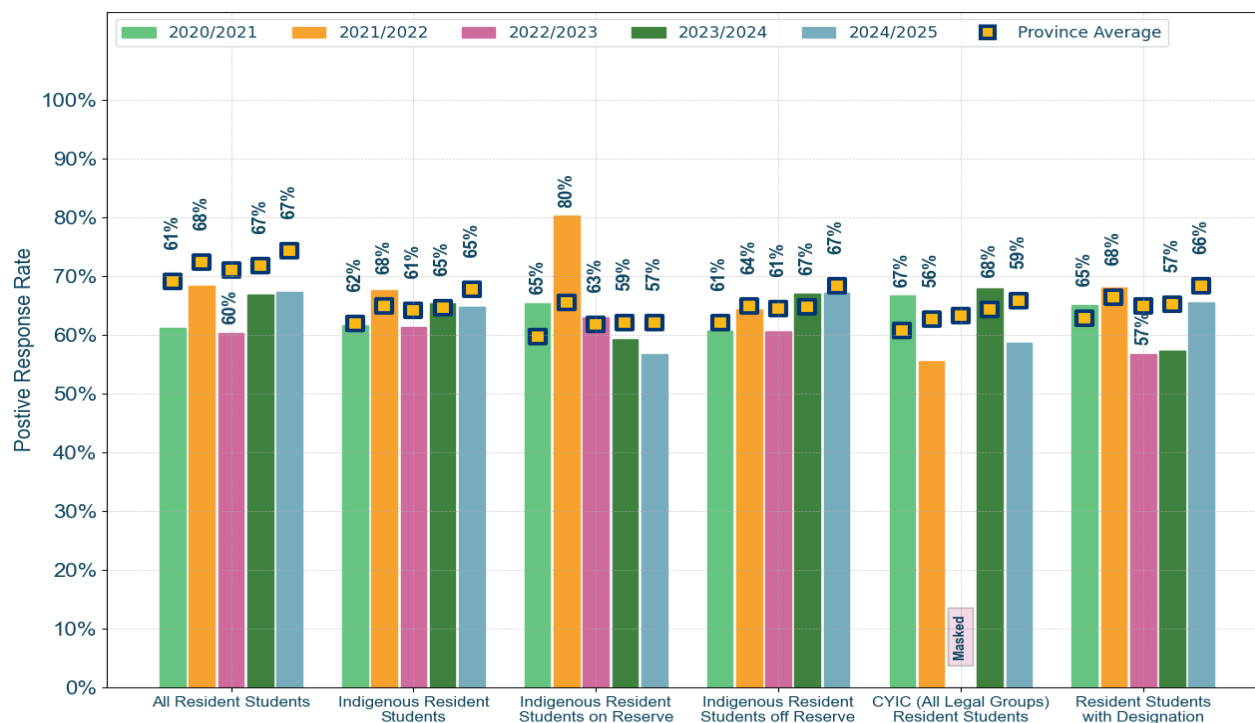
Educational Outcome 3: Feel Welcome, Safe, and Connected

Measure 3.1: Students Feel Welcome and Safe, and Have a Sense of Belonging at School

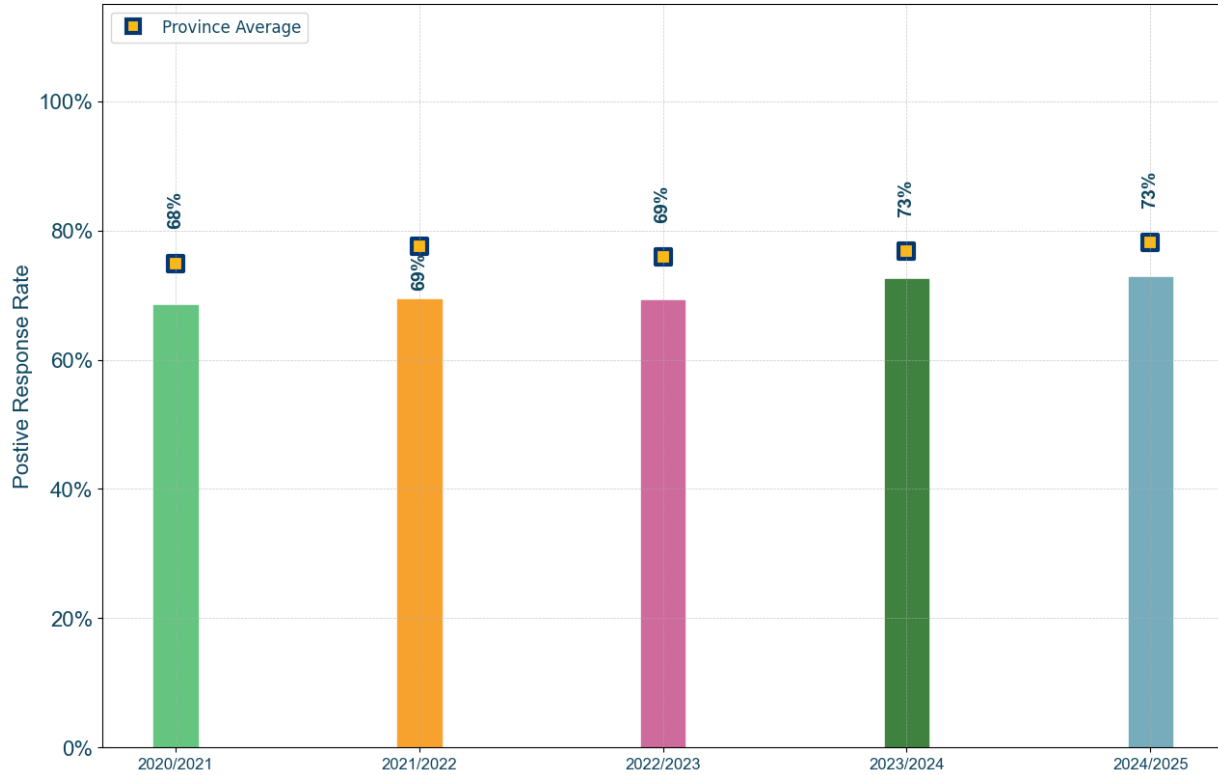
Student Learning Survey - Expected Count | Participation Rate for Grades 4, 7, and 10

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	927 71%	1000 73%	1017 73%	999 78%	1004 82%
Indigenous Resident Students	469 60%	493 66%	523 65%	517 73%	524 81%
Indigenous Resident Students on Reserve	122 42%	116 58%	159 69%	139 59%	145 84%
Indigenous Resident Students off Reserve	347 66%	377 69%	364 63%	378 78%	379 80%
CYIC (All Legal Groups) Resident Students	43 49%	34 53%	38 47%	49 59%	40 80%
Resident Students with Designation	170 49%	160 59%	172 61%	164 67%	166 78%

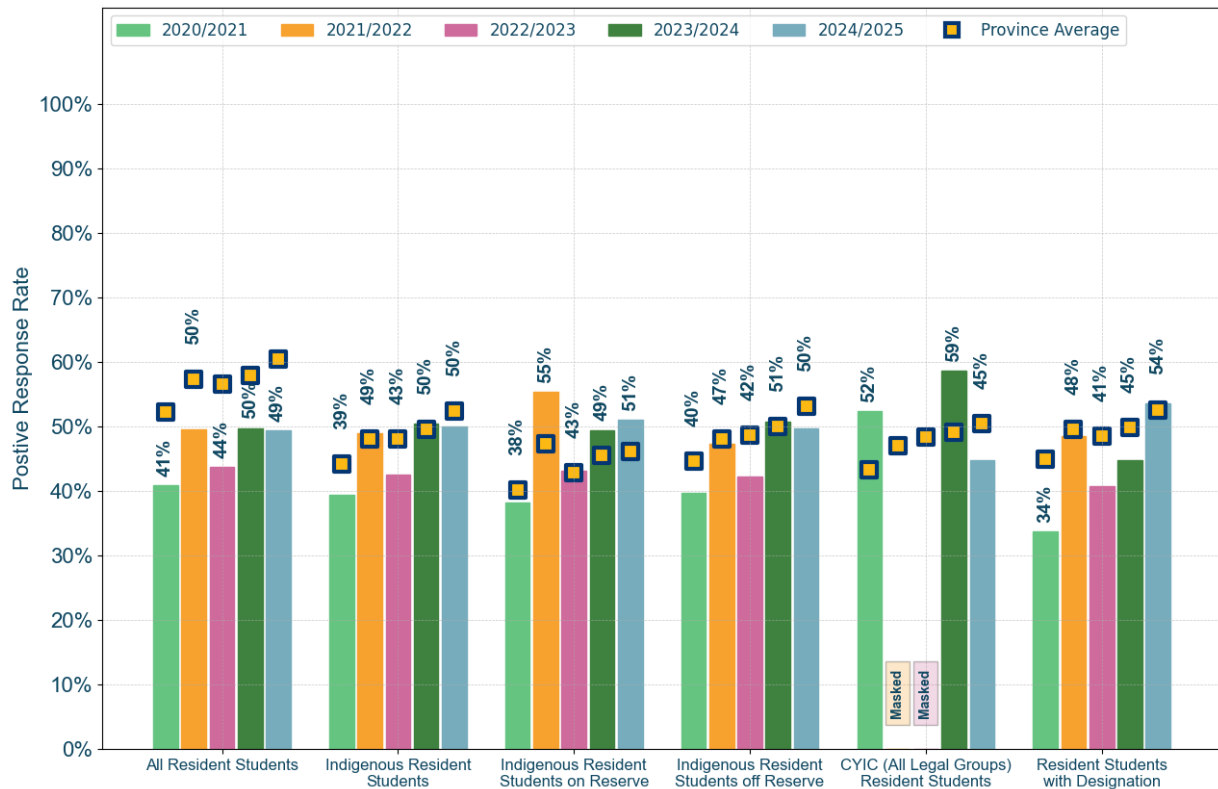
Feel Welcome - Positive Response Rate for Grades 4, 7, and 10
Coast Mountains



Feel Safe - Positive Response Rate for Grades 4, 7, and 10 Coast Mountains

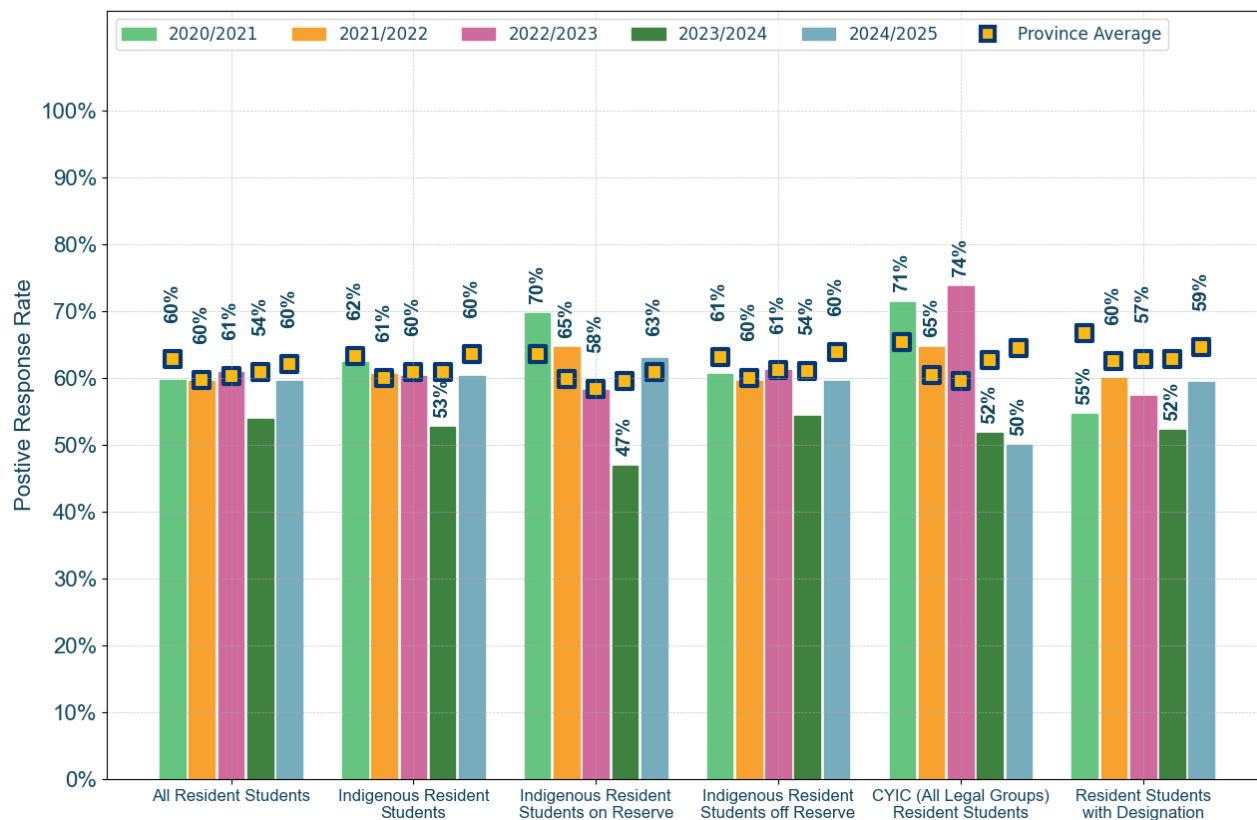


Sense of Belonging - Positive Response Rate for Grades 4, 7, and 10 Coast Mountains



Measure 3.2: Students Feel that Adults Care About Them at School

2 or more Adults Care - Positive Response Rate for Grades 4, 7, and 10
Coast Mountains



Review Data and Evidence: Human and Social Development



So what?

Using a maximum of three to five bullet points, please respond to the question:

What areas for growth are affirmed or identified by the data review? Did anything surprising emerge from the data review?

Please respond using a maximum of three (3) to five (5) bullet points.

- The percentage of students reporting that two or more adults care about them increased from 54% in 2023/24 to 60% in 2024/25, which is a positive shift. Similar improvements were reported by Indigenous students, including Indigenous students living on reserve.
- Sense of belonging remained relatively stable for all resident students at 49% in 2024/25, compared with 50% in 2023/24. Results continue to indicate that approximately half of students in Grades 4, 7, and 10 report a positive sense of belonging.
- Students with disabilities or diverse abilities reported notable improvements in 2024/25, with sense of belonging increasing from 45% to 54% and the percentage reporting that two or more adults care about them increasing from 52% to 59%.
- Results for children and youth in care continue to fluctuate significantly. In 2024/25, 50% reported that two or more adults care about them and 45% reported a positive sense of belonging, highlighting an area requiring continued attention.
- The percentage of students reporting that they feel safe increased from 68% in 2020/21 to 73% in 2024/25. While this sustained improvement is encouraging, the district result remains below the provincial average.

Respond to Results: Human and Social Development



Now what?

Using a maximum of three to five bullet points, please respond to the question:

What key strategic adjustments will be made based on the above areas for growth to improve learning outcomes for all students and enhance equity of outcomes for priority populations?

Please note: As this report reflects an interim year, the district team may be continuing to monitor strategy impact and have limited, if any, adjustments to share.

Please respond using a maximum of three (3) to five (5) bullet points.

- The district will continue to prioritize belonging, safety, and positive relationships with caring adults through school growth planning, student voice opportunities, and relationship-based approaches, with continued attention to creating safe, welcoming, and inclusive school environments.
- School and district teams will review disaggregated Student Learning Survey results to identify differences among student populations and determine where targeted supports, additional inquiry, or adjustments are required.
- Survey data will be considered alongside direct feedback from students, families, staff, Indigenous partners, and community partners to better understand student experiences and inform responsive actions. This will include information from the Middle Years Development Instrument (MDI), Youth Development Instrument (YDI), and Student Learning Survey, as well as engagement through Student Voice and Local Education Agreement meetings.
- Targeted attention will continue for children and youth in care and other students experiencing vulnerability, with an emphasis on strengthening connections to trusted adults, coordinated supports, and inclusive school environments through the district's new outreach program, including daily connection with priority youth and individualized support to strengthen attendance, engagement, and connection to school.
- Progress will be monitored through annual survey results, school-level evidence, student feedback, and other indicators of belonging, safety, engagement, and connection to caring adults. This evidence will be reviewed over time to assess the impact of strategies and inform ongoing adjustments at both the school and district levels.

Career Development

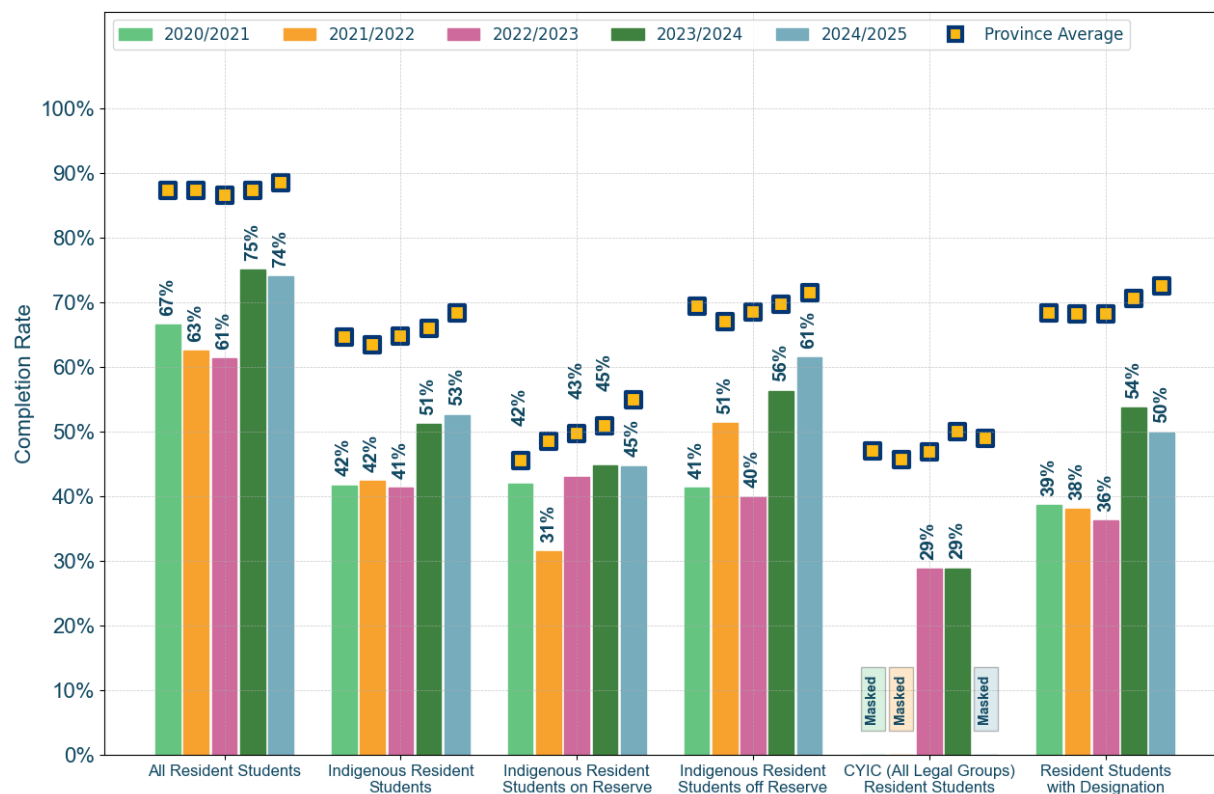
Educational Outcome 4: Graduation

Measure 4.1: Achieved Dogwood within 5 Years

Completion Rate - Cohort Count | Outmigration Estimation

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	348 28	382 33	428 40	407 45	390 52
Indigenous Resident Students	162 13	179 16	212 21	181 21	191 26
Indigenous Resident Students on Reserve	91 8	81 8	96 10	81 10	101 14
Indigenous Resident Students off Reserve	71 6	98 8	116 11	100 11	90 12
CYIC (All Legal Groups) Resident Students	Masked	Masked	58 6	47 5	Masked
Resident Students with Designation	79 6	98 9	110 11	84 9	95 13

5-Year Completion Rate - Dogwood + Adult Dogwood
Coast Mountains



5-Year Completion Rate - Dogwood Coast Mountains



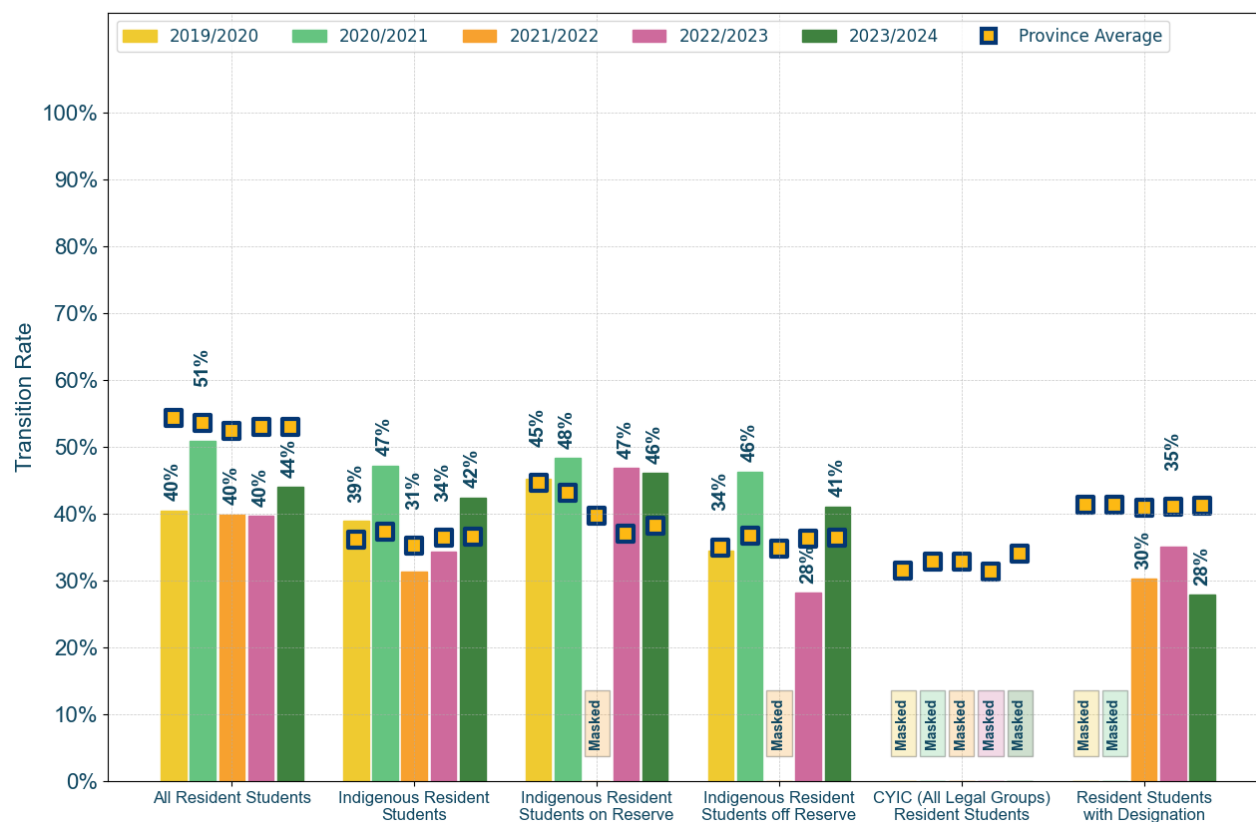
Educational Outcome 5: Life and Career Core Competencies

Measure 5.1: Post-Secondary Transitions

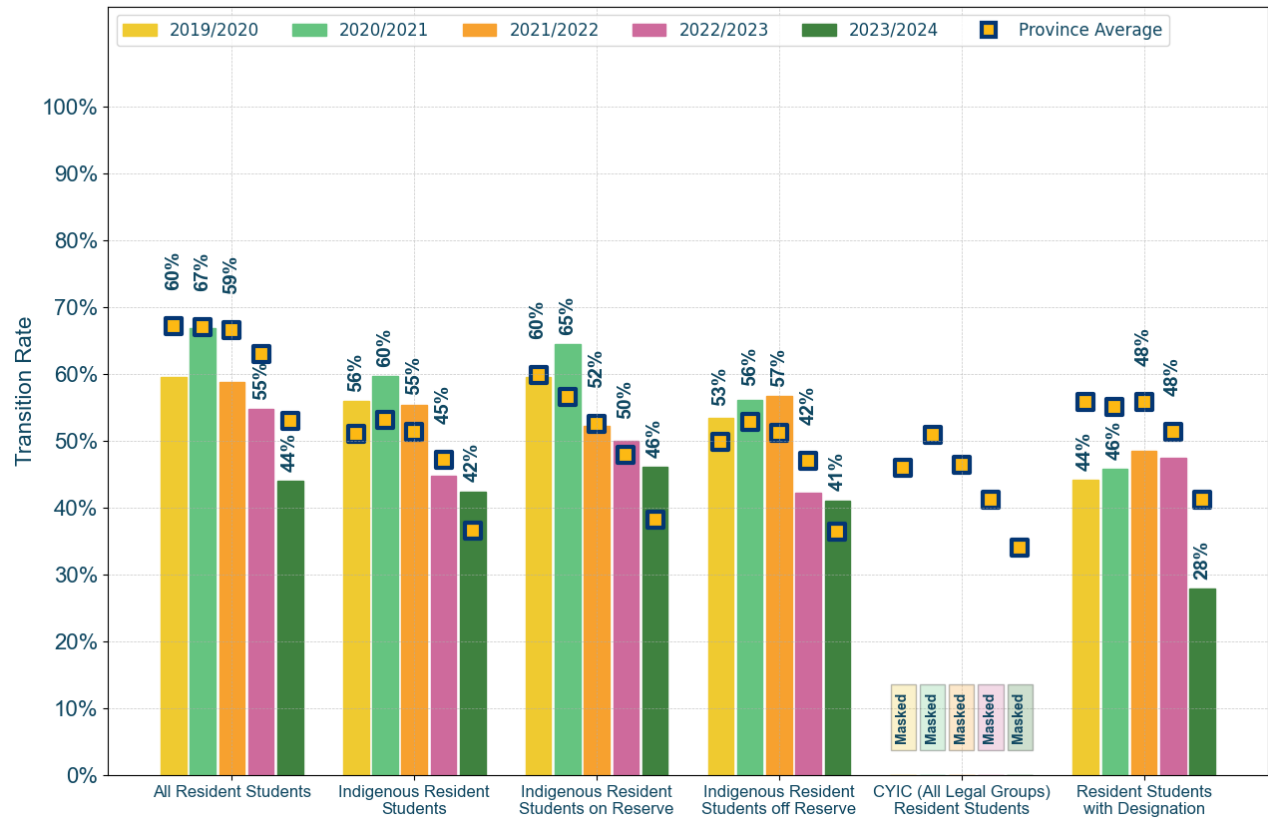
Transition to Post-Secondary - Cohort Count

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	279	232	233	270	291
Indigenous Resident Students	100	72	83	96	99
Indigenous Resident Students on Reserve	42	31	Masked	32	26
Indigenous Resident Students off Reserve	58	41	Masked	64	73
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	Masked	Masked	33	40	43

Immediate Transition to Post-Secondary Coast Mountains



Within 3 Years Transition to Post-Secondary Coast Mountains



Review Data and Evidence: Career Development



So what?

Using a maximum of three to five bullet points, please respond to the question:

What areas for growth are affirmed or identified by the data review? Did anything surprising emerge from the data review?

Please respond using a maximum of three (3) to five (5) bullet points.

- Five-year Dogwood completion rates have increased for most student groups over the past three years, with all resident students improving from 60% to 73% and Indigenous students from 39% to 50%. This suggests that expanded career pathway programming, graduation supports, and flexible learning opportunities are positively impacting student success.
- Grade 10 to 11 transition rates remain strong across most student groups; however, Grade 11 to 12 transition rates continue to be lower than provincial averages. This suggests that barriers to credit completion and graduation persist during the final years of secondary school and warrant continued attention.
- Indigenous students living off reserve demonstrated significant gains in completion rates, increasing from 39% to 60%, while Indigenous students living on reserve remained at 40%. These differences highlight the importance of continuing targeted and culturally responsive supports to improve equity of outcomes.
- While immediate post-secondary transition rates have remained relatively stable, three-year post-secondary transition rates declined for all resident students (55% to 44%) and students with designations (48% to 28%). This may indicate that some graduates are delaying entry into post-secondary education, entering the workforce directly, or experiencing barriers to accessing post-secondary pathways.

Respond to Results: Career Development



Now what?

Using a maximum of three to five bullet points, please respond to the question:

What key strategic adjustments will be made based on the above areas for growth to improve learning outcomes for all students and enhance equity of outcomes for priority populations?

Please note: As this report reflects an interim year, the district team may be continuing to monitor strategy impact and have limited, if any, adjustments to share.

Please respond using a maximum of three (3) to five (5) bullet points.

- Continue expanding district career pathway programming, including Train in Trades, Work in Trades, dual-credit opportunities, Career Maker Days, and experiential learning opportunities that connect students with local industries, employers, and post-secondary institutions.
- Strengthen transition planning and graduation supports for Indigenous students, students with designations, and other priority learners through coordinated efforts involving school teams, career counsellors, Indigenous Education staff, and the Indigenous Graduation Success Outreach Coordinator. Local Education Agreement implementation remains a key focus, with continued collaboration between the District, First Nations, Education Coordinators, and schools. Beginning in 2026–27, monthly meetings will be held with Nation representatives and school administrators to strengthen communication, accountability, and data-informed planning. Meetings and follow-up actions will be documented to support ongoing monitoring, shared accountability, and improved outcomes for Indigenous students.
- Through strong, established partnerships with Coast Mountain College, University of Northern British Columbia (UNBC), SkilledTradesBC, LNG Canada, Northern Health, and community organizations, continue to expand access to post-secondary education, apprenticeships, and employment opportunities for students across all communities.
- Utilize the North Coast Distance Education School and Brightspace to further reduce barriers for students requiring flexible pathways, credit recovery, or alternative approaches to graduation and post-secondary preparation.

- Continue monitoring graduation and post-secondary transition data alongside participation in career development programs by reviewing outcomes across student groups, schools, and communities; identifying programs and supports associated with successful transitions; gathering student and family feedback; and using the findings to address equity gaps and guide future pathway and transition initiatives.



MEETING AGENDA ITEM #11.2.3

Action: X

Information:

Meeting: Regular

Meeting Date: September 29, 2026

Topic: **Board Approval: Out-of-Country Final Field Trip Application**

Background/Discussion:

The following out-of-country field trips are presented for final Board approval ahead of the 120-day pre-departure timeline. Both trips are planned for Spring Break in March 2027 and previously received Board approval in principle.

School	Trip / Destination	Approval in Principle
Caledonia Secondary	Portugal and Spain	February 23, 2025
Mount Elizabeth Middle Secondary	Alps and Mediterranean Coast	October 29, 2025

The attached travel plans outline the proposed itineraries. Exact flight and accommodation details will be confirmed and provided to the district closer to departure date.

Recommended Action:

THAT the Board grant final approval for the Caledonia Secondary School and Mount Elizabeth Middle Secondary School out-of-country field trips during Spring Break 2027, as outlined in the attached travel plans, at no cost to the Board and subject to ensuring student safety and adhering to applicable federal and provincial travel advisories, regulations and protocols.

Presented by: Superintendent of Schools

CALEDONIA SECONDARY SCHOOL

Portugal and Spain Tour – Spring Break 2027
Group Leader – Patsy Chant

1. A departure date of March 15, 2027, has been requested (dependent on when Spring Break is in the District calendar). It will be finalized approximately a month prior to travel and is determined by flight availability.
 - Day One: Fly overnight to Lisbon, Portugal
 - Day Two: Arrive in Lisbon
 - Day Three: Lisbon
 - Day Four: Lisbon | Évora | Algarve
 - Day Five: Algarve
 - Day Six: Algarve | Seville, Spain | Costa del Sol
 - Day Seven: Costa del Sol | Gibraltar
 - Day Eight: Costa del Sol | Granada
 - Day Nine: Granada | Valencia
 - Day Ten: Valencia | Barcelona
 - Day Eleven: Barcelona
 - Day Twelve: Fly Home
2. Our travel partner is EF (Education First) Tours. The purpose of the travel club is to provide access to other cultures, peoples, and world views. Students become members of the Travel Club as soon as they 1. Submit an application, and 2. Register with EF.

Travel Club meetings will be scheduled to begin in September 2026 so any registered Grade 9 students will be in Grade 10 at Caledonia. Members meet about every two weeks prior to travel. A debriefing / feedback meeting will be held after our return.

3. There is space for a maximum of 42 students. The ratio for student to chaperone is 6:1. EF provides one free chaperone for every 6 students. All chaperones are Caledonia teachers, except for my husband, Steven Chant. (Criminal record check on file.)
4. Students and parents will be advised of this travel opportunity through inserts in the weekend newsletters of both Caledonia and Skeena (Grade 9 students for the 2025-26 school year will be eligible to travel in 2027), and travel club bulletin board in the Caledonia main hallway.

Students complete an application and it is a first come, first served basis for seats. Academic standing is not considered but a suspension could have them removed from the roster.

5. The cost is approximately \$6400 per student. This includes plane fare, hotels, breakfast, most dinners, and admission to all attractions, travel within the countries we visit, a 24/7 tour director, and travel insurance. EF has a “Cancel for Whatever Reason” policy. Every traveler has a personal account with EF and can look at all the details of every aspect of the trip online. EF also provides several payment options and has several fundraising options built within each student account.

All Caledonia students are eligible to apply. There is no fundraising done by the organizers for this trip. Chaperones are at no cost to the students as we travel during Spring Break and incur no TTOC costs.

Thank you.
Patsy Chant



Field Trip Proposal – Form B (Higher care outings)
Coast Mountains Board of Education SD 82
School Name: Caledonia Secondary School

Destination: Portugal and Spain			
Departure Date: March 22, 2027		Departure Time: TBA	
Return Time: April 2, 2027			
Lead Teacher: Patsy Chant			
Phone: (250) 615-8617		Email: <u>patsy.chant@cmsd.bc.ca</u>	
Area of study: History, Geography, Art, Architecture, Archeology, ...		Purpose of trip: Educational	
Grade: 10-12	# of students: 42 Max.	# of Male: TBD	# of Female: TBD

Names of supervisors:	Staff (S) Volunteer (V) Other (O)	Gender: Male/Female
Lead Teacher: Patsy Chant	S	F
Other Supervisor: Janet Inkster	S	F
Other Supervisor: April Lowndes	S	F
Other Supervisor: Kelley Axelson	S	F
Total Number of Supervisors: Max 7		
Name of Service Provider if applicable: Education First (EF) Tours	SP Contact Person: Lauren Milne	SP Phone:

Transportation (check all that apply)		Estimated cost of trip:
Method ☒ walking ☐ school owned bus/van ☒ public transport ☒ charter bus ☐ 15 passenger van ☐ rental van ☒ by service provider ☐ transport not provided; participants responsible for own ☒ other (specify): plane	Driver ☒ professional driver ☐ volunteer driver (staff/other supervisor) ☐ volunteer driver/student ☐ other (specify):	Sources of funding (ie. cost/student/other sources – if so accommodated) 100% parent / student funded Equal access for all students: ☐ Yes ☒ No ☐ See attached Special Needs Addressed: ☐ Yes ☒ No ☐ N/A ☐ See attached Alternative Activity non-participants: ☐ Yes ☒ No Contingency Plan: <u>As determined in consultation with EF (our service provider) and the school district.</u>

Educational Value
Goals and/or student learning outcomes: Exposure to and experience of new cultures, food, languages, architecture, geography, art, etc.
Follow-up activities that will occur: Debrief with parents and students upon return
Safety Guidelines: I am familiar with relevant board policies, district procedures and the <i>YouthSafe Outdoors: Safety First! Guidelines for BC School Off-site Experiences (2005)</i> : ☒ Yes ☐ No
Safety Plan: Briefly describe (<i>or attach in Detailed Trip Plan</i>), the risk assessment and safety planning process to address key risks related to:
Environment (eg. weather, terrain, wildlife): N/A
Activity (eg. transportation, outdoor pursuits/aquatic specific): N/A
Group (eg. clothing, equipment, water, food, behaviour): Addressed in numerous group meetings and newsletters



Field Trip Proposal – Form B (Higher care outings)

Supervision Plan

Briefly describe the supervision processes to be used. (eg. large or small group setting(s), lead/sweep, head counts, buddy system, level of supervision (constant visual, on-site, in the area), other elements of supervision plan as relevant:

See attached.

Volunteer Plan

Process to identify volunteer candidates:

Volunteer screening processes (check any/all that apply) ☐ background check ☐ reference ☒ criminal record check

Emergency Plan

First Aid kit(s) stocked and carried/accessible ☒ first aid ☐ repair ☐ survival

Emergency communications equipment carried and/or accessible: check any/all that apply

☐ telephone ☒ cell phone ☐ satellite phone ☐ radio (VHF, UHF) ☐ family radio service ☐ none ☐ other

Primary First Aider: Steven Chant

Certification Held: Level 1

School Contact Available 24/7: Keith Axelson

Phone (H) (250) 635-1695

(W) (250) 635-6531

(C) (250) 635-0350

Attachments checklist

Check all that apply and attach to this form:

- ☒ program/activity/trip plan
☒ itinerary card
☒ assessing teacher/leader readiness form
☐ parental consent and acknowledgement of risk form
☐ other:

- ☒ volunteer consent/acknowledgement of Risk Form
☐ volunteer driver authorization form
☐ service provider proposal, agreement and/or contract
☐ passenger list form
☒ completed Field Trip Checklist attached

Evaluation

Criteria for success of Field Trip experience:

All students will arrive safely home, having had an amazing trip.

Process to determine success:

Debrief with parents and students upon return.

Name of Lead teacher: (print) Patsy Chant	Date: (Y/M/D) 2026/09/10	Signature:
Name of Administrator: (print) Keith Axelson	Date: (Y/M/D) 2026/09/10	Signature:
Additional Approval: (if needed)	Date: (Y/M/D)	Signature:

Personal information contained on this form is collected under the authority of the School Act for the purpose of participating in school trips. If you have any questions about this form, please contact your school administrator.



Assessing Teacher/Leader Readiness Higher Care Activities

School Name: Caledonia Secondary School

Coast Mountains Board of Education SD 82

Name of Teacher/Leader: Patsy Chant

Proposed Program/Activity: Portugal and Spain

1. Have you taken any relevant formal training in outdoor education, outdoor pursuits or related disciplines? Include certification courses, academic coursework, non-academic courses, other courses or workshops, but not first aid/CPR ☐ yes ☒ no
- If yes, complete the table below with respect to the most relevant courses(s). Write in your responses to the first five rows, and place checkmarks for "yes" responses over the remaining items per course. Be prepared to share examples for these items.

Course Particulars	Course 1	Course 2	Course 3
Name of course and level if appropriate			
Institution or organization offering the course			
Year the course was taken (approximate)			
If led to certification, is the ticket current now?			
Approximate course hours (face-to-face)			
Were your technical skills developed?	☐	☐	☐
Were your instruction skills developed?	☐	☐	☐
Were your trip leadership skills developed?	☐	☐	☐
Did you learn relevant safety procedures?	☐	☐	☐
Did you learn relevant emergency procedures?	☐	☐	☐
Did you instruct/lead peers over the course?	☐	☐	☐
Did you instruct/lead children over the course?	☐	☐	☐

2. What, if any, **current first aid certification** do you hold? N/A

3. What, if any, **current CPR certification** do you hold? N/A

4. Do you have relevant personal recreational and/or sport experience in the activity: ☒ yes ☐ no

If yes, please answer the following:

4.1 Number of years of participation in the activity: 10 years

4.2 Days of involvement in the activity over the past 3 years: Difficult to determine

4.3 Involvement as part of an organized group (eg. club, team): Yes

4.4 Have you had a significant mentor in the activity/environment? ☒ yes ☐ no

5. Have you instructed this program/activity formally in the past?

If yes, please answer the following, in relation to the proposed program/activity ☒ yes ☐ no

5.1 Have you taught this same program/activity before with similar students? ☒ yes ☐ no

5.2 Have you taught/led this or other activities in a similar area/site? ☒ yes ☐ no

5.3 Have you instructed/led students in relevant technical skills? ☐ yes ☒ no

5.4 Have you instructed students in relevant safety procedures? ☒ yes ☐ no

5.5 Specify other relevant experience:

6. If a new activity for you, have any other schools you are aware of, conducted this activity? ☐ yes ☐ no

Name of School:

Grade:

Activity:

Site/area:

7. When, if at all, were you last at/on the proposed site/route?

We travelled to Italy in 2025

8. If not fully qualified, ie. relevant training, knowledge, skills, health/ fitness for activity, how do you plan to address or overcome this area(s)?

First Aid covered by qualified chaperone, EF provides tour guide and 24/7 tour director

Personal information contained on this form is collected under the authority of the School Act for the purpose of participating in school trips. If you have any questions about this form, please contact your school administrator.



Assessing Teacher/Leader Readiness Higher Care Activities

General Assessment Based on Responses Above

Perceived contribution to overall readiness					
Readiness Element	low	moderate	high		comments
Formal training/courses	☐	☐	☒		
First Aid/CPR Certification	☐	☐	☐		Provided by Qualified Chaperone
Recreational/Sport Experience	☐	☐	☒		
Instruction/Leadership Experience	☐	☐	☒		
Familiarity with site/area/route	☐	☒	☐		
Interpersonal "soft" skills	☐	☐	☒		
Addressing qualification gaps	☐	☐	☒		

Overall Readiness for the Proposed Program/Activity: (check one)

LOW ☐ MODERATE ☐ HIGH ☒

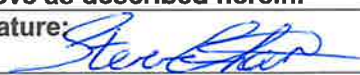
Comments: (eg. general, requirements for program modification and/or resourcing)



Consent of Volunteer – Higher Risk Field Trip

School Name: Caledonia Secondary School

Coast Mountains Board of Education SD 82

Program/Activity Information (Read Activity Information prior to completing this form)				
Volunteer Name: Steven Chant		Phone: (250) 641-8157		E-Mail: enchantedterrace@gmail.com
Lead Teacher: Patsy Chant		Phone: (250) 615-8617		E-Mail: patsy.chant@cmsd.bc.ca
Program/Activity: Portugal and Spain			Date(s): Mar 22 - Apr 2, 2027	
OR Series of Field Trip activities:				
Board Expectations for Volunteers				
1. review and comply with relevant board policy		5. support and follow the school code of conduct		
2. have qualifications appropriate for field trip activity		6. report any inappropriate conduct to the lead teacher		
3. know the details of the field trip activity and their specific duties, responsibilities and authority prior to departure		7. adhere to the schedule or itinerary		
4. exhibit positive behaviour and be an acceptable role model		8. dress appropriately for the off-site activity		
Potential Known Risks				
Potential known risks include the following: Plane crash, bus crash, drowning, twisted ankle, food poisoning				
Consent and acknowledgement of risk				
1. I accept the mode of transportation for (Name of activity): Portugal and Spain				
2. I acknowledge my right to obtain as much information as I require about this program or activity and associated risks and hazards, including information beyond that provided to me by the school or board				
3. I freely and voluntarily assume the risks/hazard inherent in the program/activity and understand and acknowledge that I may suffer personal and potentially serious injury arising from my volunteer involvement				
4. I understand that as a volunteer, I am covered by liability insurance but not covered under Worker's Compensation Board (WCB) Insurance				
5. I agree to abide by the rules and regulations including directions and instructions from the schools/service provider's administrators and staff while volunteering in the program or activities				
6. I acknowledge that it is my duty to advise the Board of any medical/health concerns that may affect my participation				
7. I understand that I am obliged to keep confidential any student personal information (in particular, health information) that is disclosed to me by the school, except as required for the purposes of discharging my obligations on the field trip				
8. I acknowledge the Board may choose to cancel the trip if ravel conditions are dangerous for whatever reason, deemed unsafe (eg. weather, health issues) and accept the Board will not be liable for any costs associated with said cancellation				
9. I acknowledge the trip supervisors may secure such emergency medical services (eg. ambulance) deemed necessary for my immediate health and safety, and that I shall be financially responsible for such services				
I understand, acknowledge and consent to the above as described herein.				
Volunteer name (please print): Steven Chant		Signature: 		Date: <u>10-09-2026</u>
Parent/Guardian signature if volunteer is under 18 years of age:				
Field Trip Emergency Medical Information (if applicable)				
Volunteer Name: Steven Chant		Date of Birth (optional): August 28, 1973		
BC Medical Services Plan Personal Health Number:				
Allergies (eg. specific drugs, certain food, insect stings, hay fever: N/A				
Reaction to above:		Carries Epipen ☐ yes ☐ no		Carries Ana Kit? ☐ yes ☐ no
Medical/physical conditions that may affect participation in the program/activity: (eg. recent illness/injury, chronic conditions, phobias etc.)				
Specify the conditions and requirements for program modification or specific activities you should not do:				
Medication(s) taken at this time		name:	reason:	dosage:
storage:		potential side effect/treatment of such:		
Other health/medical/dietary concerns:				
Emergency Contacts and Phone Numbers		1. Keith Chant	(H) (780) 458-2292	(W)
		2.	(H)	(W)
			(C) (587) 990-8701	



PORTUGAL & SPAIN

Tour 2027

CHAPERONE BOOKLET

<i>Portugal & Spain Chaperones</i>
<i>Patsy Chant – Group Leader</i> <i>Janet Inkster</i> <i>Steven Chant</i> <i>Kelley Axelson</i> <i>April Lowndes</i>

Chaperone Roles

Chaperones are generally responsible for the following key areas:

- Supervision of the group at all times
- Checking attendance & “counting heads”
- “Getting to know” the students:
 - Being familiar with the students, their medical histories, dietary needs, etc.
 - Watching to make sure that everyone is fitting in, having a good time, eating well, etc.
 - Following the trip rules
- Setting expectations for good behaviour

General Information

- The Group Leader will have medical information, emergency contacts, passport copies, rooming lists, travel documents, etc. for the entire group. A binder with this information will stay at Caledonia for reference if needed. Each chaperone will also have a “sub-set” which will contain information specific to the student in their mini-group. A copy of the Emergency Information is kept at the Board Office as well.
- In the case of illness, accident, lost passport or anything that causes a traveler to remain behind, a chaperone must stay with this traveler. This is why the EF All-Inclusive Insurance is required – it will cover expenses in the event this is necessary.
- Chaperone rooming assignments are based on double occupancy with other chaperones, unless an extra fee is paid for a single.
- All chaperones are to bring their cellphones and have a cell phone plan that will allow them to text each other as part of the observation / safety / security of the group.

- Each chaperone (EXCEPT FOR Group Leader) is assigned a sub-group of students for small “chaperone group” purposes. At each of our destinations and along the way at appropriate times, students will check-in with their appointed chaperone for “head counts” to quickly make sure all students are present and accounted for.
- As this is a sanctioned school trip, consumption of alcohol is not permitted with students present. No chaperone will consume enough alcohol to be considered inebriated.

Hotel Information

Hotel Procedures

- While traveling to check-in at our hotels, it will be the responsibility of the Group Leader to coordinate the Rooming List with the EF Tour Director on the bus. All tour chaperones, including the EF Tour Director, will be given copies of the Rooming List for safety and emergency purposes, as well as for “bed-checks.” The Rooming Lists (or at least various potential scenarios) have been pre-prepared to make it easier to fill out the hotel information “on the fly” while on tour and approaching each hotel.
- When arriving at a new hotel, the EF Tour Director will first check us into our hotel. Travelers are not allowed off the bus until they have received their instructions. If in the event of traffic restrictions we must disembark first, the travelers will stay at a predetermined location until the EF Tour Director and Group Leader deal with the check-in arrangements.
- Upon check-in, chaperones should be sure to assist students in a pre-check of their rooms for any damage or issues. If they find anything, they are to report them immediately to the Group Leader or the EF Tour Director. Common concerns include:
 - Working locks
 - Seeing if the outside-facing walls have any balconies and/or opening windows. If so, these must be checked for security.
 - Working toilet
- Each evening there will be a curfew time at which all students are to be quiet and in their rooms for the night. Curfew will depend on how early we depart the next morning and is set by the chaperones each day.
- All chaperones will help participate in the nightly “bed-check” at the curfew time set each evening. As well, chaperones will be responsible for “on-call” duties on selected evenings on a rotating basis. It is the responsibility of the on-call chaperone to deal with any issues regarding students on their assigned night(s), though it is unlikely they will have to. See page 6 in this package for our on-call schedule.

- Each night, all chaperones will meet together at the hotel either before or after bed checks to discuss the “game plan” for the next day’s events. The EF Tour Director may also attend this meeting.
- After returning to the hotel after an evening’s activities, students are NOT allowed outside the hotel unless accompanied by a chaperone. There **may** be some time to socialize with friends but that will depend on what time we arrive / bed check / wakeup call time the next morning.
- Each morning, chaperones are to be at the breakfast area in the hotel and ensuring that students are there (not sleeping in and missing breakfast) and actually eating.

Bed-Check Duties

- At the pre-arranged curfew time each evening, the chaperones shall visit each student room to ensure all students are in their proper rooms. A master rooming list will be provided by the EF Tour Director.
- While visiting each room, bed-check supervisors are to:
 - remind students of the wake-up time & departure time the next morning, as well as what time breakfast is available downstairs
 - ensure students have set their alarms for the correct time (and that the alarm is actually on)
 - remind students to stay in their rooms from that point on that evening and be quiet (respect other guests)
 - visually ensure all travellers look well and appear comfortable

Walking in the Cities

- While walking through the cities and towns, all chaperones should be evenly spaced throughout the group. If the group gets separated (ie. a stoplight) or stretched far apart, the chaperones at the back of the group can use their cellphones to tell the other chaperones and the EF Tour Director (or local tour guide) in front to stop until the group catches up.
- Before starting out as a group, we will always take a head count for an initial check. Groups will break into their “chaperone groups” (with their assigned chaperone) to ensure everyone is present. This procedure is to be repeated when we reach our destination.

City Transportation

- If at any point we use city transit, the following procedure will be used. The group will first break into chaperone groups and enter as a group onto the bus/train. The group will NOT board a subway car / city bus unless there is enough room for everyone in the entire group. Before boarding, each student is to be aware of the stop at which to

disembark. A head count will be taken and the sub-groups shall board together with their chaperone. The chaperone will *always* be the last person to enter the bus / subway car – that way, if a student is unable to board, a chaperone will be there with them. Same procedure for exiting – the chaperone should be last off, for the same reason.

- Everyone is to remain on the platform area until the crowd has gone and a head count is taken.

Free Time

- Each day at lunch, the chaperones and the EF Tour Director will decide on how much time to break for lunch. The group will congregate at a “major landmark” as a visible reference point and a head count will be taken before and after the free time. The group members will then be instructed as follows:
 - Be back at this landmark at _____ (designated time)
 - Everyone must travel in at least a group of three. No exceptions, at any time.
 - Do not be late – watches / times to be set as a group before dividing up.
 - If you are separated from the group – wait at that point, and we will come and get you.
- At certain times during the tour, the group may be given “shopping time” or “exploring time.” In all cases, use the same procedure as above.

Guided Tours

- A head count must be taken before starting any guided tour or entering any building, and again when a guided tour is finished or after exiting any building. A chaperone will always “stay back” inside a building in case needed to walk back through to locate any students. Once word is given that the whole group is present, the final chaperone can leave the building.

Evening Activities

- On most nights there are activities scheduled after dinner (refer to your itinerary for details). We will do everything in groups – there is no “free time” outside the hotel at night, once all activities are completed for the day.

Illness / Accident

- Report any illness or accident immediately to the Group Leader and/or the EF Tour Director.



The Alps & The Mediterranean Coast

11 OR 13 DAYS

Included in the program fee:

- Round trip airfare
- Transfers to and from the airport and hotel and between destination cities (as per program itinerary)
- Overnight in hotels with private bathrooms
- Continental breakfast daily
- Dinner daily
- Full-time services of an EF Tour Director

Not included in the program fee:

- Customary gratuities for your tour director, local guide and driver
- Porterage
- Personal Insurance
- Beverages and lunches
- Public transportation to free time activities

Overnight stays: Lucerne region (2); Cinque Terre (2); French Riviera (1); Provence (2); Barcelona (2); [Madrid](#) (2).

Sightseeing tours led by an expert: Barcelona; [Madrid](#).

Entrances included: Swiss Alps Experience; Cinque Terre; Papal Palace; Pont du Gard; Nîmes Amphitheatre; Park Güell; [Prado Museum](#); [Royal Palace](#).

Optional Excursions: Swiss Fondue Evening; Barcelona Flamenco Show; [Toledo](#).

Please note that the following is a sample timed itinerary for this EF tour with approximate addresses, activity durations, and transfer times. Exact timing may vary based on available flights, hotel location, scheduled activity bookings, traffic, etc. Your EF Tour Director is available to the group 24/7 while on tour. EF works with Group Leaders to ensure that travellers have a safe and memorable experience while on tour.

Day 1: Fly overnight to Zurich

Day 2: Zurich | Lucerne region

Morning: Arrive in Zurich and meet your Tour Director at the airport

12:00pm: Time for lunch in small, supervised groups

With the support of the Tour Director, the Group Leader will determine boundaries of where groups can go during this time.

Afternoon: Arrive at the hotel in the Lucerne region

Recall the legends of folk hero William Tell (and his fortunate aim) as you overnight in the Vierwaldstättersee (Lake Lucerne) region.

6:00pm: Group dinner at the hotel in the Lucerne region

9:00pm: Group Leaders and Chaperone team will facilitate room checks and lights out

Day 3: Lucerne region

6:00am: Wake-up call

7:00am: Breakfast at the hotel

8:00am: Transfer from the hotel to central Lucerne

10:00am: Walking tour of Lucerne

Get to know Lucerne during your Tour Director-led walking tour. You might walk the length of the Kapellbrücke, Lucerne's medieval covered bridge, make your way to the Lion Monument, a statue carved into a rock cliff near the center of town, or stroll along serene Lake Lucerne to take in the majestic mountain views.

12:00pm: Time for lunch in small, supervised groups

With the support of the Tour Director, the Group Leader will determine boundaries of where groups can go during this time.

2:00pm: Swiss Alps Experience

Venture to the head of the Swiss Alps, atop one of the majestic peaks that tower over charming Lucerne. Take a boat across Lake Lucerne and ride a cog railway to the top of either Mount Pilatus (best known for its steep railway and its iconic craggy summit) or Mount Rigi (beloved for its original mountain railway and its history as a favorite spot of Mark Twain). Enjoy the splendid views of the quaint villages and fields of Switzerland as you trek along the mountain with your group. *(The Swiss mountain could be Mount Pilatus or Mount Rigi, and it could be snowy! We recommend bringing a warm jacket, hat, and scarf. There could be short periods spent outside.)*

5:00pm: Optional Activity – Swiss Fondue Evening

Opt to join us for our special Swiss Folklore Event. Enjoy cheese fondue, the country's most popular dish. Dip your long forks into the caquelon, and be treated to lively Alpine entertainment-including authentic flag swinging, alpenhorn playing, and yodeling. (Please note that this optional is only available from March through September.)

**if your group does not select this optional excursion, you will have supervised exploration time with your Group Leader and Chaperones*

9:00pm: Travel by private motorcoach to the hotel

10:00pm: Group Leaders and Chaperone team will facilitate room checks and lights out

Day 4: Lucerne region | Lake Como | Cinque Terre region

6:00am: Wake-up call

7:00am: Breakfast at the hotel

8:00am: Transfer to the Cinque Terre region via Lake Como

12:00pm: Time for lunch in small, supervised groups

With the support of the Tour Director, the Group Leader will determine boundaries of where groups can go during this time.

5:00pm: Arrive at the hotel in the Cinque Terre region

Welcome to the Cinque Terre region, a cluster of towns perched on the dramatic cliffs of the Mediterranean coast. Each of the region's five Italian villages- Monterosso, Vernazza, Corniglia, Manarola and Riomaggiore-has its own unique character and charm.

6:00pm: Group dinner at the hotel in the Lucerne region

9:00pm: Group Leaders and Chaperone team will facilitate room checks and lights out

Day 5: Cinque Terre region

6:00am: Wake-up call

7:00am: Breakfast at the hotel

8:00am: Transfer to central Cinque Terre

10:00am: Spend the day exploring Cinque Terre

Travel by train between the villages and take in views of dazzling aquamarine water, which makes the area popular with sunbathers and swimmers. From Monterosso's lively markets to Vernazza's medieval forts and Manarola's pastel-colored edifices, there is something for everyone to discover and enjoy in Cinque Terre.

6:00pm: Group dinner at the hotel in the Cinque Terre region

9:00pm: Group Leaders and Chaperone team will facilitate room checks and lights out

Day 6: Cinque Terre region | Monaco | French Riviera

6:00am: Wake-up call

7:00am: Breakfast at the hotel

8:00am: Transfer to the French Riviera via Monaco and Nice

11:00am: Walking tour of Monaco

Your Tour Director will introduce you to Monaco. Together, you might see the Casino Monte-Carlo, the Cathédrale de Monaco, or the hairpin turn made famous by the Monaco Grand Prix.

12:00pm: Time for lunch in small, supervised groups

With the support of the Tour Director, the Group Leader will determine boundaries of where groups can go during this time.

3:00pm: Arrive in the French Riviera

Welcome to the French Riviera, land of deep blue waters waving palm trees and sun-drenched promenades.

4:00pm: Walking tour of Nice

Get to know Nice during your Tour Director-led walking tour. Together you might stroll through the Vieille Ville, past white-washed villas or see the famous Promenade des Anglais.

5:30pm: Group dinner at a restaurant in central Nice

7:00pm: Travel by private motorcoach to the hotel

9:00pm: Group Leaders and Chaperone team will facilitate room checks and lights out

Day 7: French Riviera | Avignon | Provence

6:00am: Wake-up call

7:00am: Breakfast at the hotel

8:00am: Transfer to Provence via Avignon

12:00pm: Time for lunch in small, supervised groups

With the support of the Tour Director, the Group Leader will determine boundaries of where groups can go during this time.

2:00pm: Visit the Papal Palace

Pope Clement V, a native of France, chose Avignon as the seat of the papacy in the 1300s. Stroll through the splendid sprawling Palais des Papes in which he and six successive popes resided. View the stunning Italian frescoes in the chapel, step inside the papal vestry, and see the hidden vaults where the Church's riches were stored.

4:00pm: Walking tour of Avignon

Your Tour Director will introduce you to Avignon, capital of the Provence region. Together, you might see the famous Palais des Papes or stroll by the quaint shops and restaurants within the walled city.

5:30pm: Group dinner at a restaurant in central Avignon

7:00pm: Arrive at the hotel in Provence

Welcome to the Provence region of France, one of the most beautiful and acclaimed parts of the country. In this region, discover a land of stunning architecture with heavy Roman influence, varied local produce and strong artistic links, none more famous than Impressionism.

9:00pm: Group Leaders and Chaperone team will facilitate room checks and lights out

Day 8: Provence

6:00am: Wake-up call

7:00am: Breakfast at the hotel

8:00am: Transfer to Nîmes via the Pont du Gard

10:00am: See the Pont du Gard

See the Pont du Gard, a portion of an aqueduct built by the Emperor Agrippa in AD 19. This spectacular work of Roman engineering is impressive in both form and function—the water conduit, atop the three levels of arches over the River Gard, brought 2,000 gallons of fresh water to the city each day.

12:00pm: Time for lunch in small, supervised groups

With the support of the Tour Director, the Group Leader will determine boundaries of where groups can go during this time.

2:00pm: Walking tour of Nîmes

Your Tour Director acquaints you with the ancient Gallic settlement of Nîmes. The town sprouted up around a sacred spring, which was the haunt of the god Nemausus, origin of the city's name. With the arrival of the Romans in 121 BC, the settlement began to prosper. Today, you will visit an ancient amphitheater built to accommodate 21,000 spectators. Nîmes is also famous as the birthplace of denim, a fabric named for its origins—de Nîmes.

3:00pm: Visit the Nîmes or Arles Amphitheatre

Also called the Arena of Nîmes, the Nîmes Amphitheatre is a Roman style amphitheatre that was built around 70 AD. The structure's original usage, however, has now shifted as the amphitheatre currently hosts 2 major bullfights per year.

5:30pm: Group dinner at a restaurant in Provence

7:00pm: Travel by private motorcoach to the hotel

9:00pm: Group Leaders and Chaperone team will facilitate room checks and lights out

Day 9: Provence | Barcelona

6:00am: Wake-up call

7:00am: Breakfast at the hotel

8:00am: Transfer to Barcelona by private motorcoach

12:00pm: Time for lunch in small, supervised groups

With the support of the Tour Director, the Group Leader will determine boundaries of where groups can go during this time.

4:00pm: Arrive in Barcelona

Welcome to Barcelona, an art lover's dream city and the place where masters like Miró, Picasso and Dalí flourished. As the capital of fiercely nationalistic Cataluña, Barcelona also celebrates unique identity through its language and increasingly influential government.

4:30pm: Walking tour of Barcelona

Get to know Barcelona during your Tour Director-led walking tour. Together, you might see the historic Gothic Quarter or enjoy the Mediterranean boardwalk.

5:30pm: Travel by private motorcoach to the hotel

7:00pm: Group dinner at the hotel in Barcelona

9:00pm: Group Leaders and Chaperone team will facilitate room checks and lights out

Day 10: Barcelona

6:00am: Wake-up call

7:00am: Breakfast at the hotel

8:00am: Transfer to central Barcelona

10:00am: Guided Sightseeing of Barcelona

Your expertly guided tour will introduce you to the vibrant and culturally rich, Barcelona. You'll enter into Gaudí's fantasyland of Park Güell, complete with a bright mosaic lizard fountain and one of the longest benches in the world. Your bus will also take you past Antoni Gaudí's unfinished La Sagrada Família, whose twisting spires and colorful mosaics have rendered it an unmistakable symbol of Barcelona. Then, you'll continue through the Eixample district, down the Paseig de Gràcia where you'll see the Gaudi houses, La Pedrera and Casa Batlló.

11:00am: Visit Park Guell

The beautifully landscaped park is decorated with playful Modernist mosaics. Visit the Room of a Hundred Columns, a covered market with 84 pillars, and see the Casa-Museu, where Gaudí lived from 1906 to 1926.

12:00pm: Time for lunch in small, supervised groups

With the support of the Tour Director, the Group Leader will determine boundaries of where groups can go during this time.

5:00pm: Group dinner at a restaurant in central Barcelona

7:30pm: Optional Activity: Barcelona Flamenco Evening

Encounter the drama, rhythm, and heartbeat of Spain at an optional Flamenco performance. Born of Indian, Moorish, Arabian and gypsy influences, Flamenco dance is a passionate blend of intricate heelwork and clapping, accompanied by songs and guitar.

**if your group does not select this optional excursion, you will have supervised exploration time with your Group Leader and Chaperones*

9:30pm: Travel by private motorcoach to the hotel

10:30pm: Group Leaders and Chaperone team will facilitate room checks and lights out

Day 11: Depart for Home

4:30: Wake-Up Call

5:30: Breakfast at Hotel

6:30: Transfer to the airport for your return flight

Your tour director assists with your transfer to the airport, where you will check in for your return flight home.

The itinerary is subject to change.

For complete financial and registration details, please refer to the Booking Conditions at www.eftours.ca/bc.

 For an additional cost add the following 2-day extension:

Day 11: Barcelona | Madrid

6:00 am: Wake-up call

7:00 am: Breakfast at the hotel

8:00 am: Transfer to the train station in central Barcelona

9:00am: Transfer via AVE Train to Madrid

Board Spain's high-speed train, dubbed the AVE-Alta Velocidad Española. The first AVE train was inaugurated in 1992 with the completion of the Madrid-Sevilla line. The train will reach a maximum speed of more than 180 miles per hour before arriving in Madrid, your destination for the evening.

12:00pm: Arrive in Madrid

Welcome to Madrid! At 2,100 feet, this is Europe's highest capital, a hub for art-lovers, and home to one of the world's most famous soccer teams.

12:30pm: Time for lunch in small, supervised groups

With the support of the Tour Director, the Group Leader will determine boundaries of where groups can go during this time.

2:00pm: Walking tour of Madrid

Your Tour Director will introduce you to Madrid during a walking tour. Together, you might see the impressive Puerta del Sol, stand in Madrid's historic Plaza Mayor or stroll down the chic and trendy Gran Via.

3:00pm: Visit the Prado Museum

Explore the Museo del Prado which houses an astonishing 3,000 paintings collected by Spanish royalty. This massive building is constantly expanding in order to accommodate its impressive catalogue of Velazquez and Goya. It also boasts fine pieces by El Greco, Botticelli and many Flemish artists.

6:00pm: Group dinner at a restaurant in central Madrid

8:00pm: Travel by private motorcoach to the hotel in Madrid

9:30pm: Group Leaders and Chaperone team will facilitate room checks and lights out

Day 12: Madrid

6:00 am: Wake-up call

7:00 am: Breakfast at the hotel

8:00 am: Travel from the hotel to central Madrid

10:00am: Guided sightseeing of Madrid

Your expert local guide will introduce you to Madrid, the capital and largest city in Spain. During your panoramic bus tour, see the Plaza Mayor and the Puerta del Sol.

11:00am: Participate in an interactive scavenger hunt around the city of Madrid

12:00pm: Time for lunch in small, supervised groups

With the support of the Tour Director, the Group Leader will determine boundaries of where groups can go during this time.

2:00pm: Optional Activity – Guided Excursion to Toledo

Embark on a journey to the former Spanish capital of Toledo, where Muslims, Jews, and Christians once peacefully coexisted. Notice the influence of all three cultures as you tour the 12th-century St. Mary's Synagogue. Designed to be a mosque, but then used as a synagogue, it was finally converted into a church. You'll also visit the cathedral that dominates Toledo's skyline before continuing to the Church of Santo Tomé. Here you'll view El Entierro del Conde de Orgaz (The Burial of Count Orgaz), one of El Greco's supreme achievements. Then, make a final stop at a local damascene workshop. Damascene is an intricate Muslim craft originated in Damascus and made famous in Toledo.

**if your group does not select this optional excursion, you will have supervised exploration time with your Group Leader and Chaperones*

6:00pm: Group dinner at a restaurant in central Madrid

8:00pm: Travel by private motorcoach to the hotel in Madrid

9:30pm: Group Leaders and Chaperone team will facilitate room checks and lights out

Day 13: Depart for Home

4:30: Wake-Up Call

5:30: Breakfast at Hotel

6:30: Transfer to the airport for your return flight

Your tour director assists with your transfer to the airport, where you will check in for your return flight home.

The itinerary is subject to change.

For complete financial and registration details, please refer to the Booking Conditions at www.eftours.ca/bc.

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MEETING AGENDA ITEM #12.1

Action: X

Information:

Meeting: Regular

Meeting Date: September 29, 2026

Topic: **2026-2027 Annual Board Work Plan**

Background/Discussion:

For Trustees' reference in preparation for the 2026-2027 school year, the attached Annual Work Plan was developed on behalf of the Board to guide and prioritize their work for the coming school year.

These are fluid documents subject to updates according to Trustees' needs and information through to the end of the school year.

Recommended Action:

THAT the Board approve the 2026-2027 Annual Board Work Plan as presented.

Presented by: Superintendent of Schools

ANNUAL BOARD WORK PLAN 2026-2027

SEPTEMBER

- ☐ Receive Board Annual Work Plan
- ☐ Receive Strategic Plan Action Plan Commitments
- ☐ Approve Enhancing Student Learning Report
- ☐ Review Audit Findings Report
- ☐ Adopt Annual Financial Statements
- ☐ Superintendent/CEO Evaluation
- ☐ Attend Orange Shirt Day Assemblies
- ☐ Recognize National Day for Truth & Reconciliation / Orange Shirt Day

OCTOBER

- ☐ Review Ministry 1701 Enrolment Information
- ☐ Surplus Appropriation Approval
- ☐ Represent Board at BCSTA Provincial Council
- ☐ Recognize World Teachers' Day

NOVEMBER

- ☐ Represent Board at BCPSEA Symposium
- ☐ Attend Remembrance Day Assemblies
- ☐ Receive School Improvement Plans
- ☐ Review Quarterly Financial Statements
- ☐ Review Schedule of Winter Concerts
- ☐ Recognize National Indigenous Veterans' Day & Remembrance Day
- ☐ Recognize National Child Day

DECEMBER

- ☐ Public Interest Disclosure Act report to the Board (Policy 2040)
- ☐ Receive Executive Compensation Disclosure
- ☐ Receive Statement of Financial Information
- ☐ Attend BCSTA Trustee Academy
- ☐ Attend Winter Concerts
- ☐ Share Annual Board Holiday Message

JANUARY

- ☐ Trustees Submit Financial Disclosure Forms (Jan 15)
- ☐ Attend BCPSEA Annual General Meeting (Rep)
- ☐ Recognize Family Literacy Week

OTHER ITEMS SCHEDULED AS NEEDED

- ☐ Review and Approve Board Policies and Bylaws
- ☐ Review and Approve Capital Project Bylaws
- ☐ Hear Appeals as Required
- ☐ Ratify Collective Agreements
- ☐ Approve Exempt Compensation
- ☐ Declare Facilities Surplus for General School Needs
- ☐ Approval Disposition of Real Property

FEBRUARY

- ☐ BCSTA Board Chairs Meeting & BCSTA-Ministry of Education Annual Partner Liaison Meeting (**Dates TBC**)
- ☐ Receive Strategic & School Plan Interim Reports
- ☐ Review Quarterly Financial Statements
- ☐ Adopt Amended Annual Budget
- ☐ Review Trustee Remuneration
- ☐ Approve School Calendar Submission
- ☐ BCSTA Provincial Council (Rep)
- ☐ Recognize Pink Shirt Day – Anti Bullying
- ☐ Recognize Black History Month

MARCH

- ☐ No Committee / Board Meetings Scheduled

APRIL

- ☐ Provincial Funding Announcement Review
- ☐ Attend BCSTA Annual General Meeting
- ☐ Recognize Education Week
- ☐ Recognize Administrative Professionals Day

MAY

- ☐ Review Quarterly Financial Statements
- ☐ Assign Trustees to Grad Ceremonies
- ☐ Recognize National Principals' / Vice Principals' Day
- ☐ Recognize Red Dress Day

JUNE

- ☐ Adopt Annual Budget
- ☐ Approve Five-Year Capital Plan Bylaw Spending
- ☐ Receive Carbon Neutral Action Report
- ☐ Review Annual Facility Grant Plans
- ☐ Review Strategic Plan
- ☐ Review Internal Administrative Calendar (In-Camera)
- ☐ Draft 2027/28 Board Annual Work Plan
- ☐ Chair to assign Trustees to Committees for following school year
- ☐ Participate in Graduation, Award and Scholarship Ceremonies
- ☐ Participate in Employee Recognition Events
- ☐ Recognize National Indigenous History Month
- ☐ Recognize National Indigenous Peoples Day
- ☐ Recognize Pride Month

OTHER ITEMS SCHEDULED AS NEEDED

- ☐ Recognize School and Community Highlights
- ☐ Attend BCSTA Branch Meetings
- ☐ Attend School Functions as Invited

ENGAGE, IGNITE, EMPOWER



MEETING AGENDA ITEM #13.1

Action:		Information:	X
Meeting:	Regular	Meeting Date:	September 29, 2026
Topic:	Board Chair Report		

Background/Discussion:

Attached for Trustees' information is the Board Chair's Report for September 2026, respectfully submitted by Board Chair Margaret Warcup.

Recommended Action:

Information only; no action required.

Presented by: Board Chair



BOARD CHAIR REPORT

SEPTEMBER 2026 REGULAR BOARD OF EDUCATION MEETING

September is always a busy month as we welcome students and staff to another school year. This meeting also marks one of the final two Regular Board Meetings of our elected term, with municipal and school trustee elections taking place on October 17, 2026.

While the summer offered some quieter moments, the Board's advocacy work continued. In June, Trustees submitted recommendations to the Select Standing Committee on Finance and Government Services as part of the provincial budget consultation process. The Committee's report, released over the summer, reflected our priorities related to child care, infrastructure, and arts and culture. Recommendations from the British Columbia School Trustees Association (BCSTA) were also acknowledged.

The report recognizes the Province's current fiscal challenges while recommending a ten-year infrastructure plan. We will continue to advocate for Coast Mountains School District's needs, particularly those related to aging facilities. For example, as a result of our advocacy, Mount Elizabeth Middle Secondary School has been moved to a top priority for the Minister of Infrastructure. The report also identifies the need for a strategic plan for British Columbia's arts and culture sector. As Trustees, we have advocated for arts and culture to be recognized and funded as essential components of education.

Further recommendations include revising K-12 education funding models to better reflect actual costs, increasing classroom supports, and investing in infrastructure to ensure safe and functional learning environments. Trustees will continue to participate in these discussions and advocate for the needs of our students, staff and communities. Our next provincial BCSTA meetings will take place in Vancouver in November, and the Board plans to attend.

The first BCSTA Board Chairs' call of the school year included the Minister of Education and Child Care. The Minister emphasized the importance of working together with the Ministry and commended school districts on the start of another school year. She also shared that she is seeing success with Bill 40 and noted that the School Aged Care on School Grounds Accelerator Initiative is expected to be released this fall.

I attended the Principals and Vice-Principals Summer Forum and, on behalf of Trustees, expressed appreciation for their work and welcomed them to another school year. I will also have attended the Northwest Scholarship meeting by the time of this Board meeting.

Respectfully submitted,

Trustee Margaret Warcup
Board Chair



BCPSEA Board Members (left to right): Margaret Warcup (Northwest), Rob Zandee (Thompson-Okanagan), Eve Flynn (Qualicum), Shirley Wilson (Abbotsford), Sarah Holland (Northern Interior), and Dawn Lang (Kootenay Lake)