



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

**BOARD OF EDUCATION
REGULAR MEETING**

**HAZELTON SECONDARY SCHOOL
HYBRID MEETING
(IN PERSON AT BOARD OF EDUCATION OFFICE
OR VIRTUAL VIA ZOOM)**

**WEDNESDAY, FEBRUARY 26, 2025
5:00 P.M.**

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



COAST MOUNTAINS BOARD OF EDUCATION SCHOOL DISTRICT 82
REGULAR MEETING OF THE BOARD OF EDUCATION
WEDNESDAY, FEBRUARY 26, 2025 – 5:00 P.M. – HYBRID MEETING
HAZELTON SECONDARY SCHOOL – IN PERSON OR VIRTUAL VIA ZOOM

A G E N D A

1. ACKNOWLEDGEMENT OF THE TERRITORY & CALL TO ORDER			
2. DECLARATION OF QUORUM			
3. APPROVAL OF AGENDA	Motion		
4. APPROVAL OF MINUTES OF PRIOR MEETING 4.1 Regular Meeting of the Board, January 28, 2025	Motion	Attachment	Pages 2-9
5. RECEIPT OF RECORDS OF IN CAMERA MEETING 5.1 Summary of In Camera Meeting, January 28, 2025	Motion	Attachment	Pages 10-11
6. BUSINESS ARISING FROM THE MINUTES 6.1 Hazelton French Immersion Consultation Presentation & Report	Motion	Attachment	Pages 12-56
7. CORRESPONDENCE 7.1 Correspondence Received from BC Ombudsperson, Jay Chalke	Information	Attachment	Pages 57-59
8. SUPERINTENDENT OF SCHOOLS' MONTHLY REPORT – FEBRUARY 2025	Motion	Attachment	Pages 60-68
9. INDIGENOUS EDUCATION REPORT – FEBRUARY 2025	Motion	Attachment	Pages 69-74
10. STANDING COMMITTEE REPORTS			
10.1 <u>Business Committee Report</u> (Trustee Ed Harrison)			
10.1.1 Business Committee Meeting Minutes, February 12, 2025	Motion	Attachment	Pages 75-78
10.1.2 Quarterly Financial Statements, December 31, 2024	Motion	Attachment	Pages 79-83
10.1.3 Ministry 2024-2025 Amended Operating Grants	Motion	Attachment	Pages 84-86
10.1.4 2024-25 Amended Annual Budget Bylaw	Bylaw	Attachment	Pages 87-104
10.1.5 Ministry Data Collection Projected Enrolments for 2025-2026, 2026-2027 & 2027-2028 School Years	Motion	Attachment	Pages 105-106
10.1.6 Trustee Remuneration Annual Review – CMSD Policy 5095	Information	Attachment	Pages 107-109
10.2 <u>Education Committee Report</u> (Trustee Karen Jonkman)			
10.2.1 Education Committee Meeting Minutes, February 12, 2025	Motion	Mtg. Handout	
10.2.2 Final Approval: Out-of-Province Field Trip, Toronto MusicFest Canada, Caledonia Secondary School Music Tour, May 14-19, 2025	Motion	Attachment	Pages 110-115
10.2.3 Board Approval in Principle: Out-of-Country Field Trip, Portugal & Spain, Caledonia Secondary School Travel Club, Spring Break 2027	Motion	Attachment	Pages 116-120
10.2.4 Mid-Year Update - 2024-2025 School Improvement Plans	Motion	Attachment	Pages 121-127
10.2.5 Mid-Year Update - Strategic Plan 2022-2027	Motion	Attachment	Pages 128-156
11. NEW BUSINESS - There is no new business to present.			
12. TRUSTEE REPORTS			
12.1 Board Chair Report – February 2025	Motion	Attachment	Pages 157-159
12.2 BCSTA Provincial Council Report – February 2025	Motion	Attachment	Pages 160-162
12.2 Trustee Reports	Information	Verbal	
13. QUESTION PERIOD			
14. ADJOURNMENT			1



MEETING AGENDA ITEM #4.1

Action:	X	Information:	
Meeting:	Regular	Meeting Date:	February 26, 2025
Topic:	Minutes of the Regular Meeting of the Board, January 28, 2025		

Background/Discussion:

Minutes as attached.

Recommended Action:

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

Presented by: Secretary Treasurer

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

TUESDAY, JANUARY 28, 2025 – 5:00 P.M.

BOARD OF EDUCATION OFFICE – HYBRID MEETING (IN PERSON OR VIRTUAL)

PRESENT WERE:

Chair - M. Warcup

- E. Harrison

(virtual) - W. Jones

Vice Chair - K. Jonkman

- A. Maitland

(virtual) - M. Maxim

(virtual) - J. Sundell

Superintendent of Schools

Secretary Treasurer

Recording Secretary

- T. MacMillan

- G. Fuller

- C. Gagnon

DISTRICT STAFF PRESENT:

Director of Instruction, Learning Services

Director of Instruction, Learner Support

Director of Facility Services

District Principal, Early Learning & French Immersion

District Vice Principal, Indigenous Education

- P. Barron

- J. Nieckarz

(virtual) - R. Schibli

- T. McDonald

- B. Azak

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

Board Chair Warcup extended a happy belated New Year, and a warm welcome to guests, partner groups and staff attending the hybrid meeting noting the meeting was livestreamed through CMSD82's YouTube Channel.

Board Chair Warcup spoke to Family Literacy Week that took place across the nation and in British Columbia from January 26 to February 2, 2025, to celebrate adults and children reading and learning together. Making the time to read together, attending a literacy event, plays a vital role in children's development through creating lifelong memories and opportunities.

Prior to the start of the Regular Board Meeting, a Literacy Overview in Coast Mountain School District 82 was presented by Tina McDonald, District Principal for Curriculum Support.

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

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

Board Chair further noted that Trustees felt an apology from Trustee Maxim was required for his behaviour and use of inappropriate language during the Regular Board Meeting held on December 18, 2024. Trustee Maxim shared he would present better behaviour and more appropriate language at future Regular Board Meetings.

1. CALL TO ORDER

Board Chair Warcup called the meeting to order at 5:23 p.m.

2. DECLARATION OF QUORUM

A quorum was declared.

3. APPROVAL OF AGENDA

Motion #8763

THAT the agenda be adopted as circulated.

Carried
All in Favour

4. APPROVAL OF MINUTES OF PRIOR MEETING

4.1 Regular Meeting, December 18, 2024

Motion #8764

THAT the minutes of the Regular Meeting of the Board held December 18, 2024 be approved.

Carried
All in Favour

5. RECEIPT OF RECORDS OF IN CAMERA MEETING

5.1 Summary of In Camera Meeting, December 18, 2024

Motion #8765

THAT the Summary of the In Camera Meeting of the Board held December 18, 2024 be approved.

Carried
In Favour 6 / Abstained 1 (Trustee Maxim)

6. BUSINESS ARISING FROM THE MINUTES

There was no business arising from the minutes to report.

7. CORRESPONDENCE

7.1 City of Terrace Council Liaison Appointment to CMSD82 for 2025

Motion #8766

THAT the Board receive for information the City of Terrace letter detailing the Council liaison appointment to Coast Mountains School District for 2025.

Carried
All in Favour

7.2 Letter from Minister of Education and Child Care re: 2024 Enhancing Student Learning Report

Motion #8767

THAT the Board receive for information the letter from the Minister of Education and Child Care Lisa Beare on December 27, 2025 thanking districts for their commitment to the Framework for Enhancing Student Learning (FESL) and equity of outcomes for all students in B.C. including a thank you for Coast Mountains School District's submission of the 2024 Enhancing Student Learning Report. Minister Beare further noted feedback reports would be shared with Superintendents and copied to Board Chairs.

Carried
All in Favour

8. SUPERINTENDENT OF SCHOOLS' MONTHLY REPORT – JANUARY 2025

Motion #8768

THAT the Superintendent of Schools' Monthly Report to the Regular Board Meeting of January 28, 2025 be received as presented.

Carried
All in Favour

9. INDIGENOUS EDUCATION REPORT – JANUARY 2025

Motion #8769

THAT the Board receive for information the Indigenous Education Report for January 2025 prepared by Beverly Azak, District Vice Principal, Indigenous Education.

Carried
All in Favour

10. STANDING COMMITTEE REPORTS

10.1 Business Committee Report (Trustee Ed Harrison)

10.1.1 Business Committee Meeting Minutes, January 15, 2025

Motion #8770

THAT the minutes of the Business Committee Meeting held on January 15, 2025 be received for information.

Carried
In Favour 6 / Abstained 1 (Trustee Maxim)

10.1.2 Annual Review – School District Video Surveillance System

Motion #8771

THAT the Board receive for information the Annual Review of the School District Video Surveillance System Report as presented.

Carried
All in Favour

10.2 Education Committee Report (Trustee Karen Jonkman)

10.2.1 Education Committee Meeting Minutes, January 15, 2025

Motion #8772

THAT the minutes of the Education Committee Meeting held January 15, 2025 be received for information.

Carried
All in Favour

10.2.2 Final Approval: Out-of-Country Field Trip, Bear Valley School Travel Club

Motion #8773

THAT the Board approve the Bear Valley School Travel Club Out-of-Country Field Trip Application to Costa Rica and Panama, May 28-June 7, 2025 at no cost to the Board and subject to ensuring the safety of students and adhering to Federal and Provincial travel advisories, regulations and protocols throughout the travel dates.

Carried
All in Favour

10.2.3 K-12 Mental Health & Well-Being Plan 2024-2027

Motion #8774

THAT the Board receive for information the K-12 Mental Health & Well-Being Plan 2024-2027 for Coast Mountains School District.

Carried
All in Favour

11. NEW BUSINESS

11.1 Regular (Public) Board Meeting Community Venue Changes – May & June 2025

Motion #8775

THAT the Board approve the following community venue changes for the May and June 2025 Regular (Public) Board Meetings:

- May 28, 2025 Regular Board Meeting be held in Hazelton.
- June 18, 2025 Regular Board Meeting be held in Stewart.

Carried
All in Favour

12. TRUSTEE REPORTS

12.1 Board Chair Report – January 2025

Motion #8776

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

Carried
All in Favour

12.2 Trustee Reports

Trustee reported on activities they were involved in or updates for their liaison community(s) since the last Regular Board Meeting.

13. QUESTION PERIOD

There were no questions received.

14. ADJOURNMENT

The next hybrid Regular Board of Education Meeting will be held on Wednesday, February 26, 2025 at Nechako Elementary School in Kitimat.

The meeting was adjourned at 6:20 p.m.

Board of Education Chair

Secretary Treasurer



MEETING AGENDA ITEM #5.1

Action:	X	Information:	
Meeting:	Regular	Meeting Date:	February 26, 2025
Topic:	Summary of In Camera Meeting of the Board, January 28, 2025		

Background/Discussion:

Summary as attached.

Recommended Action:

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

Presented by: Secretary Treasurer



**SUMMARY OF PROCEEDINGS AND DECISIONS MADE AT THE
IN CAMERA MEETING OF THE BOARD OF EDUCATION
SCHOOL DISTRICT 82 (COAST MOUNTAINS)
HELD JANUARY 28, 2025
PURSUANT TO SECTION 72(3) OF THE SCHOOL ACT**

The Board of Education:

1. Discussed a legal issue.
2. Discussed personnel issues.



MEETING AGENDA ITEM #6.1

Action:		Information:	X
Meeting:	Regular	Meeting Date:	February 26, 2025
Topic:	Hazelton French Immersion Program Review Report		

Background/Discussion:

For Trustees' information, please reference the attached Hazelton French Immersion Program Review Report and the related power point presentation to be shared with Trustees at the Regular Board Meeting on February 26, 2025 by District Principal McDonald.

The review of the Hazelton French Immersion Program has brought forward important considerations for both the current and future direction of the program. Through consultations, including meetings with parents-caregivers, valuable insights were shared, leading to the development of several options for consideration. We sincerely appreciate the participation and thoughtful contributions from all those involved in these discussions. Given the information gathered, we recognize the importance of continued dialogue. At this time, we believe it is essential to engage in further consultations with parents and the broader community to ensure that all voices are heard and that each option is thoroughly discussed and carefully considered before any decisions are made.

Therefore, we will continue with dialogue in the next coming months and into the 2025-2026 academic year.

Furthermore, Coast Mountains School District will continue to offer French Immersion at all levels for the 2025-2026 school year with minimal changes. At the high school level, delivery of the program may be modified. We are pleased to work with students, staff, parents-caregivers, and the community of Hazelton as we strive to ensure the sustainability of French Immersion programming.

These options will be explored through continued engagement with students, staff, parents-caregivers, and the community. Coast Mountains School District remains committed to ensuring all voices are heard in this process as we work toward sustainable French Immersion programming in Hazelton.

The Education Committee reviewed a preliminary overview of the Hazelton French Immersion Program at its February 12, 2025 meeting and forwards to the Board for review and consideration.

Recommended Action:

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

Presented by: Superintendent of Schools



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

**HAZELTON FRENCH IMMERSION
PROGRAM REVIEW REPORT**

*PRESENTED TO THE BOARD OF EDUCATION
FEBRUARY 26, 2025
REGULAR (PUBLIC) BOARD OF EDUCATION MEETING
HAZELTON, B.C.*

SUBMITTED BY:

TRACEY MACMILLAN, SUPERINTENDENT OF SCHOOLS
TINA MCDONALD, DISTRICT PRINCIPAL, CURRICULUM SUPPORT
IN CONSULTATION WITH THE DISTRICT LEADERSHIP TEAM

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



CMSD82 Hazelton French Immersion Program Review Report:

- Presented to the Board of Education
- February 26, 2025, Regular (Public) Board of Education Meeting

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CMSD82 Hazelton French Immersion Program Review Report:

- Presented to the Board of Education
 - February 26, 2025, Regular (Public) Board of Education Meeting
-

SECTION A

INTRODUCTION

On September 23, 2024, Interim Superintendent Janet Meyer wrote a letter to the Parent Advisory Council (PAC) Chairpersons of Hazelton Secondary School and Majagaleehi Gali Aks Elementary School to inform the French Immersion parents-caregivers in the Hazeltons, specifically at Hazelton Secondary School, regarding the concerns pertaining to the Hazelton French Immersion Program. Interim Superintendent Meyer tasked the school district's District Principal, Curriculum Support, Tina McDonald, in collaboration with the District Leadership Team, to conduct a review of the French Immersion Program in the Hazelton community due to the decline in enrolment at Hazelton Secondary School. The primary issues reviewed related to the program's viability, educational value, and cost effectiveness. The scope of the review included examination of:

- Historical Enrolment Context of the Hazelton French Immersion Program
- Historical Enrolment Patterns in Hazelton
- Projected Enrolments in Hazelton Secondary School
- Current Enrolment in Immersion Programs in Coast Mountains School District 82 (CMSD82)
- Staffing and Recruitment Challenges
- Financial Considerations

Under the direction of the Superintendent and the District Leadership Team, three consultation sessions related to the concerns in French Immersion in Hazelton, were facilitated by District Principal McDonald. The sessions provided an opportunity for the presentation of information regarding the concerns relating to the Hazelton French Immersion Program and the collection of feedback. A summary of all feedback received was provided to the District Leadership Team for consideration and review.

PROCESS

- An invitation letter dated November 28, 2024 from Superintendent MacMillan was extended to Hazelton parents-caregivers detailing three consultation sessions for their participation held on December 4, 2024, January 9, 2025 and February 10, 2025 to proactively seek strategy to mitigate the concern.
- An anonymous survey was shared with Hazelton French Immersion parents-caregivers, staff and students and community members to ensure the school district had the opportunity to hear from all community members involved in the French Immersion Program in Hazelton.
- An interview was conducted on February 13, 2025, with Hazelton Secondary School's French Immersion students to gain student engagement and retention considerations.
- A final review report will be presented to the Board of Education on February 26, 2025, to ensure that the background and contextual information being considered was both available to the Board of Education, Hazelton French Immersion parents-caregivers, staff and students at Hazelton Secondary School and Majagaleehi Gali Aks Elementary School, and community members.



CMSD82 Hazelton French Immersion Program Review Report:

- Presented to the Board of Education
- February 26, 2025, Regular (Public) Board of Education Meeting

SECTION B

HAZELTON FRENCH IMMERSION - HISTORICAL ENROLMENT CONTEXT:

There have been many changes in the French Immersion Program in the Hazeltons since its beginning in 1986. The program evolved from having a full-time kindergarten program, where waitlists existed to now struggling to fill classrooms. There has been a significant decline in numbers since 2020 which continues to the present day.

In 2006, there was a French Immersion Advisory Committee that reviewed the program enrolment, challenges, opportunities, and partner groups. They sought out proactive solutions to support students and families who were committed to remaining in French Immersion. The same approach is currently underway this school year with the three community consultations, a survey, student and staff interviews, and parent meetings upon request.

In March 2017, a comprehensive report regarding the school district's French Immersion Program was presented to the Board of Education prepared by the Superintendent in collaboration with senior administrative staff. The report highlighted the examination of the program where the Board of Education mandated committees to review the French Immersion Program. Also to be acknowledged, is that the decline in enrolment at the Hazelton Secondary School has been consistent since the 2017 report was issued. As referenced in the report in 2017, the Hazelton parents are strong advocates to maintain the current standing of the French Immersion Program in their community despite the challenges of low enrolment.

During COVID from 2020-2022, it is noted that there was a decline in registrations in French Immersion as well as a decline in students continuing in French Immersion in the Grade 8 program at Hazelton Secondary School noting there is currently only one student in the Grade 12 class, and we continue to decline in 2024-2025.

HISTORICAL ENROLMENT PATTERNS IN HAZELTON INCLUDING CURRENT ENROLMENT

Grades/School Year	0	1	2	3	4	5	6	7	8	9	10	11	12	Total
2018-2019	7	13	7	6	6	6	4	8	8	2	2	2	1	69
2019-2020	11	6	12	6	5	5	6	4	8	8	2	1	3	77
2020-2021	3	6	3	9	2	2	3	5	3	6	8	1	1	54
2021-2022	9	7	6	4	9	4	3	3	2	1	7	6	0	61
2022-2023	5	10	8	7	4	10	4	1	3	0	1	3	5	63
2023-2024	8	4	12	4	7	4	8	4	3	3	0	1	4	62
2024-2025	4	9	5	10	3	6	4	5	2	2	2	0	1	53

Please note that each individual colour represents a set group of students over a period. This chart is to demonstrate that enrolment is declining in Hazelton within the French Immersion Program.



CMSD82 Hazelton French Immersion Program Review Report:

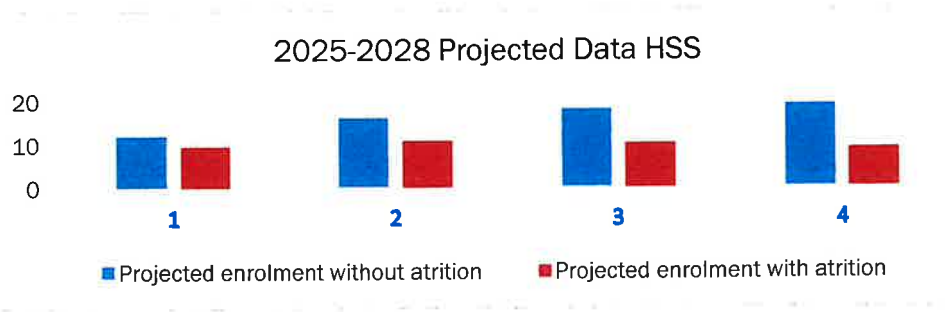
- Presented to the Board of Education
- February 26, 2025, Regular (Public) Board of Education Meeting

SECTION B

DATA ANALYSIS - HAZELTON ENROLMENT

- In 2017, immediately following the review, you can see that enrolment had increased.
- From 2019-2025, across all grades there has been a steady decline in both registration and retention.
- A closer look at the current Grade 12 class indicates that there was a decline in enrolment of 75% over the last 7 years.
- Another example would be to look at the students currently in Grade 10. Their overall attrition rate is 67%. The provincial and Canadian average of attrition in French Immersion is 20-30%.
- Once the students arrive at Hazelton Secondary School the attrition rate fluctuates between 37.5-100%.
- Once students arrive in Grade 8, it appears that French Immersion numbers decline. This can be attributed to the following:
 - Staffing (both hiring and retention of certified teachers)
 - Course selection:
 - Since most timetables are fixed around courses required in French Immersion, their timetables may be rigid causing them to miss out on a desired elective or required courses such as Biology 30 or other courses.
 - Peers are in the English program.
 - Français Langue Seconde becomes too challenging.
 - Academic learning needs.
 - Program is too rigorous.
 - Expectations for Dual Dogwood is 96 credits versus 80 credits in the English program.

PROJECTED ENROLMENTS - HAZELTON SECONDARY SCHOOL



With only 5 French Immersion students currently in the Grade 7 class at Majagaleehi Gali Aks Elementary School, and a typical attrition rate of 20-30% in high school, maintaining the program will be at a significant cost to the district. The table above highlights the projected enrolment at both French Immersion Schools in Hazelton and with an attrition rate of 20%.



CMSD82 Hazelton French Immersion Program Review Report:

- Presented to the Board of Education
 - February 26, 2025, Regular (Public) Board of Education Meeting
-

SECTION B

PROJECTED ENROLMENTS - HAZELTON SECONDARY SCHOOL *(continued)*

Over the next 4 years, should only 20% of the students leave French Immersion, enrolment would only increase by 2 FTE (full-time equivalent) students.

Both elementary and high school French Immersion Programs serves a diverse ethnic background of students. Currently, 68% of students are of Indigenous ancestry. The program is also enriched by students of Francophone descent.

STUDENT SURVEY QUESTIONS

Summary of Student Responses from Hazelton Secondary School:

French Immersion students at Hazelton Secondary School met virtually with Microsoft Teams with Tina McDonald, District Principal, Curriculum Support on February 13, 2025, to address the following questions. Seven students engaged in the survey. In summary:

- Can you please share your perceptions regarding French Immersion within the school/community?
 - We have our own community. It's like a family within a school community.
 - This is a great educational program that provides us with great opportunities for jobs with a second language.
 - We get to be ourselves without judgment as we have been together for so long.
- What are your expectations regarding English and French Immersion programming? Are your expectations being met?
 - Higher expectations in the French program than in English. Students feel that they are more challenged in the French Immersion program. They feel that the program is setting them up to be successful in post-secondary.
- What suggestions/ recommendations might you have for the Board on sustaining the program in your community?
 - Scheduling should be more accommodating to ensure students can take upper-level Sciences and math in their scheduled year, i.e., not being able to take Chemistry 11 in Grade 11.
 - Mosaics (sample selection of elective classes offered in the high school) offered both semesters in Grades 8 and 9. English students can try 8, whereas the French Immersion students can try between 3-4.
 - Ability to take Gitxsan in high school.
 - As there are only female students left, they suggested perhaps having a male role model in the class to encourage male students to remain in the program.
 - Opportunities to travel and learn in French.



CMSD82 Hazelton French Immersion Program Review Report:

- Presented to the Board of Education
 - February 26, 2025, Regular (Public) Board of Education Meeting
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SECTION B

STUDENT SURVEY QUESTIONS & RESPONSES

Summary of Student Responses from Hazelton Secondary School: *(continued)*

- What is your level of satisfaction with your learning experiences?
 - They love their teacher and how they are challenged in their class.
 - They find that this program allows for more creativity and expression, whereas in some English-speaking classrooms, it tends to be more rigid.
 - They are very committed to their program.
 - One student stated, “I’m excited for Monday to be in this class again” after discussing weekends.
- How would you rate your ability in French? Oral and written?
 - Most students felt their written ability exceeds their oral ability. This is partially since there were no French classes for one year’s time (teacher maternity leave).
 - They were confident that they would catch up quickly.
- How do you think your program has equipped you for the future?
 - The students felt academically challenged. They stated the French Immersion prepared them for university by giving them the skills necessary to be successful such as writing essays, interacting with adults, expressing themselves orally, and more.

SUMMARY OF SURVEY RESPONSES - HAZELTON

A virtual survey was provided to French Immersion parents-caregivers, staff, community members, and students in the Hazelton community.

Eighteen people responded to the survey. Respondents represented students in all Grades except Grade 2.

When asked their thoughts on why Hazelton has been facing a decline in enrolment and a high rate of attrition, it was identified that 12/17 felt course selection was highly impacting students’ ability to stay in the program. Additionally, some highlighted that there was not enough French speaking happening in elementary to support a true French Immersion program. Another point was that there have been residual effects from COVID pertaining to enrolment. A consensus of those responding to the survey indicated there were not in support of an online option. They felt that students would struggle to maintain the quality of the oral language.



CMSD82 Hazelton French Immersion Program Review Report:

- Presented to the Board of Education
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SECTION B

SUMMARY OF SURVEY RESPONSES - HAZELTON *(continued)*

Additional comments to consider:

- French Immersion is a draw to the community for professionals.
- French Immersion provides many opportunities to the kids.
- Online at the High School was tried without success.
- Dual Dogwood is so important to our current high school students.
- Should Gitxsan Immersion only go to Grade 4, offer a Grade 5 late immersion for these children to merge into the French Immersion classroom.

Some additional recommendations from survey participants included:

- French Immersion elementary teachers need to speak French in class, and limit speaking English in class.
- Reactivate CPF (Canadian Parents for French) in Hazelton (local branch).
- Yearly check-ins on the program and help with transitions.
- Dual track Gitxsan/French only.
- More parent-caregiver involvement.



CMSD82 Hazelton French Immersion Program Review Report:

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- February 26, 2025, Regular (Public) Board of Education Meeting

SECTION C

CMSD82 FRENCH IMMERSION PROGRAMS - CONTEXT

Current enrolment in the school district's French Immersion programs:

School Name	Community	Grade Configuration	Current Enrolment	School Population	% of Students in Immersion
Kildala Elementary	Kitimat	K-6 Dual Track	56	228	24.6
Mount-Elizabeth Middle/Secondary	Kitimat	7-12 Dual Track	43	463	9.3
Ecole Mountainview	Terrace	K-6 Single Track	181	181	100
Skeena Middle	Terrace	7-9 Dual Track	62	530	11.7
Caledonia Secondary	Terrace	10-12 Dual Track	41	587	7
Majagaleehl Gali Aks Elementary	Hazelton	K-7 Dual Track	46	146	31.5
Hazelton Secondary School	Hazelton	8-12 Dual Track	7	368	2

***Noted:** Percentage of students in French Immersion – the school district has single-track English schools that feed all our middle and high school programs which accounts for the lower percentages in both, however, the K-6 or K-7 French Immersion programs have healthy numbers comparatively.*

- Staffing in French Immersion is a national issue.
- Many uncertified teachers on Letters of Permission (LOPs) find themselves in French Immersion roles in the school district as they are fluent language speakers.
- In the past, Hazelton had struggled with hiring and retaining certified French teachers, however, it should be noted that CMSD82 currently in 2025 employs 4 full-time French Teachers, 0.3 French Literacy Support, and there are other certified French speaking teachers employed in other positions within the community who work for the school district.



CMSD82 Hazelton French Immersion Program Review Report:

- Presented to the Board of Education
 - February 26, 2025, Regular (Public) Board of Education Meeting
-

SECTION D

FRENCH IMMERSION PROGRAMS IN NORTHERN BRITISH COLUMBIA

Smithers

- Offers French Immersion in elementary only up to Grade 7.
- Students are streamed to online learning and offered an extensive Core French class.
- Students are encouraged to become certified in DELF (Diplôme d'Études en Langue Française).
- No dual-dogwood certification.

Prince Rupert

- Offers K-12 in French Immersion.
 - Struggling with maintaining certified teaching staff.
 - Attrition is higher in secondary school.
 - No caps on kindergarten enrolment.
- Students meeting requirements can receive their Dual Dogwood.

Haida Gwaii

- Eliminated its French Immersion program.

Nechako Lakes School District

- A full French Immersion Program is not offered in their secondary schools aside from French Language Arts class.
- One location's French Immersion Program was removed due to decreased enrolment and cost to the district in 2020. This was in Burns Lake. Vanderhoof still maintains the French Immersion Program.
- Without two courses in French Immersion being offered at the secondary school per year, the Dual Dogwood Diploma would not be possible without an online component.
- They allow entry to French Immersion in Kindergarten or Grade 1.



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SECTION E

BUDGET - MINISTRY OF EDUCATION AND CHILD CARE FUNDING

- 1 Full Time Teacher = \$122,801 (this includes benefits, pension, etc.)
- 4.3 Teachers in Hazelton's French Immersion Program costs \$528,044.30.
- Ministry funding \$8,915 per student FTE:
 - These funds must accommodate teaching staff, office administration, support staff (both clerical and custodial), and student resources such as books, school supplies, and utilities.
 - Estimated yearly cost for maintenance and janitorial for one classroom is \$8,905.
 - Estimated yearly cost for utilities for one classroom \$1,038.
 - Estimated yearly cost for supplies for one classroom \$1,500.
 - Total for maintenance, utilities, and supplies is \$11,443 per classroom per year.

At Majagaleehl Gali Aks Elementary School there are currently 46 students enrolled. The grants generated from the Ministry per student FTE equals \$410,090 (*teacher cost* $3.3 \times \$122,801 = \$405,243.30 + (3 \times \$11,443 \text{ (utilities)}) = \$34,329$ *equaling an estimate of* \$439,572.30). The district is currently funding Majagaleehl Gali Aks Elementary School at an estimate of over \$29,000.

At Hazelton Secondary School, there are 7 students currently registered. The Ministry grant is \$62,405. Currently, the minimum timetable block to run this program are not being met at Grades 8-10 to meet program requirements as set out by the Ministry. The current costs are as follows (*teacher cost* $.5 \times \$122,801 = \$61,400.50 + \$5,721.50 \text{ (utilities)}$ *equaling an estimate of* \$67,122). This number is based on the current structure as the teacher returned from a maternity leave. With a proper French Immersion Program, the teacher's FTE would be 0.715. A more accurate financial representation would be (*teacher cost* $.715 \times \$122,801 = \$87,803 + \$8,182 \text{ (utilities)}$ *equaling an estimate of* \$95,984) at Hazelton Secondary School for a part-time French Immersion teacher. In summary to offer a French Immersion Program that meets the minimum requirements in French, the district would need to support additional funds estimated at \$33,000 in the high school.

It is important to note that a one-time French Immersion grant covered additional teaching resources during the last two school years. The one-time educational grant was used to support 0.4 teachers at Majagaleehl Gali Aks Elementary School during the 2023-2024 school year, and a 0.3 teacher this current school year, 2024-2025.



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SECTION E

BUDGET - MINISTRY OF EDUCATION AND CHILD CARE FUNDING (continued)

Coast Mountains School District received additional funding through OLEP (Official Languages in Education Program; more information on OLEP can be found in Appendix A):

- To sustain the CMSD82's **entire** French Immersion programs, the district received \$68,396.01 this school year.
- An additional \$157 per student for enhancement programming was provided.
- \$8,321 is generated within the Hazelton's French Immersion community. These funds are used to pay for resources, furniture, teacher professional development, cultural activities, and technology.
- As noted, the current financial climate, which is impacted by low enrolment in Hazelton, is not sustainable in the long term. The school district is currently funding this program at an estimated cost of \$62,000 per school year in Hazelton.



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SECTION F

PROGRAM SUSTAINABILITY

STUDENT ENGAGEMENT AND RETENTION CONSIDERATIONS

To maintain a French Immersion Program effectively, key strategies include: recruiting and retaining qualified French-speaking teachers, fostering a strong French-speaking environment within the school, actively engaging parents in their child's French learning, providing opportunities for real-world French practice outside the classroom, and collaborating with local Francophone communities to enrich the immersion experience; all while ensuring consistent curriculum delivery and adapting to student needs.

Key aspects to maintain a French Immersion Program:

- **Teacher Quality**
 - Recruit and retain highly qualified French-speaking teachers with strong pedagogical skills.
 - Provide ongoing professional development opportunities for teachers to enhance their French language proficiency and teaching methods.
 - Foster a collaborative environment among teachers to share best practices and support each other.
- **Immersive Classroom Environment**
 - Enforce consistent use of French throughout the school day, including hallways, lunch periods, and extracurricular activities.
 - Incorporate authentic French materials like books, movies, music, and cultural events into the curriculum.
 - Encourage student-to-student interactions in French.
- **Parent Engagement**
 - Regularly communicate with parents about their child's progress in French.
 - Provide workshops and resources for parents to support their child's French learning at home.
 - Foster a strong parent community to share strategies and encourage French conversation.
- **Community Outreach:**
 - Partner with local Francophone organizations and businesses to provide opportunities for students to practice French in real-world settings.
 - Organize field trips and cultural events to expose students to French language and culture.



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SECTION F

PROGRAM SUSTAINABILITY

Key aspects to maintain a French Immersion Program: *(continued)*

- **Curriculum Development:**
 - Support a well-designed French Immersion curriculum that progressively builds language skills across all subjects.
 - Integrate culturally relevant content and perspectives into the curriculum.
 - Regularly review and adapt the curriculum to meet the evolving needs of students.
- **Assessment and Monitoring:**
 - Regularly assess student language proficiency to identify strengths and areas for improvement.
 - Utilize diverse assessment tools including standardized tests, portfolios, and observations.
 - Monitor program effectiveness and adjust as needed.

ENRICHMENT ACTIVITIES

There are a variety of programs that are offered to Canadian secondary school students to enhance their learning experience of a second language. Here is a sampling that could be considered to support the retention of students within the French Immersion Program.

Official Languages Programs (Explore, Odyssey, and Destination Clic) offer participants an immersive experience in their second official language. Funded by the Government of Canada, the Official Languages Programs in B.C. are managed by the Ministry and the Council of Ministers of Education, Canada (CMEC).

Explore is an intensive summer French Immersion Program held in exciting locations across the country. The sessions are taught at accredited institutions, and students live on campus or with local host families. Sessions are offered for students ages 13-15 and 16+. Imagine students learning or improving their French-speaking skills while making new friends and experiencing a different local culture and way of life in another part of Canada. That's Explore.

Odyssey is a nine-month program that engages language assistants in French as a second language and French as a first language classrooms across the province. Language assistants encourage students to learn and communicate in French through activities that focus on language learning and culture. The Odyssey program accepts candidacies from all regions of Canada, and local hiring is possible.



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SECTION F

PROGRAM SUSTAINABILITY

ENRICHMENT ACTIVITIES *(continued)*

Destination Clic is an experiential summer program for Francophone (French as a first language) students living outside Quebec. The program is aimed at nurturing their sense of belonging and identity with the Francophone community and enhancing their French-speaking skills. Find more information about the Official Languages Programs at www.englishfrench.ca.

Youth Exchanges Canada (Canadian Heritage) offers reciprocal exchanges for individual youth or groups of youth, between the ages of 12 and 17. Youth from different parts of the country are paired according to their ages and interests. Each participant takes a turn hosting their “twin” in their home. Individuals may apply through the [YMCA Summer Work Student Exchange](#).

Promotion of French Cultural Activities

The Canadian Parents for French BC & Yukon (CPF) will now be providing support to B.C. school districts through its program entitled Culture en classe. CPF's dedicated cultural staff CPF are available to book cultural presentations for interested school districts. This cultural service is available at the elementary, middle, and secondary levels. CPF will provide some funding assistance to make French cultural presentations possible in B.C. school districts. For more information, please contact: info@cpf.bc.ca.

Association des Francophones et Francophiles du Nord-Ouest ([AFFNO](#)) has the mission of uniting both Francophones and Francophiles of Northwestern British Columbia (Haida Gwaii, Hazelton, Kitimat, Prince Rupert, Smithers, and Terrace and their regions), to promote the French language and Francophone culture, to develop and offer community and educational services in French, without discrimination or racism, and to participate in economic development. AFFNO has supported our regional concours and offered a corn roast harvest activity to the school district for all K-6 schools this past fall (épluchette au blé d'Indes).



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SECTION G

CMSD82 CURRENT AND FUTURE FRENCH IMMERSION PROGRAM

The review of the Hazelton French Immersion Program has brought forward important considerations for both the current and future direction of the program. Through consultations, including meetings with parents-caregivers, valuable insights were shared, leading to the development of several options for consideration. We sincerely appreciate the participation and thoughtful contributions from all those involved in these discussions. Given the information gathered, we recognize the importance of continued dialogue. At this time, we believe it is essential to engage in further consultations with parents and the broader community to ensure that all voices are heard and that each option is thoroughly discussed and carefully considered before any decisions are made.

Therefore, we will continue with dialogue in the next coming months and into the 2025-2026 academic year.

Furthermore, Coast Mountains School District will continue to offer French Immersion at all levels for the 2025-2026 school year with minimal changes. At the high school level, delivery of the program may be modified.

We are pleased to work with students, staff, parents, and the community of Hazelton as we strive to ensure the sustainability of French Immersion programming.

The following options will form the basis of the 2025-2026 French Immersion Program consultations:

Option 1: Continue to build the French Immersion Program in K-7, create a Grade 8-9 or 8-10 Class where 50% or more of the instruction is being delivered in French, offer a French support block to Grades 11-12 to enhance French oral language skills and support their online learning. This option supports their Dual Dogwood completion.

Option 2: Gradually phase out the High School Immersion Program but continue to offer an intensive French class to help students maintain their French language skills.

Option 3: Remain as status quo for the 2026-2027 school year.

Option 4: No longer offer French Immersion in Hazelton at any Grade level.

These options will be explored through continued engagement with students, staff, parents-caregivers, and the community. Coast Mountains School District remains committed to ensuring all voices are heard in this process as we work toward sustainable French Immersion programming in Hazelton.



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APPENDIX A – MINISTRY FUNDING

In this section provides a closer look at how both Ministry of Education and Child Care and OLEP (Official Languages in Education Program) funding is received and applied to the district's French Immersion Programs, as well as the impacts of low enrolment on budgets.

[Funding Support Under Official Languages in Education Programs \(OLEP\) - Province of British Columbia](#)
(click on link to learn more)

Revenues

The Ministry of Education and Child Care administers federal funding intended to support incremental costs resulting from offering French as a second official language in British Columbia.

Funding categories include the amounts described below, and the district is free to allocate within the total based on needs and priorities:

- **E-Learning Technologies Grant**
E-Learning Technology funding represents **nine percent** of the total school district funding envelope under the current BC Action Plan. The purpose of this grant is to assist French Immersion programs in providing students with a learning environment where technology is an integral part of their educational program and facilitating students' language acquisition or expanding their language skills. Except for capital assets, salary and e-books, under the guidelines of this guide, all districts' expenses in direct support of this initiative are eligible.
- **Learning Resources Grant**
Learning Resources funding represents **eight percent** of the total school district funding envelope under the current BC Action Plan. The purpose of this grant is to assist districts with the higher cost of buying education resources in French, for the library as well as the classroom. Expenditures under this category are limited to resources destined to French Immersion classes and include electronic versions of such resources. School districts offering French Immersion will receive: \$11 per FTE for Kindergarten to Grade 7; \$90 per FTE for Grade 8 to Grade 12; plus, a library grant of \$2,250 for districts with one immersion school or \$4,500 for districts with two immersion schools or more.
- **French Immersion Grant**
The French Immersion funding represents **53 percent** of the total school district funding envelope under the current BC Action Plan. The purpose of this grant is to provide the supplemental funding needed to deliver French Immersion programs in participating school districts. Except for items otherwise covered under the guidelines of this grant, all districts' expenses in direct support of this initiative, including any allowable salary expense under this guide, are eligible.



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APPENDIX A – MINISTRY FUNDING

- **French Immersion Grant (*continued*)**

School districts offering French Immersion will receive: \$50 per FTE for Kindergarten to Grade 3; \$70 per FTE for Grade 4 to Grade 7; \$95 per FTE for Grade 8 to Grade 12; plus an additional amount equal to their base funding times their Immersion Funding protection factor (IF); plus an additional amount equal to their base funding times their Rural Factor (RF) The district will also receive additional funding adjusted for the Rural Factor as follows:

- **Teacher Professional Development Grant**

The Teacher Professional Development funding represents five percent of the total school district funding envelope. The purpose of this grant is to support teachers' participation in activities such as in-service/program implementation for Core French and French Immersion programs that may be offered to individual or groups of teachers, and may include workshops, online learning, conference attendance and post-secondary courses. School districts with more than 10 students will receive \$4,500 for the first 2,570 students and an additional \$1.50 per student beyond that threshold.

- **Cultural Activities Grant**

This grant represents two percent of the total school district funding envelope under the current BC Action Plan. The purpose of this grant is to assist districts in providing opportunities for students to be exposed to Francophone culture by sponsoring various French cultural activities that could include visiting musicians/authors or children's theatre groups; field trips; or "special days". Neighbouring school districts are encouraged to cooperate to "make the money go further".

This current school year, the reporting categories will be changed to the following:

Revision Notification: Transition from Seven Grant Categories to Five Reporting Categories

Old Grant Categories	New Reporting Categories
Learning Assistance	Student Learning and Academic Achievement
E-Learning Technology	Cultural Activities
Learning Resources	Teacher Retention and Professional Learning
Teacher Pro-D	Staffing and Recruitment
Core French	Program Growth and Student Retention
French Immersion	
Cultural	



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APPENDIX A – MINISTRY FUNDING

Here are some activities that can be aligned to the new reporting categories:

<p>Student Learning and Academic Achievement</p>	<ul style="list-style-type: none"> • Develop, acquire, and support the implementation of French language resources (e.g., books, themed kits, licenses to online platforms, audio-visual material, hardware, software, etc.) • Purchase French language resources to support student learning in areas of numeracy and literacy. • Purchase literature circle sets, library resources, and other print materials. • Supporting teacher participation in DELF administration or marking sessions. • Teacher release time for the co-creation of learning resources.
<p>Cultural Activities</p>	<ul style="list-style-type: none"> • Provide online, in-school and out-of-school activities involving French-speaking communities and organizations. • Planning for school-wide cultural activities. • Work with Canadian Parents for French's <i>Culture en Classe</i> program to book cultural presentations. • Arrange for collaboration between schools and school authorities around cultural activities. • Subsidize student travel, TTOC expenses for teacher chaperones, and/or fees on school-organized cultural field trips within B.C. and Canada. • Hire a French Teaching Assistant from France and use OLEP funding to support additional associated expenses like salary top up, acquiring cultural resources for presentations, etc. • Top up Odyssey Language Assistant's salary or cover other expenses with associated cultural or learning activities.
<p>Teacher Retention and Professional Learning</p>	<ul style="list-style-type: none"> • Provide meaningful, research-based professional learning support to teachers, administrators and support staff through online modules, job-embedded professional learning and coaching, professional learning activities, sessions, conferences, etc. • Purchase teacher resources that are specific to FL. • Provide release time for teachers and administrators to participate in professional development activities. • Bring an educational presenter to a school or district to offer local professional learning opportunities. • Offer a mentorship program for teachers new to teaching French and cover expenses relating to associated teacher release time. • Support mentorship between FI and Core French teachers. Provide Core French teachers with opportunities to learn about existing program resources. • Maintain or expand formal partnerships to support French language programs. Encourage collaboration between school districts and educational organizations.
<p>Staffing and Recruitment</p>	<ul style="list-style-type: none"> • Recruitment of qualified French teachers and other educational personnel. • Pay staffing expenses associated with hiring a French teacher coordinator. • Pay staffing expenses associated with hiring a French administrator coordinator.
<p>Program Growth and Student Retention</p>	<ul style="list-style-type: none"> • Promotion and marketing of early and late FI programs. • Promotion of the benefits of English-French bilingualism. • Add courses/classes to secondary programming. • Open or expand Early & Late-entry FI programs. • Teacher release time to support FI student transitions between grades and/or schools. • Hosting FI information or orientation events for parents. • Supporting student clubs, leadership opportunities, and other key events to develop students' sense of belonging in the French learning environment.



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APPENDIX A – MINISTRY FUNDING

Educational Staffing

The organization of successful French second language programming and retention of French students and teachers in B.C. school districts requires oversight, coordination, and pedagogical guidance. Support in this area often requires dedicated positions of special responsibility that fall outside of the roles of classroom teaching and/or school administration. As such, school districts with French Immersion Programs are permitted to use a portion of their OLEP funding to cover staffing expenses.

To use OLEP funds toward coordination staffing, districts must ensure that the following criteria is met:

- Districts may use up to 40% of the OLEP funding toward staffing; and
- Districts may staff up to a maximum 1.4 FTE with OLEP funding.

Examples:

School District X is a large urban district, receiving over \$1,000,000 of annual federal OLEP funding. 40% of School District X's budget would equal \$400,000. This surpasses the salary and benefit expenses associated with 1.4 FTEs, therefore School District X is capped at paying 1.4 FTE of coordination staffing time from its OLEP funding.

School District Y is in rural B C and has a small French Immersion student population. The district receives \$80,000 of annual federal OLEP funding. School District Y's budget is not large enough to pay for 1.4 FTE of coordination staffing time. This small French Immersion district is therefore entitled to use up to 40% of its annual federal OLEP funding (up to \$32,000) to cover coordination staffing time. This amount of funding would cover a part-time coordinator salary in School District Y.



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APPENDIX B – MINISTRY REQUIREMENTS

Ministry of Education & Child Care Policy for French Immersion

The Ministry of Education Policy for French Immersion is provided via link access as follows:

- [French Immersion Program - Province of British Columbia](#)

Ministry Policy Statement

The Ministry of Education supports French Immersion programming in BC schools, consistent with the goal of providing the opportunity for non-Francophone students to become bilingual in English and French.

Rationale or Purpose of Policy

French Immersion programming benefits the cognitive and social development of students, as well as their opportunities for career advancement. Research demonstrates that students who successfully complete a French Immersion program attain functional bilingualism while doing as well as, or better than, their unilingual peers in the content areas of curriculum, including English Language Arts.

Policy in Full

The major goal of French Immersion is to provide the opportunity for non-Francophone students to become bilingual in English and French. Bilingualism is achieved by providing instruction of the basic curriculum entirely in French during the first years. Once a firm base in French has been established, instruction in English Language Arts is added, and instruction in the English language gradually increases. Students continue to receive instruction in certain subjects in French so that proficiency is achieved in both languages by the end of Grade 12.

French Immersion and Programme Francophone, which is a program for first-language learners, are distinct programs with different purposes. French Immersion is a separate program where instruction is offered in the French language for second language learners. French Immersion programs must consist of instruction in English and French.

French Immersion may be offered in two models: Early French Immersion, beginning in kindergarten; and Late French Immersion, beginning at the Grade 6 level. Once a French Immersion program has been established, districts should develop policy that will serve to maintain and strengthen the program. In order to ensure the delivery of effective French Immersion programs, school districts should make sure their policies are consistent with Ministry policy.

French Immersion Program Content

French Immersion programs must parallel the regular English program in structure and content. The content of French Immersion programs must parallel that of the regular curriculum, as set out in the Required Areas of Study in an Educational Program Order.



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APPENDIX B – MINISTRY REQUIREMENTS

Pupil Eligibility

Kindergarten to Grade 12 students in the British Columbia school system are eligible to enter an immersion program at the appropriate entry points, if the program has been made available and if there is space at the appropriate Grade, subject to the registration policies of the school district in which the student resides.

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

Financial Support

French Immersion programs are eligible to receive federal funding to support French language learning as defined in the [Federal French Funding Guide](#). Federal funding is subject to approval of Protocol of Agreements for Minority-Language Education and Second-Language Instruction.

Procedures Related to Policy

In order to qualify for French Immersion funding, Boards of Education must follow the Ministry’s policies and also the procedures set out in this section.

The Ministry of Education provides curriculum for French Immersion: Early French Immersion (Kindergarten to Grade 12) and Late French Immersion (Grades 6-12) programs. These programs are differentiated according to point of entry and are as follows:

Program	Entry Point	Grades
Early French Immersion	Kindergarten (and Grade 1)	K-12
Late French Immersion	Grade 6	Grades 6-12

Therefore, if a school district offers Early French Immersion, it must be available at the Kindergarten level. Ideally, students enter Kindergarten, but they may enter Grade 1 if space is available.

Entry to the immersion program at other than the normal entry points should be considered only if there is adequate space and if the student is adequately proficient in French. “Adequate proficiency” is defined as sufficient language skill to permit the student to be able to comprehend instruction in the subjects taught in French, assuming a period of four to eight weeks of adjustment to the program.



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APPENDIX B – MINISTRY REQUIREMENTS

Early French Immersion

The Early French Immersion Program provides students with an education equivalent to that which is available in the English language program, while providing students with the opportunity to acquire a high level of proficiency in French. Students normally enter Early French Immersion in Kindergarten (and occasionally in Grade 1). Upon graduation from the program in Grade 12, they should be able to participate easily in conversations in French, take postsecondary courses with French as the language of instruction, and accept employment with French as the language of the workplace.

In Early French Immersion programs, Kindergarten, Grade 1 and Grade 2 should be taught totally in French. Beginning in Grade 4 and continuing to Grade 12, English Language Arts shall be provided for all French Immersion students. Other courses may be offered in English. The following chart shows the recommended time allocations:

Grade	% of French Instruction	% of English Instruction
K- (2 or 3)	100	0
(3 or) 4-7	80	20
8-10	50-75	25-50
11-12	No less than 25	No more than 75

To receive federal funding, a minimum of 25 percent of instruction must be in French to be funded as French Immersion. A less-than-25-percent time allocation is considered Core French and will be funded accordingly. Whenever possible, the courses that are conducted in English should be taught by someone other than the regular French Immersion teacher and preferably by a teacher with excellent English skills.

Secondary French Immersion

To achieve the goals of this program, students should continue in French Immersion through Grade 12. Where possible, districts should provide some choice of subjects offered in French at the secondary level. In order to receive a *diploma de fin d'études secondaire en Colombie-Britannique*, French Immersion students must meet the requirements as stated in [Graduation Program Order](#).

Transportation

For students who wish to enroll in a French Immersion program, provincial transportation funding is based on the distance between a student's residence and the closest school in which there are appropriate Grades, whether or not that school offers French Immersion.

School districts are free to develop their own transportation policies. If a district chooses to offer additional transportation services to French Immersion students, additional costs will be funded through the district's annual provincial funding or by levying fees to parents of French Immersion students.



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APPENDIX B – MINISTRY REQUIREMENTS

Learning Resources and Pupil Services

Having implemented an immersion program, school districts should provide equitable learning resources, library books and student services in the same manner they are provided for in regular English programs.

Teachers of French Immersion

In addition to regular certification requirements, teachers teaching the French portion of immersion programs should have a high degree of oral and written proficiency in the French language. Teachers should have a sound knowledge of the culture of French-speaking peoples and should also have completed at least one course in immersion methodology.

For the purposes of communication in English within the school and with parents, teachers in these programs are expected to also have a good working knowledge of English. Post-secondary training in a particular subject is a minimum criterion for teaching that subject at a secondary level, whether the subject is taught in English or in French.

Principals of French Immersion Schools

The principals of French Immersion schools should be functionally bilingual. This should be a consideration when school districts are seeking new principals. At a minimum, they should be knowledgeable about, and supportive of, the immersion program.



COAST MOUNTAINS
SCHOOL DISTRICT 82

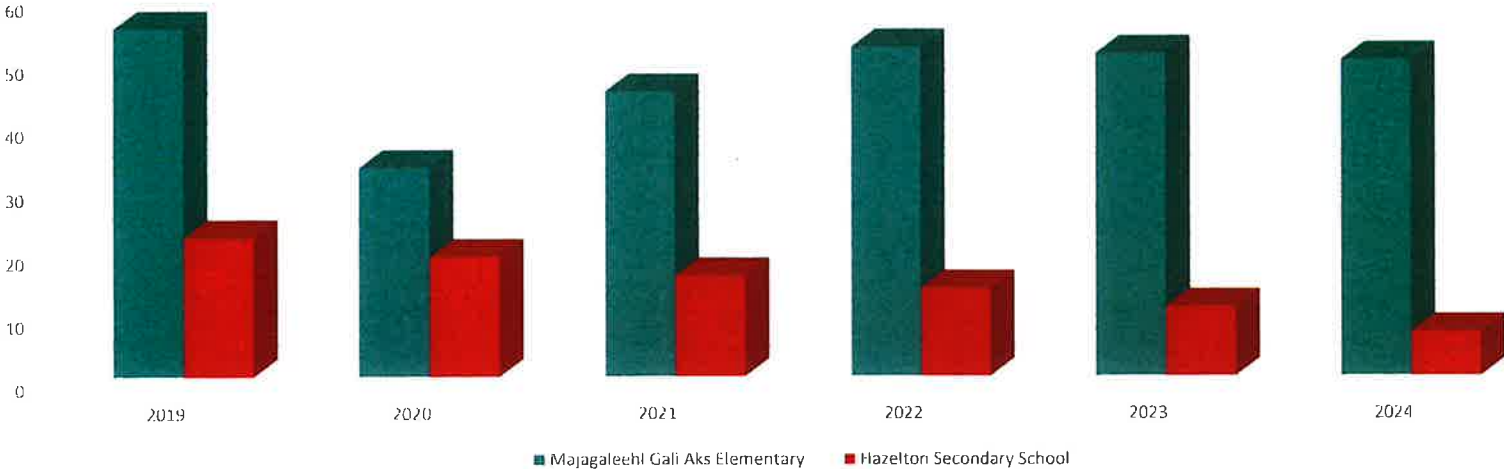
Hazelton French Immersion Review



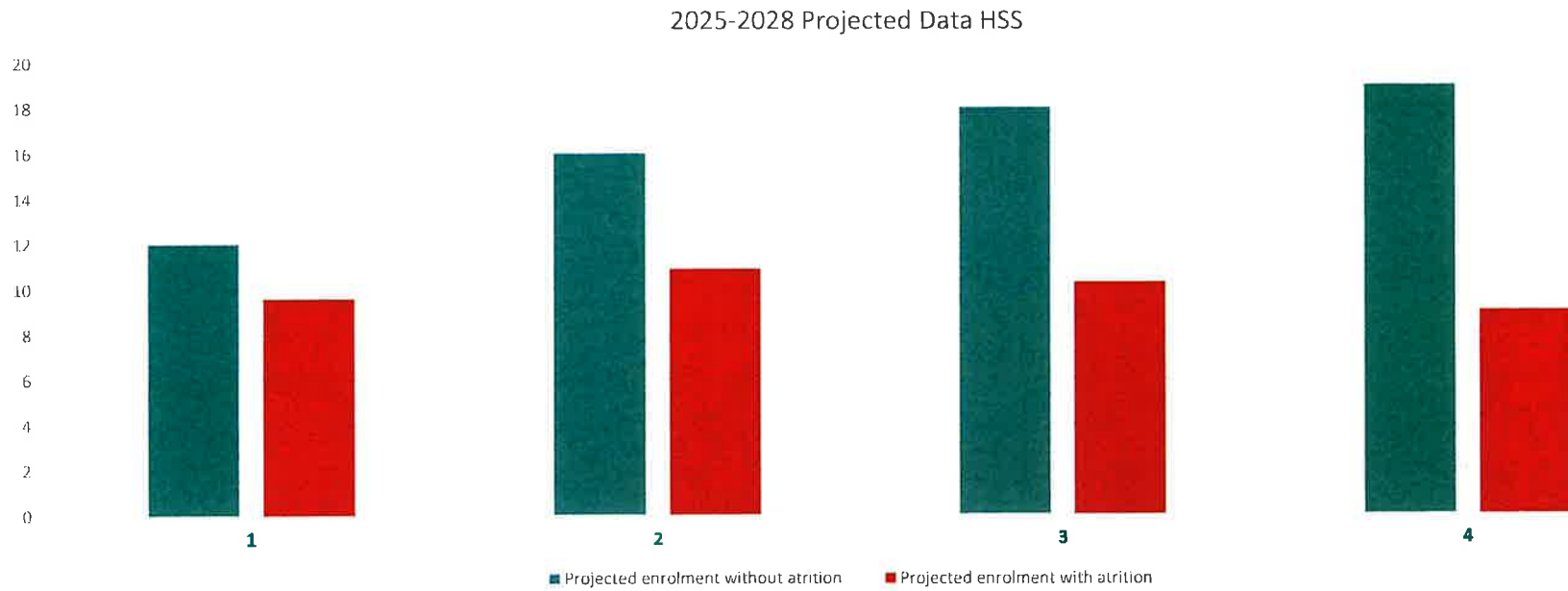
COAST MOUNTAINS
SCHOOL DISTRICT 82

Hazelton French Immersion Enrolment Data

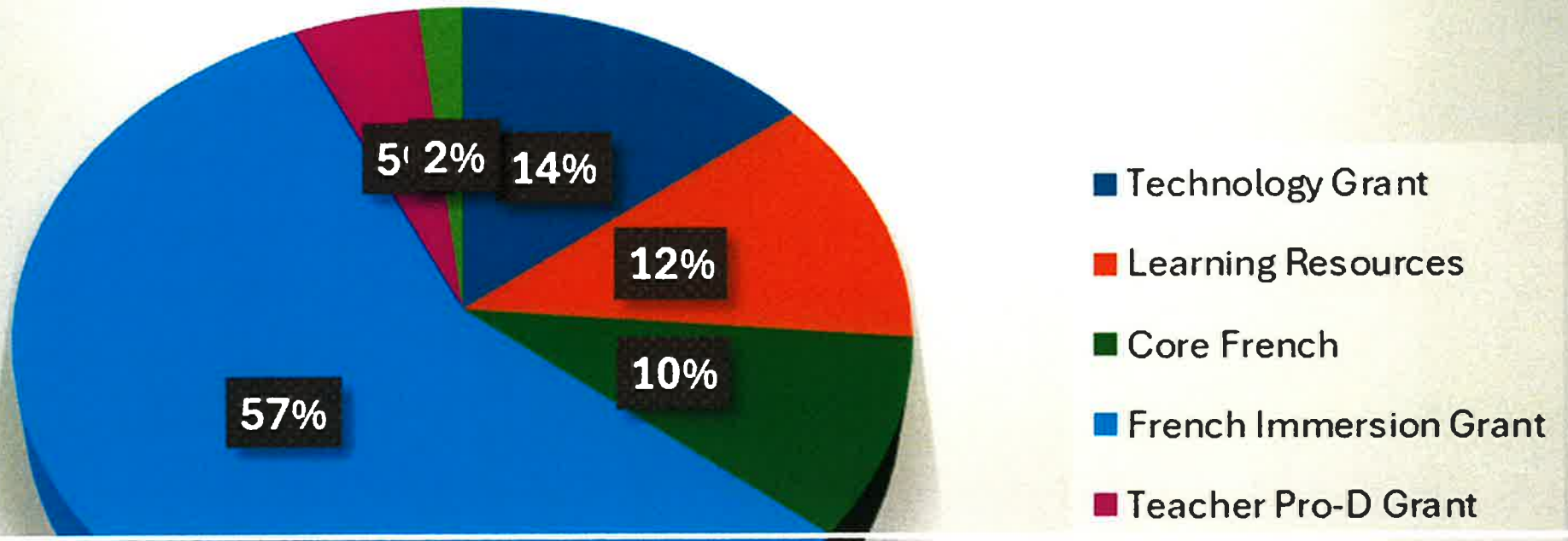
School Enrolment Data



2025-2028 Projected Enrolment at HSS



Distribution of French Grant



Enhancement French Grants

Ministry Requirements for Dual Dogwood

Grade	% of French Instruction	% of English Instruction
K-(2 or 3)	100	0
(3 or) 4-7	80	20
8-10	50 - 75	25 - 50
11-12	no less than 25	no more than 75



Teacher Equity CMTF



Equity in workload

Students with IEPs

- MEMSS 2 students in first semester with 22 students
- MEMSS 2 students in second semester with 23 projected students
- HSS 7 students in second semester with no IEPs



Class sizes

HSS 7 Students (grades 8-12)

MEMSS 21 Students (grades 9-12)

MEMSS 22 Students (grades 7-8)

Teacher Equity CMTF

HSS French Immersion

- Grades 8-12 (7 students)
- Cannot exceed more than 24 in split grade as per collective agreement
- No educational plans
- Teacher will have to plan for 6 different classes in French Immersion and 5 different grade levels.
- Effectively 30 different classes

Similar Assignment at HSS

- Teacher is assigned BC First Peoples 12, Law 12, Social Studies 10, and support block
- Cannot exceed more than 30 in a straight grade
- Multiple students on educational plans across the 7 classes.
- Teacher only needs to plan for 3 subject this current year.
- Classes range from 10-26 students

Ideas from 3 consultation meetings

Parent
Involvement/CPF

Buddy System –
transitioning from
MGA to HSS

Exchanges

Solve the trades
program dilemma

Role model success
stories

Supports and
advocates for
French Immersion
at HSS

What our students at HSS are saying

Family within
the school
community

Opportunities

High
Expectations

Post
Secondary
Prep

Confidence

More doors
open



Additional Considerations

**Opportunities for
kids**

**Value of Dual
Dogwood**

**Limiting English
Speaking in FI
classrooms**

**Reactivate CPF in
Hazelton**

**More parent
involvement**

**Yearly check-ins
from district**

**French Immersion
is a draw to the
community for
professionals**

Program Sustainability



Teacher Quality

Immersive Classroom Environment

Parent Engagement

Community Outreach

Curriculum Development

Enrichment Activities

Promotion of French Cultural Activities

Budget Impacts



2017 Report –attrition rate was 47-61% in French Immersion at HSS



2025 –Since 2020 the attrition rate has fluctuated between 37.5-100% per grade level. Much higher than the Canadian average attrition.



Low enrolment in the high school and elementary will cost the district an estimate of \$70,000 per year should enrolment continue to decline.



What are neighbouring districts offering?

- Smithers only offers K-7
- Haida Gwaii no longer offers French Immersion
- Prince Rupert has a successful program with low attrition in K-9. Most of the attrition comes once students reach high school.
- Nechako Lakes has removed most of their high school program –only offering FLA (French Language Arts)

Key Considerations & Consultations

- The review of the Hazelton French Immersion program has highlighted key considerations for its future.
- Parent and community consultations provided valuable insights, shaping options for the program.
- We recognize the importance of continued dialogue to ensure all voices are heard.
- Further consultations will take place in the coming months and into the 2025-2026 academic year.

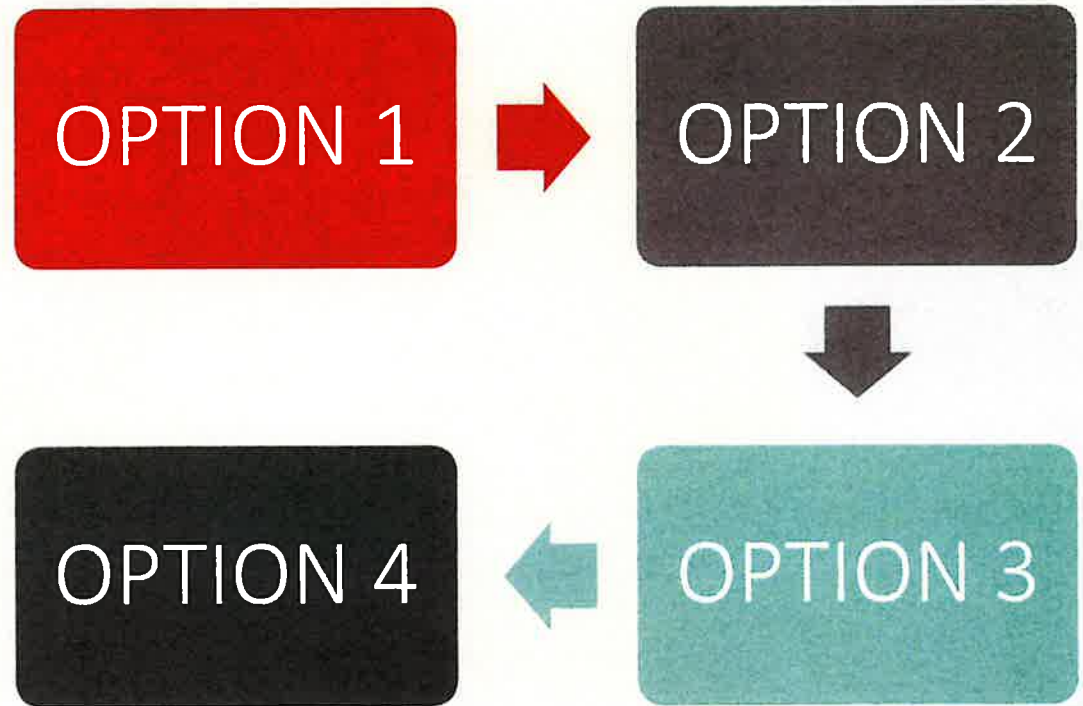


Commitment to Sustainability

- **Coast Mountains School District will continue to offer French Immersion at all levels for the 2025-2026 school year with minimal changes.**
- High school program delivery may be modified to improve sustainability.
- We remain committed to working collaboratively with students, staff, parents, and the community.
- Our goal is to ensure a viable and effective French Immersion program for the future.



Future Considerations from the 2025 Consultations



OPTIONS For Discussion During Future Consultations

Option 1: Continue to build the French Immersion Program in K-7, create a grade 8-9 or grade 8-10 class where 50% or more of the instruction is being delivered in French; offer a French support block to grades 11-12 to enhance French oral language skills and support their online learning. This option supports their Dual Dogwood completion.

Option 2: Gradually phase out the High School Immersion program; but continue to offer an intensive French class to help students maintain their French language skills.

Option 3: Remain as status quo for the 2026-2027 school year.

Option 4: No longer offer Immersion in Hazelton at any grade level.



Next steps



Promote French Immersion in Hazelton



Work with all teachers to ensure that we are meeting the ministry requirements for language instruction



Work with administrators on timetabling as needed



Discuss options with Hazelton parents and community members during the 2025-2026 consultations

Thank you





MEETING AGENDA ITEM #7.1

Action: Information: X
Meeting: Regular Meeting Date: February 26, 2025
Topic: **Correspondence Received from B.C. Ombudsperson, Jay Chalke**

Background/Discussion:

As recommended by Board Chair Warcup, we share for Trustees' information that letters were received from the B.C. Ombudsperson, Jay Chalke as referenced below, indicating he is initiating an investigation into the exclusion of K-12 students, in particular students with diverse needs, from classrooms and schools in B.C.'s public education system.

- February 10, 2025 - Letter from Ombudsperson, Jay Chalke addressed to Board Chair Warcup seeking the Board's collaboration with the investigation (letter unavailable at time of agenda package issuance).
- January 10, 2025 – A copy of the letter from Ombudsperson, Jay Chalke addressed to Superintendent Tracy MacMillan regarding the investigation (as attached).

Board Chair Warcup is seeking input or feedback from Trustees regarding the Ombudsperson's investigation to determine whether the Ministry of Education and Child Care and school districts are fairly administering and overseeing these exclusions, and whether the rules governing these exclusions are fair. The investigation will focus on BC's public K-12 education system and will not include private or independent schools.

Recommended Action:

For discussion and information only.

Presented by: Board Chair



OMBUDSPERSON BRITISH COLUMBIA

The *Ombudsman Act* requires that investigations be conducted in private. Ombudsman investigation documents are not available through the *Freedom of Information and Protection of Privacy Act* and may be subject to rules preventing their use in court and tribunal proceedings. **Please contact the Office of the Ombudsman before disclosing this document, or any responses, to any third parties.**

January 10, 2025
File: SYS24 - 0004

Delivered via email: tracey.macmillan@cmsd.bc.ca

Tracey MacMillan, Superintendent
School District No. 82 (Coast Mountains)
3211 Kenney Street
Terrace BC V8G 3E9

Dear Superintendent Tracey MacMillan:

Re: Notice of investigation - exclusion of students from schools

I am writing to notify you, pursuant to s. 14(1) of the *Ombudsman Act*, that I am initiating an investigation into the exclusion of K-12 students, and in particular students with diverse needs, from classrooms and schools in British Columbia's public education system. The purpose of our investigation is to determine whether the Ministry of Education and Child Care and school districts are fairly administering and overseeing these exclusions, and whether the rules governing these exclusions are fair. The investigation will focus on BC's public K-12 education system and will not include private or independent schools.

This investigation is initiated using my own-motion authority under s. 10 of the *Ombudsman Act*.

I am initiating this investigation because my office has received complaints from across the province about students with diverse needs being excluded from school. These complaints suggest that schools in multiple school districts are excluding students for a number of reasons including that the student's behaviour disrupts classroom learning or poses a safety risk to themselves, staff, or other students, or that the school does not have the resources to adequately support the student's learning in the school. In some cases, I understand that students may be excluded from school under the suspension and medical provisions in the *School Act*. However, in other cases I have been informed that schools may be informally excluding students from school entirely or placing them in "partial day" programs which result in them remaining out of school for a substantial part of the school day with the school providing little or no instruction during the out of school portion of the day. We have heard through these complaints that some students with diverse needs are receiving a fraction of the hours of instruction provided to their peers.



**OMBUDSPERSON
BRITISH COLUMBIA**

As you know, the *School Act* is premised on the inclusion of students with diverse needs, and the integration of all students in a classroom that accommodates the needs of all learners. Human rights jurisprudence in BC also explicitly recognizes the importance of students receiving an education that is equal to, and together with their peers, wherever possible.

I am concerned about the outcomes for children who are excluded from school with little or no instruction. Children are a uniquely vulnerable group with limited options to address unfairness in their education and school environments. Our office has been advised that some children are falling behind in their academic work, experiencing significant anxiety, being socially isolated from their peers, and in some cases being removed from the school system entirely.

Our investigation will examine the extent to which K-12 students are being excluded from schools across the province and will assess whether the ministry and school districts are fairly administering and overseeing these exclusions. In relation to school districts, we will ask you to tell us about how schools in your district are formally or informally excluding students from school, and how you understand your decision-making role in overseeing school exclusions. We will also ask about what guidance your district provides to schools regarding their administration of these exclusions.

On the completion of this investigation, I intend to issue a public report with findings and recommendations. Before the report is finalized, I will provide the district with a draft and will consider any response that you provide.

I will be making a public announcement about our investigation on Tuesday, January 14, 2025. Some information about the investigation, and a public questionnaire, will be available on our office's website: www.bcombudsperson.ca.

My staff will be in touch with you in the coming weeks to ask more specific questions about your school district. If you have questions in the meantime, please contact Sarah Malan, Manager of Systemic Investigations, at smalan@bcombudsperson.ca.

Yours sincerely,

Jay Chalke
Ombudsperson
Province of British Columbia



MEETING AGENDA ITEM #8.

Action:	X	Information:	
Meeting:	Regular	Meeting Date:	February 26, 2025
Topic:	Superintendent of Schools' Monthly Report – February 2025		

Background/Discussion:

Attached for reference is the Superintendent of Schools' Monthly Report for presentation at the February 26, 2025 Regular Board Meeting as prepared by Superintendent Tracey MacMillan.

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

Recommended Action:

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

Presented by: Superintendent of Schools

Superintendent's Report to the Board

February 2025



A Message from the Superintendent

Ama Sah / Good Day,

February has been a month of celebration, reflection, and forward momentum within Coast Mountains School District. As we continue to honour the diversity of our school communities, we have embraced cultural celebrations and recognized significant events that deepen our collective learning and engagement.

Cultural Celebrations: Hobiye & Black History Month

This month, we were honoured to celebrate **Hobiye**, the Nisga'a New Year, across many of our schools. This important celebration marks the start of a new season and reflects the traditional knowledge of the Nisga'a Nation, highlighting the connection between the moon and the natural cycles of life. Schools engaged in learning opportunities that included drumming, dancing, storytelling, and exploring the significance of Hobiye in Nisga'a culture. We deeply appreciate the contributions of Elders, Knowledge Keepers, and community members who helped make this celebration meaningful for students and staff.



February is also **Black History Month**, an essential time to recognize and honour the contributions of Black Canadians throughout history. Teachers across the district have incorporated lessons that highlight the impact of Black individuals in Canadian history, arts, sciences, and leadership. Classrooms have engaged in storytelling, historical explorations, and discussions on equity and social justice, reinforcing the importance of inclusion and representation in education.

Strategic Plan Update

This month, we presented an update on the Strategic Plan to the Education Committee, reinforcing our commitments to student success, equity, and community engagement. Some key highlights from the update include:

- ↳ *Literacy & Numeracy*: Continued implementation of UFLI Foundations (University of Florida Literacy Institute) and Acadience assessments, with over 90 educators trained in structured literacy approaches.
- ↳ *Indigenous Education & Student Support*: Expansion of services for Indigenous learners, including increased connections with Indigenous Education Support Workers and improved tracking of student success through EdPlan Insight.
- ↳ *Equity & Inclusion*: Strengthened engagement strategies to support Indigenous learners, students with various abilities, and youth in care, ensuring targeted strategies are in place to close achievement gaps.
- ↳ *Career & Trades Programs*: Introduction of new Dual Credit opportunities in Electrical and Welding, Early Childhood Education work experiences, and expanded trades samplers for middle and secondary students.

The **Enhancing Student Learning (ESL) Report** has guided our continuous improvement efforts, and we remain committed to aligning district goals with student achievement outcomes. We are grateful for the feedback from the Ministry of Education and will continue refining our strategic focus areas based on their recommendations.

Superintendent's Report to the Board

February 2025



A Message from the Superintendent *(cont'd)*

Indigenous Education Council (IEC) Formation & Local Education Agreements (LEAs)

A significant focus this month has been the formation of the Indigenous Education Council (IEC), a crucial step in ensuring that Indigenous voices are central to decision-making in our district. The IEC will work collaboratively with Indigenous communities, schools and the district providing leadership and advocacy to enhance educational experiences and outcomes for Indigenous learners. Additionally, we are actively negotiating **new** Local Education Agreements (LEAs) with various First Nations. These agreements are vital in strengthening partnerships, ensuring equitable access to education, and aligning educational programs with the needs and aspirations of Indigenous communities. We value the ongoing collaboration with First Nations leadership and are committed to meaningful and productive discussions in the months ahead.

French Immersion Consultations in the Hazeltons

Over the past several months, important French Immersion Consultations have been taking place in the Hazeltons, engaging students, parents, educators, and community members in discussions about the future of French language education in the region. These consultations aim to identify ways to enhance French Immersion programming, address challenges, and strengthen student enrollment and opportunities. We appreciate the valuable input from all participants, and we thank Tina McDonald, District Principal, Curriculum Support, for her work in facilitating these sessions.



In conclusion, I extend my heartfelt thanks to our parents, caregivers, staff, teachers, students, and district personnel for their unwavering commitment to learning and community building. Your dedication and collaborative efforts create an inclusive and inspiring environment where all learners can thrive.

As we look ahead, we remain committed to fostering excellence, cultural respect, and the principles of Engage, Ignite, Empower in all aspects of education.

Wishing all students, staff, and families a safe and happy **Spring Break from March 17 to 28, 2025**. May this time bring you rest, joy, and meaningful time with family and friends.

With gratitude and appreciation,

Tracey MacMillan
Superintendent

	Upcoming Dates: February 26 – Pink Shirt Day & Hybrid Board Meeting (Hazelton) March 12 & 13 – Early Dismissal Day March 17-28 – Spring Break (No Classes) March 31 – Classes Resume April 8 – Education Committee Meeting April 9 – Business Committee Meeting April 18 & 21 – Good Friday & Easter Monday (No Classes) April 30 – Hybrid Board Meeting (Kitimat)
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Superintendent's Report to the Board

February 2025



CMSD Food Program Monthly Newsletter

We know nourishing learners at school helps to improve academic outcomes as well as build stronger connections among peers, adults and with the community. With that in mind, Coast Mountains School District is committed to improving food programming throughout the district.



Our focus is to foster healthy, stigma-free food environments in our schools, making nutritious breakfast, lunch, and snack options accessible to every learner in our system. Our Food Programming team strives to create community partnerships wherever possible, in an effort to create sustainable food solutions throughout the Northwest region.

With recent announcements from the British Columbia government related to food programming, our schools are becoming better positioned to meet the nutritional needs of our learners.

Learn more about our school district's Food Program through the CMSD Food Program Newsletter, a new monthly newsletter initiated in February 2025. Access the following link to view the newsletter: [February 2025](#)

The CMSD Food Program Monthly Newsletter is available on the school district's website at <https://www.cmsd.bc.ca/food-programming>. If you are interested in finding out how you can get involved, or possibly financially support food programming in Coast Mountains School District, please contact Shawna Wilson, District Food Coordinator, by email at shawna.wilson@cmsd.bc.ca.

Thank you, Shawna, for your ongoing efforts to enhance this program.

Pink Shirt Day ... Let Kindness Grow

On Wednesday, February 26, school communities all over Canada will unite under a banner of kindness to demonstrate their commitment to inclusive learning environments by wearing pink. This annual event, rooted in anti-bullying advocacy, promotes empathy and respect among students and staff and is often highlighted by classroom presentations, discussions, and learning activities aimed at raising awareness of the harmful effects of bullying. ***This year the theme for Pink Shirt Day is 'Let Kindness Grow' and more information can be found at <https://www.pinkshirtday.ca/>.***

Pink Shirt Day began in 2007 in Berwick, Nova Scotia, the self-proclaimed Apple Capital of Canada, when two Grade 12 students stood up for another student who was being bullied by wearing pink t-shirts in an act of allyship. The movement caught on, and now many countries use the pink shirt to spread a notion of kindness and encourage respectful and inclusive classrooms.



Superintendent's Report to the Board

February 2025



Student Voice in CMSD

In the month ahead, we will engage students in multiple grade levels in a district-wide check-in, gaining insights into their experiences in our schools and classrooms. Student Voice Forums, led by Phillip Barron, Director of Instruction, Learner Services, will see in-person dialogue with students in middle and secondary grades. Our Student Voice Forums will provide students with the opportunity to share their thoughts and opinions of their day-to-day experiences in schools.



The Middle Years Development Instrument: Overview

Grade 8 students across the province, including Grade 8 students in Coast Mountains School District, will be participating in the MDI (Middle Years Development Index). MDI is a self-report questionnaire that asks children about their thoughts, feelings and experiences in school and in the community. These anonymous surveys focus on student well-being, physical and mental health, the attainment of social and emotional skills, their relationships with peers and adults, and even how they spend their time outside of the school day.

Through the administration of the MDI, we will gain a deeper understanding of children's social and emotional health, well-being and assets during middle childhood – all from their own perspective. Results from the survey will be available to schools and the district in the Spring which will provide valuable population data for schools and community partners. This data also helps to inform any necessary updates to the District's Mental Health & Well-Being Plan, a key element of the Strategic Plan.



MDI

Grade 8 students at Skeena Middle School participate in the Middle Years Development Index (MDI) self-report questionnaire that asks children about their thoughts, feelings and experiences in school and in the community.

Superintendent's Report to the Board

February 2025



Inclusive Education Student Success Story

Colbie is a grade 7 student at Skeena Middle School. She has been on Nici DeCario's caseload since kindergarten. Nici is the school district's Teacher of the Visually Impaired and Integration Support Teacher. Although Colbie has cerebral palsy, which impacts her left side and low vision challenges, in her view, she is just a regular student like everyone else. She enjoys participating in all subjects with her classmates and especially likes playing basketball.

Gone are the days of enlarging materials on a photocopier! To support her learning, Colbie initially used a CCTV in kindergarten. This allowed her to access near information but was not portable. By grade 1, the PRODIGI CONNECT 12 was introduced to support access to distance information OR near information – not at the same time. She has also had assorted magnifiers for years. All these devices allowed Colbie to access visual information, however, she needed a different tool for each task, and they weren't very portable.

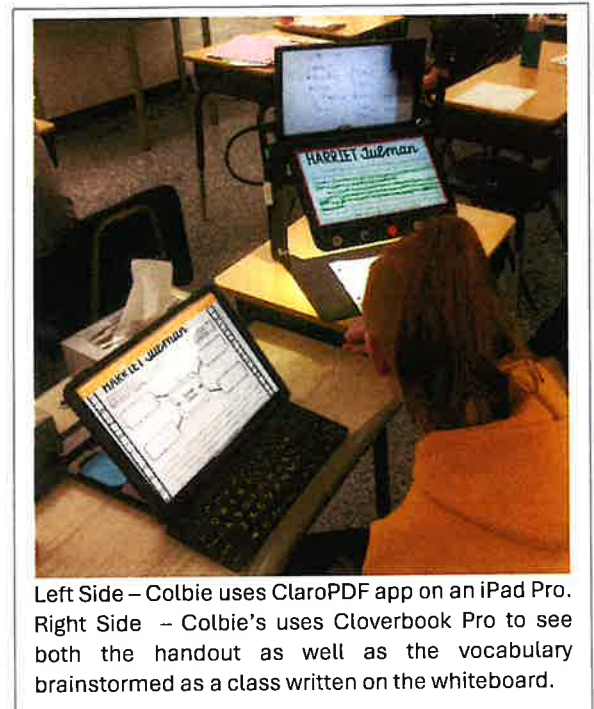
As Colbie has progressed into the intermediate grades, the school team wanted to provide Colbie with more portable and multipurpose tools to access curriculum alongside her peers, so, we applied for SET-BC technology support. The team investigated alternative tools for typing, apps to support reading and written output, as well as digital magnifiers for vision support. To support both reading and writing, Colbie uses an iPad Pro to access e-files. These can be work documents or copies of books she needs for class from Accessible Resource Centre for British Columbia (ARC-BC). She can customize vision

and keyboard accessibility features, and demonstrate her learning with apps like ClaroPDF Pro. Staff scan and email her assignments and documents. Each morning, she checks her email, imports the work into ClaroPDF, and saves her work into subject-specific folders. She completes the work on-screen with word prediction using a Bluetooth keyboard, then saves and emails her work back to the teacher for marking.

The other tool Colbie uses is the CloverBook Pro because of its portability and ease of use. This piece of vision technology allows her to view near AND distance information simultaneously. This tool has been a game changer and was introduced to Colbie in Grade 5. By having one device that can serve both near and distance functions, it has not only been more efficient but also preserves visual stamina, so Colbie isn't having to continuously shift her visual focus.

By having appropriate technology and supports in place, Colbie can access information, demonstrate what she knows and participate with her peers in a regular Grade 7 classroom.

We thank Colbie's teachers, Nici DeCario, and the Inclusive Education Team for their continuous efforts to explore innovative technologies that positively impact student learning.



Left Side – Colbie uses ClaroPDF app on an iPad Pro.
Right Side – Colbie uses Cloverbook Pro to see both the handout as well as the vocabulary brainstormed as a class written on the whiteboard.

Superintendent's Report to the Board

February 2025

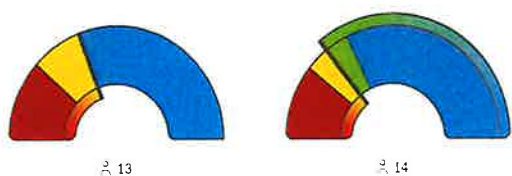


Literacy Update

Schools across the district have been participating in the second round of Acadience testing measuring our Kindergarten to Grade 6 students' literacy skills. Literacy Support Teachers, Laura Gray, Hayden Drygas, and Amy Graham have been supporting teachers in Grades 4 to 6 with their assessments alongside school literacy helping teachers. *We would like to extend our appreciation to all teachers who are working to improve how our students read.* Kofi Annan, United Nations Secretariat states: "Acquiring literacy is an empowering process, enabling millions to enjoy access to knowledge and information which broadens horizons, increases opportunities and creates alternatives for building a better life."

As we continue to work on a District Literacy Framework, we encourage teachers to continue to collaborate, access resources on the K-6 Literacy Teams Folder, and request support as needed. The literacy team would be happy to work alongside you.

This sample graph is from one of our school's Acadience Data in Oral Reading Fluency. This graph shows that 64% of students are exceeding oral reading fluency from 62% in October. One student has also moved from requiring intervention in Tier 2 to being more likely to meet the next grade level expectation in May. *The results achieved thus far are due to the excellent work by the teachers in the school district – thank you to our amazing teachers!!*



Early Learning

Many schools host open houses and Welcome to Kindergarten events. Our school district is privileged to have Cindy Hall as the Strengthening Early Years to Kindergarten Transition (SEY2KT) Facilitator to support as needed. We will be working on planning a spring activity in Kitimat for our early years' children. Anyone interested in participating in this event, please contact Tina McDonald, District Principal, Curriculum Support at tina.mcdonald@cmsd.bc.ca.



Additionally, two of our StrongStart Educators have been participating in an initiative entitled 'Appetite to Play'. Appetite to Play is a province-wide initiative in Canada that promotes and encourages physical activity and healthy eating with children in the early years (birth to 5 years old). It provides resources, toolkits, and training workshops for early childhood educators, as well as a family facilitator module to support community-based workers promoting physical activity and healthy eating. *We are grateful for the following StrongStart Facilitators, Ms. Amanda from Suwilaawks Community School and Ms. Rachel from Cassie Hall Elementary School for their involvement in this project.*

Superintendent's Report to the Board

February 2025



Students Attend Early Childcare First Aid & CPR Course

Secondary Students from Hazelton Secondary, Caledonia Secondary, Parkside Secondary, Mount Elizabeth Middle/Secondary and North Coast Distance Learning attended a Childcare First Aid and CPR course held at Coast Mountain College on February 4, 2025. This First Aid course marks the beginning of our Early Childcare Education initiative. This one-day course prepares students before they begin their ECCE 104 course at Coast Mountain College or a work experience placement at a local daycare. As seen in the pictures, the students had an enjoyable experience while gaining valuable life skills.



Superintendent's Report to the Board

February 2025



NTETC on the Move

Northwest Trades & Employment Training Centre (NTETC) staff visited Mount Elizabeth Middle/Secondary School on February 12, 2025 to discuss careers and opportunities with students in Grades 9 through 12. Darlene Godfrey from Coast Mountain College joined Cory Redl, NTETC Discovery/Dual Credit Teacher and Dan Hamel, NTETC Principal to make it all possible!

There was also quite a buzz at Caledonia Secondary School during the morning of February 12 when the Hairstylist Foundations Program students visited the school to showcase their skills. Even Phillip Blundon, one of Caledonia Secondary's teachers, took a seat in one of our dual credit student's hairstylist chairs! Students eagerly lined up, waiting for their chance to grab a free haircut scheduled from 11:00 a.m. to 2:00 p.m. Five students and their instructor worked non-stop in the school hallway, giving haircuts, and promoting the program. It was a fantastic opportunity to highlight the students' talents. Gabrielle Wright and Sydney Schulmeister, both dual-credit students, are taking a Foundations Course with Coast Mountain College.



Caledonia Secondary Teacher, Phillip Blundon treats himself to a free hair cut compliments of Sydney Schulmeister, an NTETC dual-credit student, enrolled in a Foundations Course with the Coast Mountain College, who showcased their skills on February 12 at Caledonia Secondary School.

This Month On Social Media...



@CoastMountainsSchoolDistrict



@CoastMountainsSchools



@CoastMtnSD



Caledonia Secondary School welcomed Taylor Bachrach, MP for Skeena-Bulkley Valley to share his knowledge and perspective on First Nations treaties. It was a morning of meaningful conversation and learning. On behalf of the Caledonia Secondary students and staff, thank you MP Bachrach for your leadership.



Celebrating Hobiye, the Nisga'a New Year, learning about the historical importance for local Indigenous communities. Superintendent Tracey MacMillan, Lindsay Harder & Vanessa Shirey, Indigenous Education staff attended the celebration of the 3rd Annual Kitsumkalum Hobiye event.



Great Learning at #LitCon 2025 for CMSD leadership team members Julia Nieckarz, Tina McDonald and Shylah Marshall. The National K-8 Literacy Conference held February 1-4 in Columbus, Ohio is the homecoming of leaders in childhood literacy – celebrating its 40th year in 2025!



MEETING AGENDA ITEM #9.

Action: X Information:
Meeting: Regular Meeting Date: February 26, 2025
Topic: **Indigenous Education Report – February 2025**

Background/Discussion:

Attached for reference is the Indigenous Education Report for presentation at the February 26, 2025 Regular Board Meeting as prepared by Superintendent Tracey MacMillan.

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

Recommended Action:

THAT the Board receive for information the Indigenous Education Report for February 2025.

Presented by: Superintendent of Schools



Indigenous Education Report February 2025

Submitted by Superintendent Tracey MacMillan
on behalf of the Indigenous Education Department

Hobiye Nisga’a New Year

Hobiye is the Nisga’a New Year celebrated every February or March. It signifies the emergence of the first crescent moon and begins the month of Buxw-laks (February). This year, Hobiye will be celebrated on February 28 and March 1, 2025 with a Welcome Feast on February 27.

The Halayt (Spiritual Leader, Medicine Man), Simgigat (Nisga’a Chieftains) – in the past centuries studied stars and the moon. They studied the Buxw-laks moon, the moon of February, and noted the different shapes leading up to the full moon. Over time, they observed whenever the crescent moon (thin-shaped) is in the shape of the Hoobix (the bowl of the Nisga’a wooden spoon with the ends pointing upward) meant abundant resources, such as oolichan, salmon and berries in the harvesting season to follow in K’alii-Aksim Lisims (the Nass Valley).

And so, the Nisga’a say “Hobiye means, the Spoon is Full”. When the Hobiye moon is sighted, the grandfathers would immediately throw their arms up in the shape of the “Hoobiyee moon” and run out into the village shouting “Hobiye! Hobiye!” with the children right behind copying them.



Indigenous Support Worker, Kelsey Carlow supported learners during a performance held at Nechako Elementary School in Kitimat.

Gitlaxdax Nisga’a Dance Group Performs Hobiye Celebration

The Indigenous Education Department hosted a Hobiye celebration for students and staff performed by the Gitlaxdax Nisga’a Dance Group held on February 20 at the REM Lee Theatre.



Special thanks to Anna Ashley, Indigenous Education District Teacher Mentor, who coordinated this Indigenous education activity which recognizes the upcoming annual Hobiye event, the Nisga’a New Year, and the significance of the annual event’s connection to local Indigenous community and on-the-land learning.



Skeena Middle School Vice Principal, Joel Ewald is pictured in the centre participating in the Hobiye dance celebration performed by the Gitlaxdax Nisga’a Dance Group.

The Gitlaxdax Nisga’a Dance Group provided two engaging performances to the delight of students and staff, one each in the morning and afternoon. A livestream option was available for all schools to view via the REM Lee Theatre YouTube Channel.

To view the Hobiye celebration slide show of pictures, access the school district’s website main page at www.cmsd.bc.ca.



Ethan Wiebe, Teacher at Skeena Middle School joins the Hobiye dance celebration held on February 20 at the REM Lee Theatre.

Indigenous Education Report – February 2025 (cont'd)



Indigenous Cultural Activities at Caledonia Secondary School

In the spring of 2024, Daina Horne, Teacher at Caledonia Secondary School, was working on bringing in multiple levels of government as guest speakers for her Social Studies 10 class, including the local First Nations Chief Councillor and Council. The Mayor of Terrace was available to speak to her class. Simultaneously, Tristan Cox, Teacher at Caledonia Secondary School was arranging a student vote through the Social Studies department and CIVIX Canada (registered charity dedicated to strengthening democracy through civics and citizenship education for school-aged youth), as well as running mock trials in Law 12. In the fall of 2024, the Kitselas First Nation Chief Councillor and Council were invited to speak to multiple classes about the upcoming treaty vote, the treaty process, including the roles and responsibilities of the

Chief Councillor and Council. Following the meeting with the Kitselas team of Chief Councillor Glenn Bennett, Councillor Cyril Bennett-Nabess, Intern Zoey Bevan, and Chief Negotiator Dr. David Try, they came together with the idea of a treaty simulation for Semester 2. For the remainder of Semester 1, they worked to develop pre-learning assessments and early assignments as well as make arrangements for various levels of government to speak to all three classes that will be involved, English First Peoples 10, Social Studies 10, and the Introduction to Trades group B students (covering Social Studies 10 and EFP 10) as illustrated in the photo above.



Dr. David Try, Kitselas First Nation Chief Negotiator speaks to Caledonia Secondary Students on the upcoming treaty vote, the treaty process including the roles and responsibilities of the First Nations Chief Councillor and Council.

In late December 2024, students at Caledonia Secondary decided that they wanted to form a drum group as a way to take back and share their culture and reaffirm their Indigenous identity so they could see themselves in the school. Together with cultural identity and how our school is steadfastly upholding the 97 Calls to Action, particularly "63. i) Developing and implementing Kindergarten to Grade Twelve curriculum and learning resources on Aboriginal peoples in Canadian history, and the history and legacy of residential schools." - Truth and Reconciliation Commission of Canada, 2015. Students debuted their skills and knowledge during the annual February 14 Missing and Murdered Indigenous Women and Girls (MMIWG) march held in Terrace. Not only did the students take a lead role in the march, they performed in front of 100 people and found the courage to publicly speak and share their stories.



Caledonia Secondary School's Indigenous Drum Group debuted their drumming skills and knowledge during the annual February 14 Missing and Murdered Indigenous Women & Girls (MMIWG) march held in Terrace.

Indigenous Education Report – February 2025 (cont'd)

Indigenous Education Council Information Session

On February 19, Coast Mountains School District hosted an Indigenous Education Council (IEC) Information Session, bringing together First Nations Council representatives, First Nations Education Coordinators, Board of Education Trustees, and District Senior Staff for an in-depth discussion on the formation and role of the IEC. The session was held at the district's Northwest Trades & Employment Centre (NTETC) located in Thornhill.

This session provided an opportunity to establish a shared understanding of the IEC's purpose, explore its legislative framework, and discuss key priorities for ensuring meaningful Indigenous representation in education. Participants engaged in thoughtful dialogue about strengthening partnerships between First Nations communities and the district, integrating Indigenous culture into schools, and creating equitable opportunities for Indigenous learners.



IEC Information Session participants engaged in an in-depth discussion on the formation and role of the Indigenous Education Council. Pictured front row (l-r) Marian Laval-Kotowich, Kitsumkalum First Nations Education Coordinator, Lindsay Harder, IEC Secretariat, Board Chair Margaret Warcup, Trustee Karen Jonkman – pictured back row (l-r) Trustee Ed Harrison, Pansy Wright-Simms, Gitanmaax First Nations Education Coordinator, Monica Simms, Inter-Tribal Education Committee Chair & Education Advisor for the Gitxsan Government Commission, Superintendent Tracey MacMillan and Tracey Sam, Kitsumkalum K-12 Support Liaison. Missing in the photo is Thelma Marsden, Gitsegukla First Nations Councillor and Freda Wright, Kitselas First Nation Education Coordinator.



The co-facilitators of the Indigenous Education Council information session held on February 19 at the Northwest Trades & Employment Training Centre (NTETC) included Superintendent Tracey MacMillan (r) and Lindsay Harder (l), IEC Secretariat.

Coast Mountains School District extends its heartfelt gratitude to all attendees for their time, insights, and commitment to advancing Indigenous education. The valuable feedback and perspectives shared will play a pivotal role in shaping the IEC's structure and guiding its ongoing work in supporting Indigenous student success.

The presence and dedication of local First Nations representatives are vital to the success of this initiative, and we look forward to continued collaboration in fostering an inclusive and culturally responsive learning environment for all students.



Kitselas First Nations Education Coordinator Freda Wright (l) provided the Welcome to the Kitselas Territory (the Gitselasu, People of the Canyon) as the opening for the IEC information session with appreciation from Lindsay Harder (l), IEC Secretariat and Superintendent Tracey MacMillan (centre). Freda also joined and engaged in the IEC information session.

Indigenous Education Report – February 2025 (cont'd)

1.31 Indigenous Targeted Funded Projects – 2024/2025 Reviewed and Approved by the Inter-Tribal Education Committee
Cassie Hall Elementary School:
• Kitselas Canyon Guided Field Trip Tour
• Laxgalts'ap Museum/Hot Springs Trip
• Purchase Cedar for Weaving Cedar Basket Project
Hazelton Secondary School:
• Fall Moose Hunt
• Back to the Land
• Nisga'a Lava Bed Tour
• Outdoor Classroom Completion
• Salmon and Berries/Preserving
• Film Production/Visual and Performing Arts Equipment (Indigenous Story)
• Trip to Gitwangak Battle Hill
• Carving Knives Sharpening and Repair/Teach How to Maintain
• Nisga'a Tour Trip/Camping
• Visual Body Software Licenses
New Hazelton Elementary School:
• Devils Club Salve/Moose Hide Rattles
• On-the-Land Learning, Teaching of Frogs and Learning of the Frog Clan
• Processing Traditional Foods/Canning
Skeena Middle School:
• Mural (Indigenous Artists)
Suwilaawks Community School:
• Cross-Country Skiing Trips (On the Land)
Thornhill Elementary School:
• Kitselas Canyon Guided Field Trip Tour

Cassie Hall Elementary Celebrates Hobiye on February 19



Indigenous Education Report – February 2025 (cont'd)

Knowledge Keeper/Role Model Requests - 2024-2025 Reviewed and Approved by the Inter-Tribal Education Committee		
School	Project	Knowledge Keeper/Elder
Caledonia Secondary	<ul style="list-style-type: none"> Residential School Oral Traditions and Story Form Line Design Drawing Treaty Law/Self Governance Trapping/Harvesting Sustainably 	<ul style="list-style-type: none"> Darlene Morgan Jolene Wesley, Angie Brown Alexander Erickson Glenn Bennett Tegan Anaka
Cassie Hall Elementary	<ul style="list-style-type: none"> Cedar Basket Weaving Drum and Dance (monthly) 	<ul style="list-style-type: none"> Vivian Carlick, Chris Peal Roxanne Woods
Hazelton Secondary	<ul style="list-style-type: none"> Cedar Weaving Orange Shirt Day Assembly Residential School Teaching of Trapping, Hunting Plant ID, Knowledge, Uses Tanning Hides 	<ul style="list-style-type: none"> Mavis Banek Victor Robinson, Michelle Stoney Ray Jones Jordon Muldoe Ross McRae
Kildala Elementary	<ul style="list-style-type: none"> Haisla Drumming and Dance 	<ul style="list-style-type: none"> Shelley and Cassidy Bolton
Mount Elizabeth Middle/Secondary	<ul style="list-style-type: none"> Haisla Art 	<ul style="list-style-type: none"> Alexander Erickson Sr.
Nechako Elementary	<ul style="list-style-type: none"> Dance/Drumming/Storytelling (monthly) 	<ul style="list-style-type: none"> Shelley and Cassidy Bolton
Parkside Secondary	<ul style="list-style-type: none"> Learning to Bead 	<ul style="list-style-type: none"> Carley Nabess
Skeena Middle School	<ul style="list-style-type: none"> How to Make Fried Bread Learning Potlach and Feast Traditional Teas and Indigenous Plants Food Security/Salmon 	<ul style="list-style-type: none"> Shalane Pauls Shalane Pauls Shalane Pauls
Suwilaawks Community	<ul style="list-style-type: none"> Indigenous Clans Residential School 	<ul style="list-style-type: none"> Sabrina Williams Anita Davis
Thornhill Primary	<ul style="list-style-type: none"> Drum Making/Repairs 	<ul style="list-style-type: none"> Gerald Brown
District	<ul style="list-style-type: none"> Hobiyee 2025 Nisga'a Dance 	<ul style="list-style-type: none"> Gitlaxdax Dance Group

With Best Wishes Beverly!

Coast Mountains School District announced on February 7, 2025 that Beverly Azak, District Vice Principal, Indigenous Education, has accepted an appointment to the position of Vice Principal/District Vice Principal, Indigenous Education with Nisga'a School District No. 92 effective March 1, 2025. This is an exciting opportunity for Bev as she wishes to return to her Nisga'a village of Gitwinksihlkw to be closer to her family.

Beverly rejoined Coast Mountains School District in June 2023 in her current position of District Vice Principal, Indigenous Education. She previously worked for the School District from September 2000 to October 2004, where she began her teaching career working at Caledonia Senior Secondary School. We extend our sincere thanks to Beverly for her service and contributions during her tenure for her dedication and support of Indigenous learner success and their communities. Our best wishes are extended to Beverly for success in her future endeavors.





BUSINESS COMMITTEE MEETING

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

Committee Members:

Trustee Ed Harrison (Chair)
Trustee Angie Maitland
Ginger Fuller, Secretary Treasurer

Recording Secretary:

Lindsay Harder, Executive Assistant

Guests:

Robert Schibli, Director of Facility Services
Lynda Lang, Manager of Finance

MEETING MINUTES

Items	Action
<p>The meeting was chaired by Trustee Ed Harrison and called to order at 10:31 a.m. Trustee Harrison acknowledged the school district's business being conducted on the traditional and unceded territories of the Gixsan, Haisla, Nisga'a, and Ts'msyen Peoples, and the honour to work with their children and privilege to live on their land.</p>	
<p>1. Previous Meeting Minutes - January 15, 2025</p>	<p>1. The minutes of the previous Business Committee Meeting held on January 15, 2025 were accepted as presented.</p>
<p>2. Human Resources 2.1 Grievance Update – CMTF & CUPE</p> <p>3. Facilities/Transportation/OH&S 3.1 Monthly Facilities Report, February 2025</p>	<p>2.1 Secretary Treasurer Fuller provided a grievance update relating to the Coast Mountain Teachers' Federation (CMTF) and the Canadian Union of Public Employees Union (CUPE), Local 2052. CUPE has one grievance. CMTF current numbers are eight-Step 1, one- Step 2 grievances, and four-Step 3 grievance. Information only; no action required.</p> <p>3.1 Director Schibli met with the Ministry of Infrastructure - Education Minor Capital Group on February 11th to review 2024/25 project status and discuss possible funded projects for 2025/26.</p> <p>Director Schibli provided an update of recent site projects:</p> <p><i>MEMSS</i> – Contractor has completed interim structural upgrades to the "middle wing" with 5 classrooms and exercise room back in service for the second semester. These classroom are now occupied by staff and students. Additional work requested by the structural engineer has now been completed in the "old wing".</p> <p><i>Suwilaawks Playground</i> – A proponent was selected for the park and playground project. We are in the process of finalizing the details of the agreement.</p>

<p>3.1 Monthly Facilities Report, February 2025 (continuation)</p> <p>3.2 District Joint OH&S Committee Meeting Minutes – January 23, 2025</p>	<p>Maintenance is in final design of "art room" renovations at <i>Caledonia Secondary</i>, which is one of the AFG projected planned for the summer. The lockers at <i>Kildala Elementary</i> have been replaced with cubbies. Maintenance is on site replacing domestic water systems at <i>Thornhill Primary</i>. Information only; no action required.</p> <p>3.2 Secretary Treasurer Fuller provided the District Joint OH&S Committee Meeting Minutes of January 23, 2025. Information only; no action required.</p>
<p>4. Board Representations</p> <p>4.1 BCPSEA</p> <p>4.2 BCSTA</p>	<p>4.1 No Report</p> <p>4.2 No Report</p>
<p>5. Outstanding Items from Previous Meeting</p>	<p>5. There were no outstanding items from the previous meeting.</p>
<p>6. Finances</p> <p>6.1 Monthly Financial Statements, December 2024 & Quarterly Summary</p> <p>6.2 Interim Operating Grants – December 2024</p> <p>6.3 2024-2025 Amended Annual Budget</p> <p>6.4 Ministry Data Collection Projected Enrolments for 2025/26, 2026/27, and 2027/28 School Years</p>	<p>6.1 Secretary Treasurer Fuller spoke to the December 31, 2024 Monthly Financial Statements & Quarterly Summary, there were no areas of concern. Action: Forward the December 31 2024 Monthly Financial Statements & Quarterly Summary for information at the next Regular Board Meeting on February 26, 2025.</p> <p>6.2 Secretary Treasurer Fuller spoke to the December 2024 Interim Operating Grants based on the final September 2024 enrolment count. Highlight the changes reflected in the Interim Operating Grants and the Ministry Operating Grants Summary. Action: Forward the 2024-2025 Amended Annual Budget for information to the next Regular Board Meeting on February 26, 2025.</p> <p>6.3 Secretary Treasurer Fuller shared the 2024-2025 Amended Annual Budget, highlighting changes in the revenues and expenses. Action: Forward the December 2024 Interim Operating Grants for information to the next Regular Board Meeting on February 26, 2025.</p> <p>6.4 Secretary Treasurer Fuller spoke to the Ministry Data Collection Projected Enrolments for 2025/26, 2026/27, and 2027/28 School Years, the projected numbers will be submitted to the Ministry of Education and Child Care by February 15, 2025. Action: Forward the Ministry Data Collection Projected Enrolments for 2025/26, 2026/27, and 2027/28 School Years at the next Regular Board Meeting on February 26, 2025.</p>



<p>7. New Business 7.1 Trustee Remuneration Annual Review – Policy 5095</p>	<p>7.1 Secretary Treasurer Fuller spoke to Policy 5095: Trustee Remuneration in accordance with the policy's annual review. The policy will continue to be conducted annually in February and be tied to the BC Consumer Price Index. Increases may be deferred by Board resolution. Action: Forward the Annual Review of Trustee Remuneration for information and discussion at the next Regular Board Meeting on February 26, 2025</p>
<p>8. Next Meeting</p>	<p>8. The next Business Committee Meeting is scheduled on Wednesday, April 9, 2025, from 10:30 a.m. to 12:00 p.m. The meeting was adjourned at 11:27 a.m.</p>



MEETING AGENDA ITEM #10.1.2

Action: X Information:
Meeting Regular Meeting Date: February 26, 2025
Topic: **Quarterly Financial Statements, December 31, 2024**

Background/Discussion:

In accordance to the *Budget Monitoring and Reporting Guidelines* proposed by the Financial Health Working Group for School Districts of BC, all school districts must provide the Board of Education (or committee of the Board) with, at minimum, quarterly financial reports which indicate forecasted results compared with actual budget, and offer a discussion and analysis, as necessary, to fully communicate financial performance and key risks. Quarterly results and projections to June 30 should be provided at September 30, December 31 and March 31 of each year. This will allow the Board to monitor the school district's financial position throughout the year on an ongoing basis and the expected year-end position.

Attached for the Board's consideration is the Quarterly Financial Statements as at December 31, 2024 for Coast Mountains School District 82.

The Business Committee reviewed the Quarterly Financial Statements at its meeting held on February 12, 2025 and brings forward to the Board for information.

Recommended Action:

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

Presented by: Secretary Treasurer

SCHOOL DISTRICT No. 82 (Coast Mountains)
OPERATING FUND
REVENUE AND EXPENDITURE
YEAR ENDED June 30, 2025
as at Dec 31, 2024

	2024/2025 Actual Revenue and Expenses	2024/2025 Preliminary Budget	Percent Remaining or Available
Revenue (Schedule A2)			
Provincial Grants, MOE	21,829,333	55,669,630	0.61
Tuition	455,686	410,250	(0.11)
Other Fees And Revenue	1,641,695	6,520,559	0.75
Rentals & Leases	320,000	640,000	0.50
Investment Income	79,655	174,000	0.54
	24,326,369	63,414,439	0.62
Expense (Schedule A3)			
Salaries			
Teachers	9,178,562	23,022,819	0.60
Principals and Vice Principals	2,058,740	4,098,126	0.50
Educational Assistants	2,199,997	5,333,146	0.59
Support Staff	3,007,950	6,368,391	0.53
Other Professionals	1,302,522	2,764,498	0.53
Substitutes	882,821	2,164,096	0.59
	18,630,592	43,751,076	0.57
Employee Benefits	3,974,079	10,253,152	0.61
Services & Supplies	4,606,987	10,833,313	0.57
	27,211,658	64,837,541	0.58
Net Revenue/Expenditure	(2,885,289)	(1,423,102)	
Interfund Transfers			
Capital Asset Purchases	-	-	
Local Capital	-	114,947	
Prior Year Surplus Appropriation	1,119,884	1,308,155	
Balance Surplus/(Deficit)	(1,765,405)	-	

SCHOOL DISTRICT No. 82 (Coast Mountains)
OPERATING FUND
REVENUE BY SOURCE
YEAR ENDED June 30, 2025
as at Dec 31, 2024

	2024/2025 Actual Revenue and Expenses	2024/2025 Preliminary Budget	Percent Remaining
Provincial Grants, Ministry of Education			
Operating Grant, MOE	21,070,493	51,327,174	0.59
Other Ministry of Education Grants			
Pay Equity	151,600	1,160,795	0.87
Carbon Tax Reimbursement			-
FSA Exam Funding	4,094	8,187	0.50
Graduated Adult Enrollment (EG)			
Economic Stability Dividend			
Support Staff Prov. Extended Health Care Plan		58,465	1.00
Student Transportation	390,450	557,786	0.30
Student Learning Grant			
Early Learning Grant		-	-
Next Generation Network (NGN)	12,369	24,736	0.50
Labour Settlement Funding	102,770	563,961	0.82
Teacher Benefit Enhancement		-	-
Integrated Child and Youth Grant		499,976	1.00
Equity Grant			
Child Care Funding	61,977	-	-
Enrollment Increase Operating & Indigenous Ed		1,389,050	1.00
	<u>21,793,753</u>	<u>55,590,130</u>	<u>0.61</u>
Provincial Grants - Other Ministries			
ITA	35,580	79,500	0.55
	<u>21,829,333</u>	<u>55,669,630</u>	<u>0.61</u>
Tuition			
International and Out of Province Students	455,686	410,250	(0.11)
	<u>455,686</u>	<u>410,250</u>	<u>(0.11)</u>
Other Fees and Revenue			
Summer School Fees			-
Continuing Education			-
Local Education Agreements	1,443,952	5,813,898	0.75
Miscellaneous (Specify)			
Miscellaneous	34,967	493,524	0.93
ArtStarts	1,320	15,000	0.91
City of Terrace REM Lee Theatre Grant	12,000	12,000	-
District of Kitimat Grant in Aid Theatre	38,496	76,992	0.50
REM Lee Theatre User Levy Fees	3,098	5,000	-
Shared Services - SD 92	38,100	104,145	0.63
Extended Health Premium Surplus Refund		-	-
Early Learning Revenue	61,302	-	-
ISC Jordan's Principle Revenue	8,460	-	-
	<u>1,641,695</u>	<u>6,520,559</u>	<u>0.75</u>
	<u>320,000</u>	<u>640,000</u>	<u>0.50</u>
Rentals and Leases			
	<u>79,655</u>	<u>174,000</u>	<u>0.54</u>
Investment Income			
TOTAL OPERATING REVENUE	<u>23,870,683</u>	<u>63,004,189</u>	<u>0.62</u>

SCHOOL DISTRICT No. 82 (Coast Mountains)
OPERATING FUND
EXPENDITURE BY OBJECT
YEAR ENDED June 30, 2025
as at Dec 31, 2024

	2024/2025 Actual Revenue and Expenses	2024/2025 Preliminary Budget	Percent Available
Salaries			
Teachers	9,178,562	23,022,819	0.60
Principals and Vice Principals	2,058,740	4,098,126	0.50
Educational Assistants	2,199,997	5,333,146	0.59
Support Staff	3,007,950	6,368,391	0.53
Other Professionals	1,302,522	2,764,498	0.53
Substitutes	882,821	2,164,096	0.59
	18,630,592	43,751,076	0.57
Employee Benefits	3,974,079	10,253,152	0.61
Total Salaries & Benefits	22,604,671	54,004,228	0.58
Services and Supplies			
Services	1,070,090	2,136,155	0.50
Student Transportation	1,076,581	2,516,633	0.57
Professional Development and Travel	316,329	781,580	0.60
Rentals and Leases		2,500	1.00
Dues and Fees	89,725	92,450	0.03
Insurance	260,328	224,180	(0.16)
Supplies	756,110	2,981,522	0.75
Furniture and Equipment	157,685	222,897	0.29
Computer Equipment	316,703	275,396	(0.15)
Bad Debt		-	-
	4,043,551	9,233,313	0.56
Utilities			
Electricity	201,825	500,000	0.60
Gas-Heat	200,445	550,000	0.64
Propane-Heat	60,413	350,000	0.83
Garbage/Water/Sewer	70,753	140,000	0.49
Carbon Offsets	30,000	60,000	0.50
	563,436	1,600,000	0.65
Total Service & Supplies	4,606,987	10,833,313	0.57
TOTAL OPERATING EXPENSE	27,211,658	64,837,541	0.58

SCHOOL DISTRICT No. 82 (Coast Mountains)
OPERATING FUND
EXPENDITURE BY OBJECT
YEAR ENDED June 30, 2025
as at Dec 31, 2024

	Total Salaries	Employee Benefits	Total Salaries and Benefits	Services and Supplies	Total Expenses	2024/2025 Preliminary Budget	Percent Available
1 INSTRUCTION							
1.02 Regular Instruction	7,899,299	1,596,879	9,496,178	626,734	10,122,912	25,422,438	0.60
1.03 Career Programs	175,412	32,062	207,474	103,185	310,659	505,809	0.39
1.07 Library Services	507,573	120,715	628,288	10,660	638,948	1,545,322	0.59
1.08 Counseling	546,387	103,378	649,765		649,765	1,697,565	0.62
1.10 Special Education	3,282,833	786,387	4,069,220	279,688	4,348,908	9,925,215	0.56
1.31 Aboriginal Education	757,636	175,418	933,054	110,197	1,043,251	4,076,184	0.74
1.41 School Administration	2,115,112	416,424	2,531,536	59,557	2,591,093	5,705,906	0.55
1.62 International & Out of Prov Students	30,707	5,402	36,109	105,198	141,307	335,032	0.58
Total Function 1	15,314,959	3,236,665	18,515,515	1,295,219	19,846,643	49,213,471	0.60
4 DISTRICT ADMINISTRATION							
4.11 Educational Administration	267,328	37,607	304,935	57,805	362,740	1,041,769	0.65
4.40 School District Governance	52,416	2,648	55,064	50,197	105,261	358,518	0.71
4.41 Business Administration	558,805	118,506	677,311	397,828	1,075,139	1,834,104	0.41
Total Function 4	878,549	158,761	1,037,310	505,830	1,543,140	3,234,391	0.52
5 OPERATIONS AND MAINTENANCE							
5.41 Operations and Maintenance Admin	256,213	42,772	298,985	267,155	566,140	935,246	0.39
5.50 Maintenance Operations	2,023,837	497,337	2,521,174	753,000	3,274,174	6,692,043	0.51
5.52 Maintenance of Grounds	132,138	33,781	165,919	117,930	283,849	342,016	0.17
5.56 Utilities			-	580,376	580,376	1,790,000	0.68
Total Function 5	2,412,188	573,890	2,986,078	1,718,461	4,704,539	9,759,305	0.52
7 TRANSPORTATION AND HOUSING							
7.41 Transportation and Housing Admin	13,362	2,867	16,229		16,229	32,838	0.51
7.70 Student Transportation	11,534	1,896	13,430	1,087,477	1,100,907	2,597,536	0.58
Total Function 7	24,896	4,763	29,659	1,087,477	1,117,136	2,630,374	0.58
TOTAL FUNCTIONS 1 - 7	\$ 18,630,592	\$ 3,974,079	\$ 22,568,562	\$ 4,606,987	\$ 27,211,658	\$ 64,837,541	0.58



MEETING AGENDA ITEM #10.1.3

Action: X Information:
Meeting: Regular Meeting Date: February 26, 2025
Topic: **Ministry 2024-2025 Amended Operating Grants**

Background/Discussion:

Annually, in the month of December, the Ministry of Education and Child Care provides Boards with Amended Operating Grant totals based on the September 1701 Enrolment Count submissions provided by school districts in every new school year.

On January 28, 2025 the Ministry of Education and Child Care shared the 2024-2025 recalculated funding allocations for Coast Mountains School District 82 based on actual September 27, 2024 enrolment. Additionally, school districts must prepare, adopt by bylaw and submit an Amended Annual Budget by March 28, 2025.

Attached is the 2024-2025 Ministry Interim Operating Grants Overview and the 2024-2025 Ministry Operating Grants Summary for Coast Mountains School District 82 following the September 27, 2024 enrolment count.

The Business Committee reviewed this information at its February 12, 2025 meeting and forwards to the Board for information.

Recommended Action:

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

Presented by: Secretary Treasurer

Interim Operating Grants Overview - 2024/25 School Year
(Following the September 2024 Enrolment Count)

School District 82 (Coast Mountains)

September 2024 Enrolment Count				
	School-Age Enrolment	Funding Level	Funding	Total Supplement
Standard (Regular) Schools	4,010.4375	\$8,915	\$35,753,050	
Continuing Education	0.0000	\$8,915	\$0	
Alternate Schools	144.0000	\$8,915	\$1,283,760	
Online Learning	2.7500	\$7,200	\$19,800	
Home Schooling	29	\$250	\$7,250	
Course Challenges	0	\$279	\$0	
Total Enrolment-Based Funding (September)	4,157.1875			\$37,063,860
	Total Enrol. Change	Funding Level	Funding	Total Supplement
1% to 4% Enrolment Decline	-50.1875	\$4,458	\$36,171	
4%+ Enrolment Decline		\$6,686	\$0	
Significant Cumulative Decline (7%+)	154.2500	\$4,458	\$0	
Supplement for Enrolment Decline				\$36,171
	Enrolment	Funding Level	Funding	Total Supplement
Level 1 Inclusive Education	4	\$50,730	\$202,920	
Level 2 Inclusive Education	233	\$24,070	\$5,608,310	
Level 3 Inclusive Education	12	\$12,160	\$145,920	
English Language Learning	413	\$1,795	\$741,335	
Indigenous Education	1,924	\$1,770	\$3,405,480	
Adult Education	0.1250	\$5,690	\$711	
Equity of Opportunity Supplement			\$370,538	
Supplement for Unique Student Needs				\$10,475,214
		Funding		Total Supplement
Variance from Provincial Average	\$490			
Estimated Number of Educators	230.962		\$113,171	
	Enrolment	Funding Level	Funding	Total Supplement
FTE Distribution	4,157.3125	\$180.33	\$749,688	
Supplement for Salary Differential				\$862,859
Supplement for Unique Geographic Factors				\$9,645,953
Funding Protection				\$0
Curriculum and Learning Support Fund				\$37,866
September 2024 Enrolment Count, Total				\$58,121,923

*Note: Highlighted sections are estimated and will be updated following the February and May enrolment counts

July 2024 Enrolment Count				
	Enrolment	Funding Level	Funding	Total Supplement
Summer Learning Grade 1-7	0	\$255	\$0	
Summer Learning Grade 8-9	0	\$255	\$0	
Summer Learning Grade 10-12	0	\$505	\$0	
Supplemental Summer Learning Funding			\$0	
Cross-Enrolment, Grade 8 and 9	0	\$505	\$0	
Summer Learning, Total				\$0
February 2025 Enrolment Count*				
	Enrolment	Funding Level	Funding	Total Supplement
School-Age FTE - Continuing Education	5.0000	\$8,915	\$44,575	
Adult FTE - Continuing Education	0.0000	\$5,690	\$0	
K-Gr 9 School-Age FTE - Online Learning	0.0000	\$3,600	\$0	
Gr 10-12 School-Age FTE - Online Learning	5.0000	\$7,200	\$36,000	
Adult FTE - Online Learning	0.0000	\$5,690	\$0	
Level 1 Inclusive Education Enrolment Growth	0	\$25,365	\$0	
Level 2 Inclusive Education Enrolment Growth	0	\$12,035	\$0	
Level 3 Inclusive Education Enrolment Growth	0	\$6,080	\$0	
Newcomer Refugees	0.0000	\$4,458	\$0	
ELL Supplement - Newcomer Refugees	0	\$898	\$0	
February 2025 Enrolment Count, Total				\$80,575
May 2025 Enrolment Count*				
	Enrolment	Funding Level	Funding	Total Supplement
School-Age FTE - Continuing Education	0.0000	\$8,915	\$0	
Adult FTE - Continuing Education	0.0000	\$5,690	\$0	
K-Gr 9 School-Age FTE - Online Learning	0.0000	\$2,400	\$0	
Gr 10-12 School-Age FTE - Online Learning	0.0000	\$7,200	\$0	
Adult FTE - Online Learning	0.0000	\$5,690	\$0	
May 2025 Enrolment Count, Total				\$0
Indigenous Education Councils				\$172,395
2024/25 Full-Year Estimated Total				\$58,374,893
Estimated 2024/25 Operating Grant from Indigenous Services Canada				\$5,775,809
Estimated 2024/25 Operating Grant from Ministry of Education and Child Care				\$52,599,084

SD 82 2024-2025 MINISTRY OPERATING GRANTS SUMMARY

FUNDING SOURCE				
	2023-2024	2024-2025	2024-2025 Interim	Change from
	Actual	Preliminary (March 2024)	(January 2025)	24-25 Preliminary
	4,207,3750	4,124,0000	4,157,5625	33,5625
Enrollment Based Funding				
school age - reg	34,874,109	35,294,485	35,753,050	458,565
continuing education				-
school age - alt	1,371,375	1,417,485	1,283,760	(133,725)
dist learn	34,800	43,200	19,800	(23,400)
home school	5,500	5,500	7,250	1,750
course challenge				-
sub-total	36,285,784	36,760,670	37,063,860	303,190
Special Education				
level 1	245,350	253,650	202,920	(50,730)
level 2	5,144,880	5,054,700	5,608,310	553,610
level 3	129,360	97,280	145,920	48,640
sub-total	5,519,590	5,405,630	5,957,150	551,520
ACE-IT				
Newcomer Refugees				
Enrollment Based				
July	-			-
Feb	428,601	80,575	80,575	-
May	59,666			-
sub-total	488,267	80,575	80,575	-
Special Needs Growth				
English Language Learning	619,395	698,255	741,335	43,080
Aboriginal Education	3,384,090	3,272,730	3,405,480	132,750
Adult Education	2,753	2,845	711	(2,134)
Salary Differential	534,386	512,111	862,859	350,748
Enrollment Decline		184,121	36,171	(147,950)
Unique Geographical Factor	9,353,848	9,645,953	9,645,953	-
Formula Transition				-
Funding Protection				-
Holdback Allocation				-
Holdback Allocation (April)				-
Holdback Allocation (June)				-
Vulnerable Students				-
Equity of Opportunity Supplement	334,560	367,921	370,538	2,617
Curriculum and Learning Support Fund	37,363	37,866	37,866	-
Indigenous Education Councils		172,395	172,395	-
TOTAL	56,560,036	57,141,072	58,374,893	1,233,821

Other Grants	2023-24 Prelim	2023-24 Interim	Change
Student Transportation Fund	557,786	557,786	-
Support Staff Labour Settlement			-
Classroom Enhancement Fund - Staffing	6,693,649	6,693,649	-
Classroom Enhancement Fund - Overhead	336,538	350,741	14,203
Classroom Enhancement Fund - Remedies		246,095	246,095
Learning Improvement Fund	202,323	202,323	-
Community LINK	655,464	655,464	-
Annual Facility Grant - Operating	308,323	308,323	-
Pay Equity	1,160,795	1,160,795	-
Employer Health Tax			-
Labour Settlement	592,441	518,695	(73,746)
Early Career Mentorship Fund			-
Feeding Futures Fund	559,169	559,169	-
Federal Safe Return to Class Fund			-
Restart Funding			-
TOTAL	11,066,488	11,253,040	186,552



MEETING AGENDA ITEM #10.1.4

Action:	X	Information:	
Meeting:	Regular	Meeting Date:	February 26, 2025
Topic:	2024-2025 Amended Annual Budget Bylaw		

Background/Discussion:

In accordance to Section 113(2) of the *School Act*, the Minister of Education and Child Care requires that Amended Annual Budgets are prepared, adopted by bylaw and submitted on or before the last day in February each fiscal year. School districts operate on a fiscal year of July 1 to June 30.

The attached 2024-2025 Amended Annual Budget Version: 8743-7997-6015 for Coast Mountains School District 82 was prepared in accordance with *Public Sector Accounting Standards*.

On June 19, 2024, the Board approved by bylaw adoption, the preliminary 2024-2025 Annual Budget. The budget was based on preliminary estimates of enrolment, revenue and expenditure factors. On January 28, 2025, the Ministry of Education and Child announced the 2024-2025 recalculated funding allocations provincially.

Being that there were no significant adjustments required for the Amended Annual Budget, it was not necessary to reconvene the 2024-2025 Budget Working Committee.

The Business Committee concurred with the aforementioned recommendation at its February 12, 2025 meeting and brings forward to the Board for bylaw adoption.

Recommended Action:

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

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

Unanimous consent is required to proceed to third reading.

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

Presented by: Secretary Treasurer

DRAFT

Amended Annual Budget

School District No. 82 (Coast Mountains)

June 30, 2025



School District No. 82 (Coast Mountains)

June 30, 2025

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*NOTE - Statement 1, Statement 3, Statement 5 and Schedules 4A - 4D are used for Financial Statement reporting only.



AMENDED ANNUAL BUDGET BYLAW

A Bylaw of THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 82 (COAST MOUNTAINS) (called the "Board") to adopt the Amended Annual Budget of the Board for the fiscal year 2024/2025 pursuant to section 113 of the *School Act*, R.S.B.C., 1996, c. 412 as amended from time to time (called the "Act").

1. The Board has complied with the provisions of the *Act*, Ministerial Orders, and Ministry of Education and Child Care Policies respecting the Amended Annual Budget adopted by this bylaw.
2. This bylaw may be cited as School District No. 82 (Coast Mountains) Amended Annual Budget Bylaw for fiscal year 2024/2025.
3. The attached Statement 2 showing the estimated revenue and expense for the 2024/2025 fiscal year and the total budget bylaw amount of \$81,486,564 for the 2024/2025 fiscal year was prepared in accordance with the *Act*.
4. Statement 2, 4 and Schedules 1 to 4 are adopted as the Amended Annual Budget of the Board for the fiscal year 2024/2025.

READ A FIRST TIME THE 26th DAY OF FEBRUARY, 2025;

READ A SECOND TIME THE 26th DAY OF FEBRUARY, 2025;

READ A THIRD TIME, PASSED AND ADOPTED THE 26th DAY OF FEBRUARY, 2025;

Chairperson of the Board

(Corporate Seal)

Secretary Treasurer

I HEREBY CERTIFY this to be a true original of School District No. 82 (Coast Mountains) Amended Annual Budget Bylaw 2024/2025, adopted by the Board the 26th DAY OF FEBRUARY, 2025.

Secretary Treasurer

DRAFT

School District No. 82 (Coast Mountains)

Amended Annual Budget - Revenue and Expense
Year Ended June 30, 2025

	2025 Amended Annual Budget	2024 Amended Annual Budget
Ministry Operating Grant Funded FTE's		
School-Age	4,167.188	4,219.000
Adult	0.125	0.625
Total Ministry Operating Grant Funded FTE's	4,167.313	4,219.625
Revenues	\$	\$
Provincial Grants		
Ministry of Education and Child Care	66,486,525	63,844,775
Other	114,500	79,500
Federal Grants	370,800	
Tuition	465,000	161,000
Other Revenue	8,810,794	9,131,681
Rentals and Leases	700,000	640,000
Investment Income	250,000	255,000
Amortization of Deferred Capital Revenue	2,236,467	2,183,449
Total Revenue	79,434,086	76,295,405
Expenses		
Instruction	62,241,462	58,541,726
District Administration	3,303,218	3,221,410
Operations and Maintenance	13,174,910	13,583,748
Transportation and Housing	2,730,374	2,763,926
Total Expense	81,449,964	78,110,810
Net Revenue (Expense)	(2,015,878)	(1,815,405)
Budgeted Allocation (Retirement) of Surplus (Deficit)	1,119,882	999,378
Budgeted Surplus (Deficit), for the year	(895,996)	(816,027)
Budgeted Surplus (Deficit), for the year comprised of:		
Operating Fund Surplus (Deficit)		
Special Purpose Fund Surplus (Deficit)		
Capital Fund Surplus (Deficit)	(895,996)	(816,027)
Budgeted Surplus (Deficit), for the year	(895,996)	(816,027)

School District No. 82 (Coast Mountains)

Amended Annual Budget - Revenue and Expense
Year Ended June 30, 2025



	2025 Amended Annual Budget	2024 Amended Annual Budget
Budget Bylaw Amount		
Operating - Total Expense	65,521,626	62,449,983
Operating - Tangible Capital Assets Purchased		122,462
Special Purpose Funds - Total Expense	12,684,275	12,422,889
Special Purpose Funds - Tangible Capital Assets Purchased	36,600	36,000
Capital Fund - Total Expense	3,244,063	3,237,938
Total Budget Bylaw Amount	81,486,564	78,269,272

Approved by the Board

Signature of the Chairperson of the Board of Education

Date Signed

Signature of the Superintendent

Date Signed

Signature of the Secretary Treasurer

Date Signed

DRAFT

School District No. 82 (Coast Mountains)

Amended Annual Budget - Changes in Net Financial Assets (Debt)
Year Ended June 30, 2025

	2025 Amended Annual Budget	2024 Amended Annual Budget
	\$	\$
Surplus (Deficit) for the year	(2,015,878)	(1,815,405)
Effect of change in Tangible Capital Assets		
Acquisition of Tangible Capital Assets		
From Operating and Special Purpose Funds	(36,600)	(158,462)
From Deferred Capital Revenue	(4,249,318)	(3,223,646)
Total Acquisition of Tangible Capital Assets	(4,285,918)	(3,382,108)
Amortization of Tangible Capital Assets	3,244,063	3,237,938
Total Effect of change in Tangible Capital Assets	(1,041,855)	(144,170)
	-	-
(Increase) Decrease in Net Financial Assets (Debt)	(3,057,733)	(1,959,575)

DRAFT

School District No. 82 (Coast Mountains)

Amended Annual Budget - Schedule of Changes in Accumulated Surplus (Deficit) by Fund
Year Ended June 30, 2025

	Operating Fund	Special Purpose Fund	Capital Fund	2025 Amended Annual Budget
	\$	\$	\$	\$
Accumulated Surplus (Deficit), beginning of year	1,119,882		4,133,871	5,253,753
Changes for the year				
Net Revenue (Expense) for the year	(1,119,882)	36,600	(932,596)	(2,015,878)
Interfund Transfers				
Tangible Capital Assets Purchased		(36,600)	36,600	-
Net Changes for the year	<u>(1,119,882)</u>	<u>-</u>	<u>(895,996)</u>	<u>(2,015,878)</u>
Budgeted Accumulated Surplus (Deficit), end of year	<u>-</u>	<u>-</u>	<u>3,237,875</u>	<u>3,237,875</u>



School District No. 82 (Coast Mountains)
 Amended Annual Budget - Operating Revenue and Expense
 Year Ended June 30, 2025

	2025 Amended Annual Budget	2024 Amended Annual Budget
	\$	\$
Revenues		
Provincial Grants		
Ministry of Education and Child Care	55,955,526	53,608,930
Other	114,500	79,500
Federal Grants	370,800	
Tuition	465,000	161,000
Other Revenue	6,621,918	6,909,637
Rentals and Leases	700,000	640,000
Investment Income	174,000	174,000
Total Revenue	64,401,744	61,573,067
Expenses		
Instruction	49,996,510	46,705,210
District Administration	3,273,218	3,181,410
Operations and Maintenance	9,621,524	10,036,487
Transportation and Housing	2,630,374	2,526,876
Total Expense	65,521,626	62,449,983
Net Revenue (Expense)	(1,119,882)	(876,916)
Budgeted Prior Year Surplus Appropriation	1,119,882	999,378
Net Transfers (to) from other funds		
Tangible Capital Assets Purchased		(122,462)
Total Net Transfers	-	(122,462)
Budgeted Surplus (Deficit), for the year	-	-

School District No. 82 (Coast Mountains)
 Amended Annual Budget - Schedule of Operating Revenue by Source
 Year Ended June 30, 2025



	2025 Amended Annual Budget	2024 Amended Annual Budget
	\$	\$
Provincial Grants - Ministry of Education and Child Care		
Operating Grant, Ministry of Education and Child Care	58,374,893	56,210,969
ISC/LEA Recovery	(5,813,898)	(5,813,898)
Other Ministry of Education and Child Care Grants		
Pay Equity	1,160,795	1,160,795
Funding for Graduated Adults	1,067	
Student Transportation Fund	557,786	557,786
Support Staff Benefits Grant	58,465	58,465
FSA Scorer Grant	8,187	8,187
Child Care Funding	198,387	
Labour Settlement Funding	518,695	928,103
Premiere Awards		6,000
French Immersion Recruitment Grant		10,500
Intergrated Child & Youth Grant	501,993	26,933
Next Generation Network (NGN)	24,736	24,736
FEB Enrollment Grants	364,420	430,354
Total Provincial Grants - Ministry of Education and Child Care	55,955,526	53,608,930
Provincial Grants - Other	114,500	79,500
Federal Grants	370,800	
Tuition		
International and Out of Province Students	465,000	161,000
Total Tuition	465,000	161,000
Other Revenues		
Funding from First Nations	5,813,898	5,813,898
Miscellaneous		
District Entered	76,992	60,000
District Entered	15,000	15,000
District Entered	12,000	12,000
District Entered	5,000	5,000
District Entered	350,000	350,000
District Entered	104,145	184,819
District Entered	244,883	468,920
Total Other Revenue	6,621,918	6,909,637
Rentals and Leases	700,000	640,000
Investment Income	174,000	174,000
Total Operating Revenue	64,401,744	61,573,067

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School District No. 82 (Coast Mountains)

Amended Annual Budget - Schedule of Operating Expense by Object
Year Ended June 30, 2025

	2025 Amended Annual Budget	2024 Amended Annual Budget
	\$	\$
Salaries		
Teachers	22,941,885	22,262,530
Principals and Vice Principals	4,096,341	3,729,683
Educational Assistants	5,506,374	4,988,256
Support Staff	6,330,784	6,346,515
Other Professionals	2,577,325	2,872,598
Substitutes	2,250,925	2,096,193
Total Salaries	43,703,634	42,295,775
Employee Benefits	10,230,564	9,627,276
Total Salaries and Benefits	53,934,198	51,923,051
Services and Supplies		
Services	2,525,983	2,080,042
Student Transportation	2,516,633	2,396,939
Professional Development and Travel	790,669	991,281
Rentals and Leases	2,500	2,500
Dues and Fees	92,450	91,450
Insurance	253,680	205,520
Supplies	3,805,513	3,159,200
Utilities	1,600,000	1,600,000
Total Services and Supplies	11,587,428	10,526,932
Total Operating Expense	65,521,626	62,449,983



School District No. 82 (Coast Mountains)
 Amended Annual Budget - Operating Expense by Function, Program and Object
 Year Ended June 30, 2025

	Teachers Salaries	Principals and Vice Principals Salaries	Educational Assistants Salaries	Support Staff Salaries	Other Professionals Salaries	Substitutes Salaries	Total Salaries
	\$	\$	\$	\$	\$	\$	\$
1 Instruction							
1.02 Regular Instruction	17,682,967	379,688		457,797		1,331,057	19,851,509
1.03 Career Programs	206,392						206,392
1.07 Library Services	880,562	29,884		329,480		39,538	1,279,464
1.08 Counselling	1,137,903	218,664					1,356,567
1.10 Inclusive Education	2,800,124	14,800	4,219,053	57,931	381,200	501,547	7,974,655
1.31 Indigenous Education	233,937	161,546	1,287,321		78,338	65,866	1,827,008
1.41 School Administration		3,291,759		1,062,920		52,615	4,407,294
1.62 International and Out of Province Students					73,696		73,696
Total Function 1	22,941,885	4,096,341	5,506,374	1,908,128	533,234	1,990,623	36,976,585
4 District Administration							
4.11 Educational Administration					632,461		632,461
4.40 School District Governance					109,785		109,785
4.41 Business Administration				389,971	672,672		1,062,643
Total Function 4	-	-	-	389,971	1,414,918	-	1,804,889
5 Operations and Maintenance							
5.41 Operations and Maintenance Administration				49,184	476,942		526,126
5.50 Maintenance Operations				3,876,270	138,045	260,302	4,274,617
5.52 Maintenance of Grounds				64,126			64,126
5.56 Utilities							-
Total Function 5	-	-	-	3,989,580	614,987	260,302	4,864,869
7 Transportation and Housing							
7.41 Transportation and Housing Administration				12,296	14,186		26,482
7.70 Student Transportation				30,809			30,809
Total Function 7	-	-	-	43,105	14,186	-	57,291
9 Debt Services							
Total Function 9	-	-	-	-	-	-	-
Total Functions 1 - 9	22,941,885	4,096,341	5,506,374	6,330,784	2,577,325	2,250,925	43,703,634



School District No. 82 (Coast Mountains)

Amended Annual Budget - Operating Expense by Function, Program and Object
 Year Ended June 30, 2025

	Total Salaries	Employee Benefits	Total Salaries and Benefits	Services and Supplies	2025 Amended Annual Budget	2024 Amended Annual Budget
	\$	\$	\$	\$	\$	\$
1 Instruction						
1.02 Regular Instruction	19,851,509	4,611,291	24,462,800	1,125,576	25,588,376	24,671,739
1.03 Career Programs	206,392	49,534	255,926	198,650	454,576	484,520
1.07 Library Services	1,279,464	301,536	1,581,000	50,000	1,631,000	1,490,972
1.08 Counselling	1,356,567	325,576	1,682,143		1,682,143	1,658,305
1.10 Inclusive Education	7,974,655	1,770,695	9,745,350	828,941	10,574,291	9,420,705
1.31 Indigenous Education	1,827,008	446,375	2,273,383	1,704,281	3,977,664	3,823,240
1.41 School Administration	4,407,294	1,112,581	5,519,875	177,002	5,696,877	5,155,729
1.62 International and Out of Province Students	73,696	17,687	91,383	300,200	391,583	-
Total Function 1	36,976,585	8,635,275	45,611,860	4,384,650	49,996,510	46,705,210
4 District Administration						
4.11 Educational Administration	632,461	158,115	790,576	236,577	1,027,153	1,030,664
4.40 School District Governance	109,785	6,038	115,823	242,695	358,518	186,123
4.41 Business Administration	1,062,643	255,034	1,317,677	569,870	1,887,547	1,964,623
Total Function 4	1,804,889	419,187	2,224,076	1,049,142	3,273,218	3,181,410
5 Operations and Maintenance						
5.41 Operations and Maintenance Administration	526,126	126,270	652,396	313,850	966,246	908,643
5.50 Maintenance Operations	4,274,617	1,020,692	5,295,309	1,237,953	6,533,262	6,843,685
5.52 Maintenance of Grounds	64,126	15,390	79,516	232,500	312,016	494,159
5.56 Utilities	-	-	-	1,810,000	1,810,000	1,790,000
Total Function 5	4,864,869	1,162,352	6,027,221	3,594,303	9,621,524	10,036,487
7 Transportation and Housing						
7.41 Transportation and Housing Administration	26,482	6,356	32,838		32,838	31,900
7.70 Student Transportation	30,809	7,394	38,203	2,559,333	2,597,536	2,494,976
Total Function 7	57,291	13,750	71,041	2,559,333	2,630,374	2,526,876
9 Debt Services						
Total Function 9	-	-	-	-	-	-
Total Functions 1 - 9	43,703,634	10,230,564	53,934,198	11,587,428	65,521,626	62,449,983



School District No. 82 (Coast Mountains)
Amended Annual Budget - Special Purpose Revenue and Expense
Year Ended June 30, 2025

	2025 Amended Annual Budget	2024 Amended Annual Budget
	\$	\$
Revenues		
Provincial Grants		
Ministry of Education and Child Care	10,530,999	10,235,845
Other Revenue	2,188,876	2,222,044
Investment Income	1,000	1,000
Total Revenue	12,720,875	12,458,889
Expenses		
Instruction	12,244,952	11,836,516
District Administration	30,000	40,000
Operations and Maintenance	309,323	309,323
Transportation and Housing	100,000	237,050
Total Expense	12,684,275	12,422,889
Net Revenue (Expense)	36,600	36,000
Net Transfers (to) from other funds		
Tangible Capital Assets Purchased	(36,600)	(36,000)
Total Net Transfers	(36,600)	(36,000)
Budgeted Surplus (Deficit), for the year	-	-



School District No. 82 (Coast Mountains)
 Amended Annual Budget - Changes in Special Purpose Funds
 Year Ended June 30, 2025

	Annual Facility Grant	Learning Improvement Fund	School Generated Funds	Strong Start	Ready, Set, Learn	OLEP	CommunityLINK	Classroom Enhancement Fund - Overhead	Classroom Enhancement Fund - Staffing
	\$	\$	\$	\$		\$	\$	\$	\$
Deferred Revenue, beginning of year			1,723,785			39,498			
Add: Restricted Grants									
Provincial Grants - Ministry of Education and Child Care	308,323	202,326		128,000	26,950	132,781	655,464	350,741	7,142,380
Other			1,400,000						
Investment Income	1,000								
	<u>309,323</u>	<u>202,326</u>	<u>1,400,000</u>	<u>128,000</u>	<u>26,950</u>	<u>132,781</u>	<u>655,464</u>	<u>350,741</u>	<u>7,142,380</u>
Less: Allocated to Revenue	<u>309,323</u>	<u>202,326</u>	<u>1,400,000</u>	<u>128,000</u>	<u>26,950</u>	<u>172,279</u>	<u>655,464</u>	<u>350,741</u>	<u>7,142,380</u>
Deferred Revenue, end of year	-	-	<u>1,723,785</u>	-	-	-	-	-	-
Revenues									
Provincial Grants - Ministry of Education and Child Care	308,323	202,326		128,000	26,950	172,279	655,464	350,741	7,142,380
Other Revenue			1,400,000						
Investment Income	1,000								
	<u>309,323</u>	<u>202,326</u>	<u>1,400,000</u>	<u>128,000</u>	<u>26,950</u>	<u>172,279</u>	<u>655,464</u>	<u>350,741</u>	<u>7,142,380</u>
Expenses									
Salaries									
Teachers									5,713,904
Principals and Vice Principals						31,852			
Educational Assistants		163,166		103,226			328,543		
Support Staff	224,847						183,598	28,381	
Other Professionals								68,568	
Substitutes								163,472	
	<u>224,847</u>	<u>163,166</u>	<u>-</u>	<u>103,226</u>	<u>-</u>	<u>31,852</u>	<u>512,141</u>	<u>260,421</u>	<u>5,713,904</u>
Employee Benefits	58,236	39,160		24,774		7,644	122,787	65,105	1,428,476
Services and Supplies	26,240		1,400,000		26,950	132,783	20,536	25,215	
	<u>309,323</u>	<u>202,326</u>	<u>1,400,000</u>	<u>128,000</u>	<u>26,950</u>	<u>172,279</u>	<u>655,464</u>	<u>350,741</u>	<u>7,142,380</u>
Net Revenue (Expense) before Interfund Transfers	-	-	-	-	-	-	-	-	-
Interfund Transfers									
Tangible Capital Assets Purchased	-	-	-	-	-	-	-	-	-
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-
Additional Expenses funded by, and reported in, the Operating Fund				58,998	14,562				



School District No. 82 (Coast Mountains)
 Amended Annual Budget - Changes in Special Purpose Funds
 Year Ended June 30, 2025

	Classroom Enhancement Fund - Remedies	First Nation Student Transportation	Mental Health in Schools	Changing Results for Young Children	Seamless Day Kindergarten	Student & Family Affordability	JUST B4	ECL Early Care & Learning	Feeding Futures Fund
	\$	\$	\$	\$	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year		139,140	35,839			33,000			109,283
Add: Restricted Grants									
Provincial Grants - Ministry of Education and Child Care	246,095	79,680	55,000	6,750	55,400		25,000	194,000	559,169
Other									
Investment Income									
	246,095	79,680	55,000	6,750	55,400	-	25,000	194,000	559,169
Less: Allocated to Revenue	246,095	100,000	90,839	6,750	55,400	33,000	25,000	194,000	668,452
Deferred Revenue, end of year	-	118,820	-	-	-	-	-	-	-
Revenues									
Provincial Grants - Ministry of Education and Child Care	246,095	100,000	90,839	6,750	55,400	33,000	25,000	194,000	668,452
Other Revenue									
Investment Income									
	246,095	100,000	90,839	6,750	55,400	33,000	25,000	194,000	668,452
Expenses									
Salaries									
Teachers	50,000								
Principals and Vice Principals								101,379	
Educational Assistants					44,677		18,254	19,400	
Support Staff									220,078
Other Professionals									69,388
Substitutes	40,000								
	90,000	-	-	-	44,677	-	18,254	120,779	289,466
Employee Benefits	9,600				10,723		4,564	28,987	69,181
Services and Supplies	146,495	100,000	90,839	6,750		33,000	2,182	44,234	309,805
	246,095	100,000	90,839	6,750	55,400	33,000	25,000	194,000	668,452
Net Revenue (Expense) before Interfund Transfers	-	-	-	-	-	-	-	-	-
Interfund Transfers									
Tangible Capital Assets Purchased									
	-	-	-	-	-	-	-	-	-
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-
Additional Expenses funded by, and reported in, the Operating Fund									229,497

DRAFT

School District No. 82 (Coast Mountains)
 Amended Annual Budget - Changes in Special Purpose Funds
 Year Ended June 30, 2025

	Health Career Grants	District of Kitimat	Principals & Vice Principals Joint Trust	LNG/RTA	K-12 Literacy Support Initiative Grant	TOTAL
	\$	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year	50,000	10,533	100,557	154,176		2,395,811
Add: Restricted Grants						
Provincial Grants - Ministry of Education and Child Care	75,000				238,867	10,481,926
Other		36,600	10,000	568,100		2,014,700
Investment Income						1,000
	75,000	36,600	10,000	568,100	238,867	12,497,626
Less: Allocated to Revenue	125,000	36,600	30,000	722,276	-	12,720,875
Deferred Revenue, end of year	-	10,533	80,557	-	238,867	2,172,562
Revenues						
Provincial Grants - Ministry of Education and Child Care	125,000					10,530,999
Other Revenue		36,600	30,000	722,276		2,188,876
Investment Income						1,000
	125,000	36,600	30,000	722,276	-	12,720,875
Expenses						
Salaries						
Teachers	41,413			144,465		5,949,782
Principals and Vice Principals	25,000			50,655		208,886
Educational Assistants						677,266
Support Staff						656,904
Other Professionals						137,956
Substitutes						203,472
	66,413	-	-	195,120	-	7,834,266
Employee Benefits	9,939			34,672		1,913,848
Services and Supplies	48,648		30,000	492,484		2,936,161
	125,000	-	30,000	722,276	-	12,684,275
Net Revenue (Expense) before Interfund Transfers	-	36,600	-	-	-	36,600
Interfund Transfers						
Tangible Capital Assets Purchased		(36,600)				(36,600)
	-	(36,600)	-	-	-	(36,600)
Net Revenue (Expense)	-	-	-	-	-	-
Additional Expenses funded by, and reported in, the Operating Fund						303,057

School District No. 82 (Coast Mountains)

Amended Annual Budget - Capital Revenue and Expense
Year Ended June 30, 2025



	2025 Amended Annual Budget			2024 Amended Annual Budget
	Invested in Tangible Capital Assets	Local Capital	Fund Balance	
	\$	\$	\$	\$
Revenues				
Investment Income		75,000	75,000	80,000
Amortization of Deferred Capital Revenue	2,236,467		2,236,467	2,183,449
Total Revenue	2,236,467	75,000	2,311,467	2,263,449
Expenses				
Amortization of Tangible Capital Assets				
Operations and Maintenance	3,244,063		3,244,063	3,237,938
Total Expense	3,244,063	-	3,244,063	3,237,938
Net Revenue (Expense)	(1,007,596)	75,000	(932,596)	(974,489)
Net Transfers (to) from other funds				
Tangible Capital Assets Purchased	36,600		36,600	
Local Capital				158,462
Total Net Transfers	36,600	-	36,600	158,462
Other Adjustments to Fund Balances				
Total Other Adjustments to Fund Balances	-	-	-	
Budgeted Surplus (Deficit), for the year	(970,996)	75,000	(895,996)	(816,027)



MEETING AGENDA ITEM #10.1.5

Action:	X	Information:	
Meeting:	Regular	Meeting Date:	February 26, 2025
Topic:	Ministry Data Collection Projected Enrolments – 2025-2026, 2026-2027 & 2027-2028 School Years		

Background/Discussion:

Reference the attached Data Collection of Projected Enrolments for the 2025-2026, 2026-2027 and 2027-2028 school years for Coast Mountains School District 82 as submitted to the Ministry of Education on February 14, 2025.

Projections received from school districts will be used by the Ministry of Education and Child Care to facilitate the development of operating grant estimates. Operating grant estimates 2025-2026 will be announced on or before March 31, 2025.

The Business Committee reviewed the Data Collection of Projected Enrolments at its February 12, 2025 meeting and brings forward to the Board for information.

Recommended Action:

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

Presented by: Secretary Treasurer

Step 1: Enter your school district number here: **02** Coast Mountains
 Ministry of Education enrolment trend estimates are automatically filled once a school district number is entered above.

Step 2: Enter your district's enrolment estimates in the shaded cells of the District column for each of the three years displayed.

	2024/25 Interim Base	Estimated Enrolment						Notes
		2025/26		2026/27		2027/28		
		District	Ministry*	District	Ministry*	District	Ministry*	
July Enrolment Count								
Summer Learning: Grades 1-7 Headcount Enrolment	0		0		0		0	
Summer Learning: Grades 8-9 Course Enrolment	0		0		0		0	
Summer Learning: Grades 10-12 Course Enrolment	0		0		0		0	
Grade 8 & 9 Cross-Enrolment Courses	0		0		0		0	
September Enrolment Count - School-Age Basic Allocation								
K-12 Standard (Regular) Schools FTE (School-Age)	4,010.4375	4,070.0000	4,046.5092	4,090.0000	4,041.8846	4,110.0000	4,016.9119	
Continuing Education FTE (School-Age)	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	
Alternate Schools FTE (School-Age)	144.0000	133.0000	144.0000	135.0000	144.0000	135.0000	144.0000	
Online Learning FTE (School-Age)	2.7500	3.0000	2.7500	3.0000	2.7500	3.0000	2.7500	
Total Estimated School-Age Enrolment	4,157.1875	4,206.0000	4,193.2592	4,228.0000	4,188.6346	4,248.0000	4,163.6619	
Change from Previous Year		48.8125	36.0717	22.0000	-4.6246	20.0000	-24.9727	
September Enrolment Count - Unique Student Needs								
Level 1 Inclusive Education Headcount	4	3	4	4	4	4	4	
Level 2 Inclusive Education Headcount	233	206	239	210	246	214	253	
Level 3 Inclusive Education Headcount	12	10	12	11	12	12	12	
English Language Learning Headcount	413	400	466	420	526	430	593	
Indigenous Education Headcount	1,924	1,919	1,924	1,929	1,924	1,932	1,924	
Adult Education FTE (Non-Graduates only)	0.1250	0.0000	0.1250	0.0000	0.1250	0.0000	0.1250	Do not include Graduated Adult enrolment
February Enrolment Count - Continuing Education, Online Learning, Special Needs Growth and Newcomer Refugees								
Continuing Education FTE - School-Age	5.0000	0.0000	5.0000	0.0000	5.0000	0.0000	5.0000	Include only new post-September enrolment activity
Continuing Education FTE - Non-Graduate Adults	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	Do not include Graduated Adult enrolment
Online Learning FTE K-Grade 9 (School-Age)	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	
Online Learning FTE Grades 10-12 (School-Age)	5.0000	10.0000	5.0000	30.0000	5.0000	30.0000	5.0000	Include only new post-September enrolment activity
Online Learning FTE - Non-Graduate Adults	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	Do not include Graduated Adult enrolment
Level 1 Inclusive Education Headcount Growth (All Schools)	0	0	0	0	0	0	0	
Level 2 Inclusive Education Headcount Growth (All Schools)	0	0	0	0	0	0	0	
Level 3 Inclusive Education Headcount Growth (All Schools)	0	0	0	0	0	0	0	
Newcomer Refugees FTE (Standard & Alternate only)	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	Include only new post-September enrolment activity
ELL Headcount (applies to Newcomer Refugees only)	0	0	0	0	0	0	0	
May Enrolment Count - Continuing Education and Online Learning								
Continuing Education FTE - School-Age	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	Include only new post-February enrolment activity
Continuing Education FTE - Non-Graduate Adults	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	Do not include Graduated Adult enrolment
Online Learning FTE K-Grade 9 (School-Age)	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	
Online Learning FTE Grades 10-12 (School-Age)	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	Include only new post-February enrolment activity
Online Learning FTE - Non-Graduate Adults	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	

*Notes: Ministry estimates for school-age FTE enrolment in standard (regular) schools are determined by applying the Ministry-projected percentage change in enrolment for each district to the funded school-age FTE enrolment as used in the 2024/25 operating grant autumn recalculation
 Inclusive Education, ELL and Indigenous Education have been estimated using five-year enrolment trends.
 Continuing Education, Online Learning, Alternate Schools, Adult FTE, Summer Learning and Grade 8-9 Cross-Enrolment enrolment totals are all carried forward from the 2024/25 operating grant autumn recalculation.
 Enrolments for February and May are carried forward from estimates contained in the 2023/24 operating grant autumn recalculation.

Step 3: Enter estimates for the cause of your district's student movement for 2025/26. Include any relevant key assumptions that your district has made in its estimates in the Comments column.

September 2025 Enrolment Count - Estimated School-Age Enrolment Movement		
Please provide additional detail for the Change from Previous Year line above by indicating the reasons that your district anticipates enrolment change in the lines below:		
	2025/26	Comments:
Net provincial in-migration		
Net International in-migration		
Net migration to/from independent schools		
Net other entrances/exits (to/from other districts, graduates, Kindergarten)		
Total Estimated School-Age Enrolment Movement	0.0000	

Step 4: Our district has considered all of the factors noted in the checklist provided in developing this estimate.
 Yes: No:

Step 5: Please provide a contact for follow-up questions:
 Name: Ginger Fuller
 Title: Secretary Treasurer
 Email address: ginger.fuller@cmsd.bc.ca

Step 6: When you have completed this form, please e-mail it to Michael Lebrun, Funding Analyst, Ministry of Education at: <mailto:Michael.Lebrun@gov.bc.ca?subject=SD 87 Enrolment Estimates> no later than Friday, February 14, 2025



MEETING AGENDA ITEM #10.1.6

Action: Information: X
Meeting: Regular Meeting Date: February 26, 2025
Topic: **Trustee Remuneration Annual Review – CMSD82 Policy 5095**

Background/Discussion:

In accordance with the attached Policy 5095: Trustee Remuneration an annual review of Trustee remuneration *shall be conducted annually in February* and be tied to the B.C. Consumer Price Index. Increases may be deferred by Board resolution.

The 2024 Annual B.C. Consumer Price Index information is attached for reference.

The Business Committee reviewed the annual review of Trustee remuneration at its February 12, 2025 meeting and forwards to the Board for information and discussion at the February 26, 2025 Regular (Public) Board Meeting.

Recommended Action:

For information and discussion.

Presented by: Secretary Treasurer



SECTION 5000: GOVERNANCE

POLICY 5095: TRUSTEE REMUNERATION

- *Date Adopted: September 25, 2019*
 - *Date Revised: February 23, 2023 (Housekeeping revisions to reflect the Trustee annual remuneration increase effective January 1, 2023 in accordance to the Board's motion made at the February 22, 2023 Regular (Public) Board Meeting.)*
-

LEGISLATION/REGULATIONS

- *School Act, Section 71*
- *Income Tax Act, Section 81(3)*

POLICY

The Board believes that appropriate financial recognition shall be provided to trustees as remuneration for their services to their respective communities and to the students of the school district.

The *School Act* makes provision for the payment of remuneration to trustees, and further, allows that remuneration for the Chairperson and Vice-Chairperson may be greater than for other trustees.

Trustee remuneration will be provided in accordance with the following procedures.

PROCEDURES

1. As of January 1, 2023 annual remuneration to trustees is as follows:
 - Board Chairperson - \$18,985
 - Vice Chairperson - \$16,509
 - Trustee - \$14,858
2. Trustee remuneration is paid in monthly installments only while the trustee is in office.
3. Trustee remuneration shall be reviewed annually in February and be tied to the B.C. Consumer Price Index.

CONSUMER PRICE INDEX (2002 = 100) - ANNUAL

Year	CANADA		BRITISH COLUMBIA		VANCOUVER		VICTORIA	
	All Items Index	Annual Percent Change	All Items Index	Annual Percent Change	All Items Index	Annual Percent Change	All Items Index	Annual Percent Change
1961	15.7	1.3						
1962	15.9	1.3						
1963	16.1	1.3						
1964	16.4	1.9						
1965	16.8	2.4						
1966	17.5	4.2						
1967	18.1	3.4						
1968	18.8	3.9						
1969	19.7	4.8						
1970	20.3	3.0						
1971	20.9	3.0			21.4			
1972	21.9	4.8			22.6	5.6		
1973	23.6	7.8			24.2	7.1		
1974	26.2	11.0			27.0	11.6		
1975	29.0	10.7			30.0	11.1		
1976	31.1	7.2			32.9	9.7		
1977	33.6	8.0			35.3	7.3		
1978	36.6	8.9			38.0	7.6		
1979	40.0	9.3	41.5		41.0	7.9		
1980	44.0	10.0	45.4	9.4	44.8	9.3		
1981	49.5	12.5	51.8	14.1	51.2	14.3		
1982	54.9	10.9	57.3	10.6	56.6	10.5		
1983	58.1	5.8	60.4	5.4	59.7	5.5		
1984	60.6	4.3	62.8	4.0	62.1	4.0		
1985	63.0	4.0	64.8	3.2	64.0	3.1	66.2	
1986	65.6	4.1	66.7	2.9	66.2	3.4	67.3	1.7
1987	68.5	4.4	68.7	3.0	68.2	3.0	69.0	2.5
1988	71.2	3.9	71.2	3.6	70.6	3.5	71.7	3.9
1989	74.8	5.1	74.4	4.5	73.8	4.5	75.0	4.6
1990	78.4	4.8	78.4	5.4	77.8	5.4	78.9	5.2
1991	82.8	5.6	82.6	5.4	81.9	5.3	83.4	5.7
1992	84.0	1.4	84.8	2.7	84.3	2.9	85.2	2.2
1993	85.6	1.9	87.8	3.5	87.3	3.6	87.7	2.9
1994	85.7	0.1	89.5	1.9	89.1	2.1	89.5	2.1
1995	87.6	2.2	91.6	2.3	91.3	2.5	91.7	2.5
1996	88.9	1.5	92.4	0.9	92.1	0.9	92.6	1.0
1997	90.4	1.7	93.1	0.8	92.6	0.5	93.5	1.0
1998	91.3	1.0	93.4	0.3	93.0	0.4	93.7	0.2
1999	92.9	1.8	94.4	1.1	93.9	1.0	94.7	1.1
2000	95.4	2.7	96.1	1.8	96.0	2.2	96.2	1.6
2001	97.8	2.5	97.7	1.7	97.8	1.9	97.4	1.2
2002	100.0	2.2	100.0	2.4	100.0	2.2	100.0	2.7
2003	102.8	2.8	102.2	2.2	102.0	2.0	102.2	2.2
2004	104.7	1.8	104.2	2.0	104.0	2.0	104.6	2.3
2005	107.0	2.2	106.3	2.0	106.0	1.9	106.9	2.2
2006	109.1	2.0	108.1	1.7	108.0	1.9	108.5	1.5
2007	111.5	2.2	110.0	1.8	110.2	2.0	109.8	1.2
2008	114.1	2.3	112.3	2.1	112.8	2.4	111.8	1.8
2009	114.4	0.3	112.3	0.0	112.9	0.1	111.9	0.1
2010	116.5	1.8	113.8	1.3	114.9	1.8	113.1	1.1
2011	119.9	2.9	116.5	2.4	117.5	2.3	115.5	2.1
2012	121.7	1.5	117.8	1.1	119.0	1.3	116.7	1.0
2013	122.8	0.9	117.7	-0.1	119.2	0.2	116.3	-0.3
2014	125.2	2.0	118.9	1.0	120.5	1.1	117.3	0.9
2015	126.6	1.1	120.2	1.1	121.9	1.2	118.6	1.1
2016	128.4	1.4	122.4	1.8	124.6	2.2	120.7	1.8
2017	130.4	1.6	125.0	2.1	127.3	2.2	123.0	1.9
2018	133.4	2.3	128.4	2.7	131.0	2.9	125.9	2.4
2019	136.0	1.9	131.4	2.3	134.1	2.4	129.0	2.5
2020	137.0	0.7	132.4	0.8	134.9	0.6	130.4	1.1
2021	141.6	3.4	136.1	2.8	138.5	2.7	133.6	2.5
2022	151.2	6.8	145.5	6.9	147.8	6.7	142.9	7.0
2023	157.1	3.9	151.2	3.9	154.1	4.3	148.2	3.7
2024	160.9	2.4	155.2	2.6	158.1	2.6	151.9	2.5

Percentage change is calculated using the rounded annual average index values.

Adapted from Statistics Canada, Consumer Price Index (CPI), January 2025. This does not constitute an endorsement by Statistics Canada of this product.



MEETING AGENDA ITEM #10.2.2

Action:	X	Information:	
Meeting:	Regular	Meeting Date:	February 26, 2025
Topic:	Board Approval: Final Level Five Field Trip Application • Caledonia Secondary School Music Tour, Toronto MusicFest Canada, May 14-19, 2025		

Background/Discussion:

The attached Out-of-Province Field Trip Application for Caledonia Secondary School’s Band and Choir to attend MusicFest Canada held in Toronto, May 14-19, 2025 was presented and reviewed at the February 12, 2025 Education Committee Meeting.

On October 23, 2024, the Field Trip Application received Board “approved in principle” as attached. In accordance with Policy 1080: Field Trips and Outdoor Education “final Board approval” is required for this Out-of-Province Field Trip with the submission of the completed Field Trip Application to the Board within 60 days of departure.

In order to meet the prescribed approval timeline, the completed Field Trip Application required the Education Committee’s review and consideration at its February 12, 2025 meeting, then forwarded to the Regular Board Meeting for the Board’s final approval on February 26, 2025.

The Education Committee recommended this Out-of-Province Field Trip Application be forwarded to the Board for final approval.

Recommended Action:

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

Presented by: Superintendent of Schools



Field Trip Application Form – Level 2-5

Overnight, Moderate Risk, Outdoor Adventure, Out of Province

School Name: Caledonia Secondary School

Coast Mountains Board of Education SD 82

Destination: <u>MusicFest Canada Toronto</u>			
Departure Date: <u>May 14</u>	Departure Time: <u>10:00</u>	Return Time: <u>18:30</u>	
Lead Teacher: <u>Jacquelynne Amendt</u>			
Phone: <u>(306) 596-8093</u>	Email: <u>jacquelynne.amendt@cmsd.bc.ca</u>		
Area of study: <u>Music</u>	Purpose of trip: <u>competition and enrichment</u>		
Grade: <u>10-12</u>	# of students: <u>60</u>	# of Male: <u>31</u>	# of Female: <u>29</u>

Names of supervisors:	Staff (S) Volunteer (V) Other (O)	Gender: Male/Female
Lead Teacher: <u>Jacquelynne Amendt</u>	S	F
Other Supervisor: <u>Scott Peden</u>	V	M
Other Supervisor: <u>Laura McGregor</u>	V	F
Other Supervisor: <u>Brend Reid</u>	S	M
Total Number of Supervisors: <u>7</u>		
Name of Service Provider if applicable:	Contact Person:	Phone:

Transportation (check all that apply)		Estimated cost of trip:
<p style="text-align: center;">Method</p> <input checked="" type="checkbox"/> walking <input type="checkbox"/> school owned bus/van <input checked="" type="checkbox"/> public transport <input checked="" type="checkbox"/> charter bus <input type="checkbox"/> 15 passenger van <input type="checkbox"/> rental van <input type="checkbox"/> by service provider <input type="checkbox"/> transport not provided; participants responsible for own <input checked="" type="checkbox"/> other (specify): <u>airplane</u>	<p style="text-align: center;">Driver</p> <input checked="" type="checkbox"/> professional driver <input type="checkbox"/> volunteer driver (staff/other supervisor) <input type="checkbox"/> volunteer driver/student <input type="checkbox"/> other (specify): 	<p>Sources of funding (ie. cost/student/other sources – if so accommodated <u>Student cost and fundraising</u>)</p> <hr/> <p>Equal access for all students: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> See attached</p> <p>Special Needs Addressed: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <input type="checkbox"/> See attached</p> <p>Alternative Activity non-participants: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>Contingency Plan: _____</p>

Educational Value:

Goals and/or Student Learning Outcomes: Build teamwork and musicianship. grow as musicians and individuals

Activity that will occur (or attach Program/Activity/Trip Plan) The festival, performance viewing, Royal Ontario Museum, Toronto Zoo

Student preparations (eg. knowledge, skills, attitudes, fitness) Rehearsals from September to May

Follow-up activity that will occur: Final Concert

Safety Guidelines: I am familiar with relevant board policies, district procedures and the *YouthSafe Outdoors: Safety First! Guidelines for BC School Off-site Experiences (2005)*: Yes No

Safety Plan: Briefly describe (or attach in Detailed Trip Plan) the risk assessment and safety planning process to address key risks related to the following

Environment (eg. weather, terrain/site, wildlife): Students are to pack weather appropriate clothing and footwear

Activity (eg. transportation, outdoor pursuits/aquatic specific): Mostly indoor pursuits, comfortable clothing and footwear is required

Group (eg. clothing, equipment, water, food, behaviour): Students are to pack instruments and music needed to perform, waterbottle and spending money



Overnight, Moderate Risk, Outdoor Adventure, Out of Province

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.) Large group headcounts, small group head counts, chaperone leads

Students stick to groups of 3 or more when exploring mall, univeristy, zoo, etc.

Volunteer Plan if relevant: Background Check Reference Check Criminal Record Check

Process to identify, screen if/as appropriate and brief re roles and responsibilities. (eg. briefing to be conducted when, where, how, by whom) chaperone planning meetings to be held 3 times prior to departure.

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 none other (specify)

Name of **Primary First Aider**, if relevant: Scott Peden Certification Held: Yes

Name of **School Contact 24/7:** Keith Axelson Phones: (H) _____ (W) (250) 635-6351 (C) _____

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 (specify): _____
- Volunteer consent and acknowledgement of risk form
- Volunteer driver authorization application form
- Service provider proposal, agreement and/or contract
- Passenger list form
- Off-site Experience Checklist

Evaluation:

Criteria for success of Off-Site experience: certifications awarded by festival, invitation back to festival

Process to determine success: adjudicator comments and ratings, recordings, student and parent feedback

Name of Lead teacher: (print) Jacquelynn Amendt	Date: (D/M/Y) <u>07/02/2025</u>	Signature:
Name of Administrator: (print) Keith Axelson	Date: (D/M/Y) <u>07/02/2025</u>	Signature:
Additional Approval (if needed print name/title)	Date: (D/M/Y)	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

Cal Music Tour
MusicFest Canada Toronto 2025
Synopsis

In April of 2024, the Caledonia music program won multiple awards at the Pacific Northwest Music Festival, this included an invitation to Musicfest Canada Toronto. The festival runs for a week in May. We plan to use 6 days to travel, May 14 – 19th. This would give us sufficient time to travel to and from, perform, and partake in various educational tours. This festival is the highest competition in Canada for band, choir, and small ensembles. To attend and learn from esteemed clinicians and to participate in this national exposition would be an honour and a privilege. Our first and foremost priority would be the festival and workshops that it offers. Time away from the stage would include various educational tours such as York University, The Royal Ontario Museum, and the Toronto Zoo. An opportunity like this would not only increase the quality of music the Caledonia program produces but strengthen the bonds between students.

Like all music tours, this is not mandatory, students may choose to opt out for various reasons. It will not affect grades or local performance opportunities. All students registered in a Caledonia music ensemble that adhere to the student code of conduct and prioritize rehearsals and performances have the opportunity to participate in this tour. We anticipate 60-70 students, 7 chaperones, and 1 lead teacher (Jacquelynn Amendt). These tours are a part of a long tradition of music programs dating as far back as the 60s and are certainly a highlight for many musicians when they look back on their time in school.

MusicFest Canada Toronto

May 14 - 19 2025

Rough Draft Itinerary

Wednesday May 14

Day 1

9:00 AM: Meet at YXT
10:35 AM: Depart Terrace
12:15 PM: Arrive in YVR
1:15 PM: Depart YVR
8:54 PM: Arrive in Toronto
9:30 PM: Check into hotel

- Dinner
- Prepare for performances next day

12:00 AM: Lights out

Thursday May 15

Day 2

8-9:00 AM: Breakfast
LUNCH
1:00 PM: Jazz Band Performance

- Clinic

LUNCH
ACTIVITY
6:00 PM: W. E. Performance

- Clinic

7:00 PM: Dinner
8:30 PM: Hotel & Downtime
11:00 PM: Lights Out

Friday May 16

Day 3

8:00 AM: Breakfast
9:30 AM: Choir Performance

- Clinic

11:30 AM: C. C. Performance

- Clinic

12:30 PM Lunch

- Watch performances
- Dinner
- Hotel & Downtime

11:00 PM: Lights out

Saturday May 17

Day 4

- Breakfast
- York University Tour
- Eaton Centre + Lunch
- Dinner Theatre

Sunday May 18

Day 5

- Canada's Wonderland OR Toronto Zoo
- Pack for travelling home

Monday May 19

Day 6

12:00 PM: Meet at YYZ
4:15 PM: Arrive YVR
5:00 PM: Depart YVR
6:45 PM: Arrive YXT



Coast Mountains Board of Education School District 82

BOARD APPROVAL IN PRINCIPLE – LEVEL FIVE FIELD TRIPS

School Name: Caledonia Secondary School

Class / Group: Wind Ensemble, Kermode Choir, and Jazz Band

School Administrator: Keith Axelson

Destination: MusicFest Canada Toronto

Approx. Departure Date: May 14, 2025

Approx. Return Date: May 19, 2025

Lead Teacher: Jacquelynne Amendt Contact Telephone Number: (306) 596-8093

Number of Students & Chaperones Participating in Field Trip (provide breakdown):
Roughly 75 students, 7 chaperones and lead teacher (myself)

Estimated Field Trip Anticipated Cost per Student:
\$2000

Anticipated Sources of Funding: Fundraising, Monthly payments

Fundraising Plans: Selling chocolate, raffle tickets, and bottle drives

Plan(s) in place for students wishing to participate who have financial restrictions:
There is always a little extra money for students who cannot afford the trip.

If students are active participants in the music program and making efforts to fundraise I will always find a way to fund them

How will all students have equal access for the selection process to participate in this Field Trip ensuring a fair/equal access?:

All students registered and actively participating in a Caledonia Music Ensemble are eligible to participate in this music learning opportunity

Students will need prioritize rehearsals and concerts, maintain good grades, and adhere to the Caledonia code of conduct

Board Approval in Principle Received: _____ (Yes/ No)

Board Meeting Date & Motion: OCTOBER 23, 2024



MEETING AGENDA ITEM #10.2.3

Action:	X	Information:	
Meeting:	Regular	Meeting Date:	February 26, 2025
Topic:	Board Approval in Principle – Level Five Field Trip <ul style="list-style-type: none"> · Out-of-Country Field Trip, Portugal and Spain Tour, Caledonia Secondary School Travel Club, Spring Break 2027 		

Background/Discussion:

In accordance with Policy 1080: Field Trips and Outdoor Education, “Board approval in principle” is required for all Level Five Field Trips prior to initiating, planning or fundraising and prior to promoting with students or the community. Level Five Field Trips encompasses all trips regardless of duration that travel outside of provincial and national jurisdiction. “Final Board approval” is required for all level Five Field Trips with the submission of the completed Field Trip application to the Board within the following timelines: a) within Canada – 60 days, b) International – 120 days.

The attached Board Approval in Principle submission is presented to the Board for approval including a synopsis or summary of the respective Level Five Field Trip:

- Out-of-Country Field Trip to Portugal and Spain – Caledonia Secondary School Travel Club, Spring Break 2027

The Education Committee reviewed the above-mentioned Field Trip submission for Board approval in principle at its February 12, 2025 meeting and forwards to the Board with a recommendation for approval.

Recommended Action:

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

Presented by: Superintendent of Schools



BOARD APPROVAL IN PRINCIPLE – LEVEL FIVE FIELD TRIPS

School Name: Caledonia Sec. School

Class / Group: Caledonia Travel Club

School Administrator: Keith Axelson

Destination: Portugal and Spain

Approx. Departure Date: Spring Break 2027 (12 Day Tour)

Approx. Return Date: Spring Break 2027

Lead Teacher: Patsy Chant Contact Telephone Number: 250.635.6531

Number of Students & Chaperones Participating in Field Trip (provide breakdown):

Students: Max 42

Chaperones: Max 7 (Ratio is 1 chaperone per 6 students)

Estimated Field Trip Anticipated Cost per Student:

Approximately \$6500

Anticipated Sources of Funding: Students / Parents

Fundraising Plans: None by chaperones. We will support parent fundraising where possible.

Plan(s) in place for students wishing to participate who have financial restrictions:

None

How will all students have equal access for the selection process to participate in this Field Trip ensuring a fair/equal access?:

Planning is spread out over many months so students / parents can take advantage of several payment options provided by our partner company, EF. The trip is planned for Spring Break so it does not impact class time.

Board Approval in Principle Received: _____ (Yes / No)

Board Meeting Date & Motion: _____

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 \$6000 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.

I am available at work or via cell (250.615.8617) should you need more information.

Thank you.
Patsy Chant

Travel now. Pay later.

With Uplift, you can spread the cost of your educational tour over fixed and low monthly payments—even after you travel.



Spread the cost of your purchase over fixed monthly installments.



Quick application and instant decision.



No fees. Ever. Including late fees or pre-payment penalties.

How Uplift works

1. Call EF

When you're ready to pay with Uplift, call EF's Traveller Support team at 1-800-263-2806 and give them your tour number.

2. Choose Uplift

Your Traveller Support Specialist will provide you with an easy application. Fill it out and receive a decision within seconds.

3. Enjoy your trip

You're ready to go! Enjoy your educational tour now and pay for it over time with fixed monthly payments and no surprise fees.

FAQs

Can I travel before paying off my balance?

Yes! Low monthly payments begin at the date of your booking and continue well past the return date of your trip.

Why choose Uplift?

Uplift makes budgeting easy, so you can manage expenses over time, rather than paying one large sum all at once.

How is my loan offer determined?

Uplift looks at a number of factors, including your credit information, purchase details, and more, without impacting your credit score.

**Contact an EF Traveller Support Specialist
at 1-800-263-2806 to learn more or apply for Uplift today.**

Your Price Quote

Portugal & Spain

Prepared For
Patsy Chant

Prepared On
January 15, 2025

Your Tour Number
2852927TY

Your Tour Website
www.ef-tours.ca/2852927TY

Total Price

Based on a private tour of 35 - 40 paying travellers
Price valid for travellers enrolled January 15, 2025 - January 31, 2025

Student
\$5,924

or \$229 / 25 mos

Adult
\$7,244

or \$282 / 25 mos

Student Price Breakdown

Program Price	\$5,725
Private Group (35-40 paying)	\$35
Peace of Mind	FREE
Global Travel Protection Plan	\$199
Private Group Adjustment	-\$35

For every 6 paying travellers, 1 chaperone travels FREE

Adult supplement required for age 20 and older at the time of travel, roomed in twin accommodation. Students, travelers under age 20, will be roomed in triples or quads.

Program Price valid for today. Program price includes HST/GST where applicable, (domestic tours only), departure taxes, and airport fees. Please call 1-800-387-1460 for more information.

To view EF's Booking Conditions, visit ef-tours.ca/bc which outline full price inclusions, payment schedule, cancellation, and refund policies.

We understand that plans sometimes change due to unforeseen circumstances. EF's Peace of Mind Program allows your entire group to change your tour or departure date. Your group can feel secure planning your trip, knowing that your plans are flexible.

Travellers may also purchase the Global Travel Protection Plan and, if applicable, the Cancel For Any Reason (CFAR) Insurance Add-On. Please visit ef-tours.ca/coverage for complete terms, conditions and exclusions by referring to the Zurich Certificate of Insurance.

Itinerary shown is for 2027 travel. Itineraries are subject to change biannually, please call for more details.

EF Educational Tours is registered with TICO (registration #2395858) Consumer Protection BC (registration #73991) and a holder of a Quebec permit with the Office de la protection du consommateur (OPC permit #702732). For residents of Quebec: Effective November 1, 2021, contribution to Travel Agent Compensation Fund (FICAV) of \$3.50 per \$1000 is included in the Program Price. Find out more at ficav.gouv.qc.ca/en.



Your travel details

Total Length
12 days

Departing From
Terrace (BC)

Requested Travel Dates
Saturday, March 13, 2027 - Wednesday, March 24, 2027

Your Departure Date Range

Earliest Thu. Mar. 11
 Requested Sat. Mar. 13
 Latest Mon. Mar. 15

Everything you get

Tour Inclusion

Round trip economy class flights, hotels with private baths roomed in triples or quads, breakfasts and dinners (see your itinerary for meal details), on-tour transportation and sightseeing activities are covered. Discover all of your itinerary details at www.ef-tours.ca/2852927TY.

Full-time Tour Director

Your dedicated Tour Director is with your group 24/7, providing deep local insight while handling all on-tour logistics.

Expert Local Guides

Your expert local guides add cultural insight and global perspective on your sightseeing tours.

Personalized Learning Support

Our personalized learning experience engages students before, during and after tour, with the option to create a final, reflective project.

Continuous Support

Your dedicated EF team helps you every step of the way—from recruiting and enrolling travellers to planning and managing your tour.

24-hour Emergency Service

Travellers and their families can count on EF's dedicated emergency service team.

Worldwide Presence

EF has over 500 schools and offices in more than 50 countries worldwide so wherever you go, we're there too.

Peace of Mind Program

Feel secure knowing your group can change their destination or travel dates due to unforeseen circumstances.

Your Tour Consultant



Stef Carlson
1-800-387-1460
stef.carlson@ef.com



MEETING AGENDA ITEM #10.2.4

Action:	X	Information:	
Meeting:	Regular	Meeting Date:	February 26, 2025
Topic:	Mid-Year Update – 2024-2025 School Improvement Plans		

Background/Discussion:

Included in the Board's Annual Work Plan for the month of February, is the mid-year Improvement Plan Update for each school relating to their 2024-2025 School Growth Plan submitted and approved by the Board in September 2024.

A standard template with the following guideline was created for School Principals to complete in sharing a brief mid-year update on their school efforts and the impact related to improvement in alignment with the Board's visionary 2022-2027 Strategic Plan:

Goal Area ⇔ Actions to Date ⇔ Learner Evidence ⇔ What's Next

The attached overview of the 2024-2025 School Improvement Plans mid-year update was presented by the District Education Team to the Education Committee at its meeting held on February 12, 2025.

The Education Committee reviewed the mid-year update at its meeting and forwards to the Board for information.

Recommended Action:

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

Presented by: Superintendent of Schools

MID-YEAR UPDATE ON SCHOOL IMPROVEMENT PLANS – 2024-2025

School	School Principal	Goal/Priority Related to the School Plan for 2024/2025 School Year	Action taken at the School Level in Relation to the Goal or Priority Area	Impact of the Action Identified in Relation to Student Learning, Well-Being or Sense of Belonging	On the Horizon – Action to be Addressed in Relation to the School Plan in Second Half of the Year
Bear Valley	Jocelynn Drew	All students, female, male, LGBTQ+, Indigenous, non-Indigenous, and diverse, will meet or exceed District and Provincial levels for feeling safe at school. One of our focus areas will be on Social Emotional Learning.	<ul style="list-style-type: none"> Homeroom Check-in for Mindfulness & Setting Goals. Open Parachute in a grade 8/9 grouping and in a grade 10-12 grouping. Open Parachute in grade 2/3/. Increased opportunities for Student Voice (Leadership). Spaces for different students and groups (Learning Common, Chill Zone, Music Room, Leadership/Student Space, STEM Space). Daily breakfast and lunch items available for everyone. Students actively reporting/reflecting on Core Competencies. 	<ul style="list-style-type: none"> Students are interacting more positively in shared spaces, and there are fewer office referrals. The different shared spaces create a more inclusive and supportive school environment, where diversity in interests and talents is celebrated. 	<ul style="list-style-type: none"> Regular Assemblies to celebrate student success. Acts of Compassion - classes choose and carry out socially positive activities that support the school environment (ongoing throughout the year). Utilize the Student Learning Survey to add questions around how these programs and spaces support student learning and sense of safety, belonging and connection.
Caledonia Secondary	Keith Axelson	Improving student attendance and engagement in their learning.	<ul style="list-style-type: none"> Continue to use a trauma-informed approach to ensure a welcoming, supportive and safe learning environment for all learners. Use grant funding to provide basic necessities such as food, clothing, personal hygiene supplies and other necessities. Improve outreach to families of students that are having attendance issues to determine barriers to attendance and look for ways to remove those barriers. Continue to communicate with families the importance of regular school attendance for student success. 	<p>Our students' attendance improves grade over grade, which in turn leads to greater success in courses. In semester 1 of this year, grade 12 students passed 96% of classes taken.</p> <ul style="list-style-type: none"> Many students are active in a variety of extra-curricular programs and activities, including more cultural activities for students that help them connect with their Indigenous culture. Many students have been accessing supplies of necessities and food offerings the school provides. New cell phone restrictions introduced in semester two are helping students to focus in classes and limit distractions that existed prior to the restrictions. 	<p>We are looking at increasing the amount of time that we are currently dedicating to direct outreach to families utilizing our Indigenous Support Workers to forge these deeper connections.</p> <ul style="list-style-type: none"> We are partnering with local Nations to allow our students to participate in more culturally relevant learning to enhance their learning experiences at Caledonia. There is more work to be done on helping our grade 10 students and families understand the importance of regular attendance to academic success. As a staff we will be looking at sharing with each other universal adaptations that work to allow students to access and demonstrate their learning.

MID-YEAR UPDATE ON SCHOOL IMPROVEMENT PLANS – 2024-2025

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Cassie Hall Elementary	Darlene Bragg-Hounsell	Literacy – learners will demonstrate improved skills in all areas of literacy.	<ul style="list-style-type: none"> To address the strengths and needs of all students and to ensure that all students have an equal opportunity to become successful in all areas of their individual literacy programs. New practice for the 2024/25 school year. All our primary teachers are now trained and offering the University of Florida Literacy Institute (UFLI) strategies daily. Our resource staff, Indigenous support workers and education assistants are included in offering small group instruction using a myriad of reading strategies simultaneously and in collaboration with one another. Our intermediate teachers are working collaboratively with our resource teacher who offers weekly small group instruction using Empower Reading strategies. This reading program offers similar strategies as UFLI, but targets learners who are Identified according to the Ministry of Education Designation. Specifically, those learners with a Q (learning disability) designation. 	<ul style="list-style-type: none"> February 4, 2025, according to data collected from the Acadience Assessment tool, daily observations and skills demonstrated by learners, there is evidence of consistent growth. Attendance has significantly improved by offering daily shuttle service with our school van that was purchased in the Spring. There are approximately 20 learners picked up and dropped off daily. Many of these learners had poor attendance, due to family dynamics and complexities. We are committed to supporting parents with getting their children to school as best we can. 	We will continue to track progress for all learners, as well as be consistent in our daily practice and targeted instruction to ensure that all learners are demonstrating success. Our school team (resource, Indigenous support workers, education assistants) will be consistently involved in supporting all learners to reach their full potential.
Ecole Mountainview	Steve Wallace	Increased use of French oral language in a variety of ways.	Increased use and awareness of Accelerative Integrated Methodology (AIM) accelerated integrated methodology to instruct.	Students seem more comfortable especially in the early years taking risks speaking in their second language.	Increased opportunity for teachers to attend the Fall Institute in order to receive training in the implementation of the program.
Hazelton Secondary	Louise Ormerod	Our focus is to reimagine and reignite our school's educational landscape, empowering students to re-engage deeply with their learning. We strive to foster an environment that nurtures cultural connectedness, infuses confidence, promotes regular attendance, and encourages positive self-advocacy.	We have co-constructed success plans based on the needs of our learners. We (Indigenous support workers, education assistant, administration, counsellors, teachers), Counsellors, teachers) continue regular check-ins with individuals. We continue to monitor learner attendance, acknowledging student attendance with incentives and recognition. Attendance concerns are highlighted and sent to the parents as well as the Education Coordinators every Monday. We strive to promote cultural connectedness through anyway we can in the community and with families working with Elders, groups, artists revamping our space to make it welcoming to all.	<ul style="list-style-type: none"> Students are noticing the opportunities they have. Many students are attending workshops and conferences across the country in various capacities. Our learners are becoming leaders! They are being asked to join in discussion that include their voice and they are accepting the invite. This is huge. 	<ol style="list-style-type: none"> 1. Opportunities still need to be consistent and continually accessible. Opportunities are not a one-and-done deal. 2. We will continue to support our staff to develop skills and strategies to cultivate strong relationships with each learner and their family. 3. We will continue to look at how social media and now AI, has affected our students in their studies and the need to address the concerns. We are looking at a Policy for teachers to ground their expectations in around this concern.

MID-YEAR UPDATE ON SCHOOL IMPROVEMENT PLANS – 2024-2025

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Kildala Elementary	Janelle Hittel	Learner Achievement in Literacy.	Now that all staff are trained and on board with UFLI, we have used the Acadience data to group all of our learners into small groups (of 5 or 6) and we are targeting certain skills (2 times a week) in each group, hoping to increase results, alongside regular classroom literacy instruction.	We are hoping to see an increase in green and blue Acadience zone levels and a decrease in red and yellow zones, when we do our mid-year assessments this month. Learners are increasing their sense of ownership within those small groups and are engaged.	This is more than a yearly one and done goal, and will be continuing on. Based on the mid-year results we will regroup students based on ability levels and continue to work on increasing their literacy skills.
Kitimat City High	Nancy Tormene	Empower our students by fostering a greater awareness of self and connection to the community.	<ul style="list-style-type: none"> Building a positive relationship with our new students in order for them to feel safe, connected to our school and staff. Each student has a 'staff sponsor', youth support worker and outside agency supports if needed or requested. 	Many students are new to the school each year. We are pleased to share that the students who started in the Fall have settled in and have a strong sense of belonging in our school community. Learners are feeling more connected by having a voice and being comfortable in sharing and expressing what they feel and need. They are more engaged in their learning because they feel seen and heard.	Continued work on empowering our students by fostering a greater awareness of self and connection to community through local cultures, history, landscapes and experiences.
Kitwanga Elementary	Kassia Nameth	Building Literacy Skills	<ul style="list-style-type: none"> All of our teaching staff are now training in Acadience and can complete Benchmark Assessments and do progress monitoring. We have begun to do regular progress monitoring with students to ensure they are progressing and that core instruction/interventions are successful. All teachers in grades K-5 are trained in UFLI and implementing pieces into their classrooms as they continue to learn more about the program. Our 6/7 classroom is using the REWARDS program to support the entire classroom. We started a Home Reading Program for primary students receiving literacy interventions using UFLI resources. We also started doing levelled intermediate reading groups that meet 3 times a week to do novel studies at their respective levels. 	Our progress monitoring shows that there has been a lot of student growth. Although many are still not on track to reach our next benchmark, the data still shows they are still showing signs of growth. We will have their mid-year benchmark data by the end of this month, which will hopefully demonstrate growth as well!	<ul style="list-style-type: none"> We hope to start doing more regular progress monitoring for our intermediate students to ensure that nobody falls behind. On this same thought process, we would like to have more supports in place for our "yellow zone" students to ensure they do not slip back into the red zone. We would also like to brainstorm new ideas to invite families to be an active part of our school literacy programing in this second half of the year.



MID-YEAR UPDATE ON SCHOOL IMPROVEMENT PLANS – 2024-2025

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Majagaleehi Gali Aks Elementary	Shylah Marshall	Social Emotional Wellbeing	<ul style="list-style-type: none"> Students feel safe. Students want to be at school. Students have at least one safe person at school who they feel believes in them. Restorative justice . Ensuring all members feel valued. Extra-curricular activities. After-school program. 	We are able to offer social and emotional wellbeing support within the school through our IESW and our extracurricular opportunities (after school program, volleyball and student leadership. Administrative staff are also using a restorative approach with discipline and ensuring all students feel safe.	Internal and external counselling services
Mount Elizabeth Middle/Secondary	Julia Jacobs	Anti-racism.	Guest speaker, follow-up to guest speaker, and staff meeting anti-racist topics to spread to students.	Acceptance, kindness and inclusion.	Continued staff meeting agenda item, morning announcement messaging, and homeroom activities.
Nechako Elementary	David Mills	In literacy education, we have identified ten grade two students below grade level, approximately at the 9-24 percentile. Our goal is that they will progress to the 40-50 percentile range in oral fluency as measured by the Acadience Assessment tool by 2025. Our intervention plans will incorporate daily UFLI classroom instruction, targeted small group classroom instruction 2-3 times per week, and individual support 3 times per week.	We will use the Acadience Assessment tool for both our benchmark and weekly progress monitoring. This will help to inform on-going successes and areas of further targeted instruction that may be needed. Research shows that if students improve their literacy skills, they are more likely to perform well academically. We believe our students will improve their memory, problem-solving abilities communication, and empathy all of which are essential for academic success.	Many of our students have made gains despite some of our challenges. The district staff has been very supportive and has helped through these difficult times. All the students we targeted have made gains, mostly in letter naming and phoneme word fluency. We had to increase the amount of instructional time and frequency of support. Most still struggle with reading fluency. At times, we had to decrease the group size so that we would get better results, and that led to more success with some of the targeted students.	<ul style="list-style-type: none"> We met as a team and selected a new group of students, increasing the number of targeted students to twelve, although we kept some students from the first group. We also increased our progressive monitoring, and we now have the advantage of everyone being trained on Acadience and UFLI. We will continue to move students in and out of the groups depending on the results of weekly monitoring. We are meeting with parents of the targeted students and introducing UFLI with the hope of getting better results.
New Hazelton Elementary	Mark Newbery	Students will recognize that learning is embedded in language and story. Both of which are recognized as sources of creativity and joy across all grades.	Tier 1 High quality instruction, guided in part by the First Peoples Principles of Learning, robust quantitative and qualitative data collection through Acadience and classroom-based observations, and best practice as demonstrated through programs such as UFLI and Heggerty. Additionally, continued work to include Elders and families in literacy development through programs such as "elders in the classroom" and PALS.	<ul style="list-style-type: none"> Anecdotal reporting from teachers indicating that we are seeing some positive results in literacy rates over time. Acadience data is indicating that students are demonstrating literacy growth. And weekly we see elders in the school supporting literacy. One concern is that funding to run PALS has not been approved, consequently we are not able to run PALS, yet. 	<ul style="list-style-type: none"> Continue to work to find funding for PALS. Ensure that all teachers are able to competently use Acadience assessments. Currently we are able to assess students three times a year. The strength of Acadience testing will shine once teachers are able to use it on a weekly or event monthly bases to track student skill development.

MID-YEAR UPDATE ON SCHOOL IMPROVEMENT PLANS – 2024-2025

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Northwest Trades & Employment Training Centre (includes Distance Learning & Continuing Education)	Dan Hamel	Increasing career opportunities for students district wide beyond the trades.	Early Childcare Education (ECCE) Dual Credit/WEX options, expanding beyond trades options (Healthcare), and bringing back discovery K-6.	Career opportunities are becoming a motivation tool for students. In many cases, it will re-engage students into their schoolwork.	We are constantly adding opportunities as new partnerships present themselves. Some are spontaneous, others are planned. Maker Days and Adventures in Health care coming this year.
Parkside Secondary	Jaclyn Wells	Improve attendance and graduation rates.	The cell phone restriction during instructional time, setting high expectations for attendance and work ethic.	Students feel a sense of accomplishment and pride in their progress towards course completion. We have more course completions than we have had in the past, at this point in the year (just over 200 to date, in mid-January). Attendance has improved drastically in comparison with previous years, as our students are held to high expectations regarding school attendance.	We will implement tighter communication around regular student progress, i.e. How many units per week are students completing, as too many students attend each day but do not do a lot of work.
Skeena Middle	Cory Killoran	To improve interpersonal skills, improve individual mental health and improve engagement by eliminating the use of personal electronic devices (e.g. cell phones).	We had a plan in place that was developed with feedback from staff, parents/caregivers, and students to start the year where cell phones and other electronic devices are to be placed in a backpack or a locker and not to be used during the day at any time. While there are still times when phones are used and taken away from students for the day, overall, our students' acceptance of this rule has been amazing.	Feedback from staff has been very positive. The consensus is that students are more energetic, engaged, and focused during class time and non-instructional time. Students are having conversations with peers and interacting socially throughout the day.	<ul style="list-style-type: none"> We will continue to monitor this change in our policy and maintain a consistent and focused approach to ensuring that students are not on electronics during the school day. We will review this change at the end of the year with students, parents/caregivers, and staff at the end of the year.
Suwilaawks Community	Pamela Kawinsky	All learners in grades 2-6 will reach early fluent reader or fluent reader with a minimum of one year's growth in reading as measured by Acadience Reading Assessments.	<ul style="list-style-type: none"> Learners requiring intensive interventions in Literacy have been identified and additional supports have been targeted. School-structure in place providing Tier 2 and Tier 3 structures with the Learner Support Team as well as targeted Tier 1 time with the classroom teacher. 	Having a school wide structure that supports all learners also provides an opportunity for school-wide community building. Learners are not being pulled out of classrooms, rather they are getting "WIN" time (Whatever I Need).	<ul style="list-style-type: none"> Professional discussions around numeracy and targeted assessments. Celebrating our successes around achievement and continue community building.

MID-YEAR UPDATE ON SCHOOL IMPROVEMENT PLANS – 2024-2025

School	School Principal	Goal/Priority Related to the School Plan for 2024/2025 School Year	Action taken at the School Level in Relation to the Goal or Priority Area	Impact of the Action Identified in Relation to Student Learning, Well-Being or Sense of Belonging	On the Horizon – Action to be Addressed in Relation to the School Plan in Second Half of the Year
Thornhill Elementary	Surinder Dhaliwal	Our school goal is to have students reading and comprehending at grade level.	Training staff to use Acadience, Precision Reading and UFLI. Focusing education assistant support to be creative in finding ways to meet diverse learning needs-	Common language for literacy (UFLI) to build confidence for student's literacy vocabulary. Build relationships with staff to help increase positive self-esteem and confidence. Celebrate student success throughout the school.	Use district assessments date to monitor progress and make interventions.
Thornhill Primary	Sandra Kenmuir	Having our students read fluently at grade level.	All of our K/1 teachers are using UFLI to explicitly teach reading to their students. Half of our grade 2/3 teachers are also using it. Some support staff have been trained. Our literacy support teacher is in class, helping with UFLI and progress monitoring. Four teachers did the Acadience Data Interpretation workshop on ProD days so that they could learn more about using data to guide instruction. Time has been spent at staff meetings talking about Multi-Tiered System of Supports (MTSS).	<ul style="list-style-type: none"> Students have become familiar with the UFLI program and the common language around it. Students are showing (anecdotal) improvement in decoding and identifying correct sounds when spelling. By the end of February, we will have the second set of Acadience data collection completed. 	Our literacy support teacher will help set up and support tier two supports in classes. More teachers will use progress monitoring to inform their instruction. Grade 1 and 2 teachers will (hopefully) join our Literacy Afternoon in April with the goal of sharing with parents play-based practice activities.
Uplands Elementary	Annette McAlpine	Improve literacy skills (reading and writing) for all learners	Acadience training for all teachers, literacy support in classrooms with learner resource teachers, implementation of UFLI program, Empower reading program for Tier III readers.	With explicit teaching using UFLI, Empower and other phonics programs (e.g., Heggerty) along with consistent progress monitoring to measure the effectiveness of teaching strategies, we should continue to see student growth and gap closing.	We still need to think about and organize more collaboration time for teachers around literacy plans and instruction.



MEETING AGENDA ITEM #10.2.5

Action: X Information:
Meeting: Regular Meeting Date: February 26, 2025
Topic: **Mid-Year Update – Strategic Plan 2022-2027**

Background/Discussion:

Included in the Board's Annual Work Plan for the month of February is the Mid-Year Update on the progress made towards achieving the goals of 2022-2027 Strategic Plan for the Board's information. Again, this school year the Board's Strategic Plan is guiding the work of our District Team.

The District Education Team presented the attached 2022-2027 Strategic Plan Mid-Year Update to the Education Committee at its February 12, 2025, on the progress being made in relation to the Strategic Plan's three goal areas and the 2024-2025 Action Plan Commitments.

The Mid-Year Update encompassed a power point presentation (as attached) by the District Education Team to the Education Committee, providing a review of the Enhancing Student Learning Report and the Ministry's Peer Review of CMSD82's 2023-2024 Enhancing Student Learning Report submitted to the Ministry of Education and Child Care in October 2024.

The Ministry's information was gathered through a peer review process and is intended to provide feedback to our school district in relation to five key areas of continuous improvement planning. This feedback affirms the good work that is happening in our district as well as outlines some specific considerations and questions for our reflection, to help inform our work to support successful outcomes and improve equity of outcomes for all students. *To view the Ministry Feedback for CMSD82's 2023-2024 Enhancing Student Learning Report, please visit the school district's website at <https://www.cmsd.bc.ca/strategic-plan>.*

The Education Committee reviewed the Strategic Plan 2022-2027 Mid-Year Update and the Enhancing Student Learning Report at its meeting held on February 12, 2025, and brings forward to the Board for information.

Recommended Action:

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

Presented by: Superintendent of Schools

Strategic Plan 2022-27

Engage, Ignite, Empower - **FEBRUARY** Update 2024-25 Action Plan Commitments



Goal: All students will realize their full potential.

Commitment	Year End Status
<ul style="list-style-type: none"> ▪ Engage early teacher adopters during the implementation of the K-3 Literacy strategy. 	<p>1. District Learning Opportunities: Over 90 educators have been trained in UFLI (University of Florida Literacy Institute) and all K-6, literacy helping teachers, and learning resource teachers have been trained with Acadience Assessment K-6 literacy tool.</p> <ul style="list-style-type: none"> ▪ K-3 teachers were provided with a gradual release to the Acadience Assessment with the provision of 2 coverage days. ▪ Grae 4-6 teachers' Acadience assessments were completed by the district team and literacy school supports. Gradual release will be provided to them next school year. ▪ Teacher Focus Group has created a K-3 Literacy Framework and are currently completing the Grade 4-6. A plan to work on the Grade 7-9 Framework will begin in the next school year. <p>2. Enhanced Supports:</p> <ul style="list-style-type: none"> ▪ Provided literacy helping teachers and administrators with grouping students and developing a support plan. • All K-6 teachers were provided with an iPad to monitor student progress and complete reading assessments § Supported the training of 4 more educators in Empower. <p>3. School-based Supports:</p> <ul style="list-style-type: none"> ▪ Assessed all Grade 4-6 students in the district 3 times (currently completing second session). ▪ Supported in the Grade 7-8 pilot of Acadience at Skeena Middle School. ▪ Provided administrators with in-service on MTSS (Multi-Tiered System of Supports) and shifting the culture of change. Provided principals with training on Acadience Data Analysis including the purchase of books Culture Code and Untangling Data-Based Decisions. ▪ Created a year-long calendar with the in-service, leadership series, and teacher focus group dates to help better plan for our year. ▪ Supporting staff on creating intervention groups according to Acadience evidence. ▪ Training ISW to support teachers with enhancement.

- Implement enhanced district services that support the achievement of Indigenous learners.

1. Enhanced Connections and Reporting:

- Enhanced approaches to Indigenous learners' support by ensuring all learners have connection with Indigenous Education Support Workers (IESWs) and Indigenous Education Graduation Advisors (IEGAs).
- Enhanced supports to academics, goal setting, removing barriers and reporting of services for Indigenous learner success.
- New school year orientation, coaching, mentoring and in-service sessions provided to IESW.
- The IESW capacity building sessions included learning to utilize reporting tools, how to report service to track what service support is provided to Indigenous learners, and literacy tools supporting learners.

2. Strategic Support and Mentorship:

- District Vice Principal provided on-site and virtual support, mentorship, and ongoing learning to IESWs across all schools in the district. This included guidance on implementing tools and focused approaches tailored to Indigenous learners to support goal setting, personal and cultural growth and increasing academic success.
- Developed and communicated plans with district staff to improve and prioritize service delivery, including communicating updates to school administration regarding processes supporting the work of the IESW in the schools for Indigenous learner success.
- IESWs received a comprehensive overview about how to track student information including attendance patterns and parental interactions using EdPlan Insight.

3. Data-Driven Approaches and Goal Setting:

- Developed additional support offerings of the new EdPlan Insight - Indigenous Services Module as a tool for Indigenous Education (IED), district and school staff, to identify which Indigenous learners to prioritize utilizing a Response to Intervention (RTI) approach in their case management.
- Using data from EdPlan Insight to track learner connections and levels of service, and to refine approaches to support Indigenous learners effectively.

<ul style="list-style-type: none"> ▪ Implement and support the use of an electronic dashboard to guide evidence-based decision making. 	<p>1. Implementation:</p> <ul style="list-style-type: none"> ▪ Continued collaboration with our IT department and vendor to ensure the successful implementation of the Data Dashboard, “EdPlan Insight”. Feedback from school-based leadership teams has been positive. ▪ Discussed with school-based administrators the importance of utilizing the information in the data dashboards to set goals, collaborate with staff, identify successes and determine next steps using an instructional leadership lens. ▪ Providing ongoing support to school leadership teams with the implementation and regular use of the dashboard. ▪ Further work on the data dashboard for assessment data entry for the diagnostic (Fall) and Final (Spring) District Assessments. Implementation of a step-by-step guide to assist school-based administrators with inputting student results. ▪ The K-3 Literacy Initiative has involved the use of Acadience Literacy assessment. This dashboard was launched. <p>2. Navigating Reports:</p> <ul style="list-style-type: none"> ▪ Developed, shared and implemented with school-based administrators a step-by-step guide on Leadership Reports within EdPlan Insights, including how to identify learners who would benefit from interventions. ▪ School-based administrators trained in the generation and use of reports within the Acadience Dashboard to support K-3 Literacy. <p>3. Preparing for the Year Ahead:</p> <ul style="list-style-type: none"> ▪ Ongoing meetings and training with EdPlan Insight to ensure that the data uploads are on track to support the use of the dashboard for the current year.
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<ul style="list-style-type: none"> ▪ Engage in a robust teacher recruitment and retention strategy to secure a full complement of outstanding educators for anticipated 2024-25 teaching vacancies. 	<p>1. Recruitment & Retention Strategies:</p> <p>A variety of strategies were used to recruit and retain new teachers in Coast Mountains School District including:</p> <ul style="list-style-type: none"> ▪ Northern Bursary (MECC) – Offered to B.Ed. practicum students to assist in their placements. ▪ Increased B.Ed. student teacher practicum placements in district including students from: UBC; UNBC; UVic; NITEP (Indigenous Teacher Education Program via UBC); students have been placed in schools in Terrace; Kitimat; and Hazelton. ▪ Advertising campaign with B. Ed programs nation wide. ▪ Focused advertising via social media and customized landing pages created in partnership with Make a Future. ▪ Participation in multiple recruitment fairs, both virtual and in person. ▪ Direct email, telephone and Zoom communications with B Ed students expressing interest in the district. ▪ New Teacher Orientation – Revised to suit the needs of incoming teachers. ▪ New Teacher Mentorship Program is offered to all new teachers. Currently, there are 5 designated Coaches; multiple teachers participate in this program to share their expertise with new teachers.
<ul style="list-style-type: none"> ▪ Enhance school district communications through innovative practices. 	<p>1. Innovative Practices:</p> <ul style="list-style-type: none"> ▪ Website enhancements were implemented during the school year that provided real-time updates related to bussing delays and cancellations. ▪ The <i>MyBusStop</i> Application - a GPS tracking service that shares with subscriber’s the bus location, route stops, schedules, progress and delays - is now operational. Feedback from the District Parent Advisory Council (DPAC) has been positive. ▪ Social media posts are shared on a regular basis. ▪ Research was completed into a variety of platforms that could be used to enhance communications, particularly between school/district and parents and caregivers. ▪ The district entered into an agreement with School Messenger, a Pearson product, for a communications solution that allows for a variety of options, including SMS. School Messenger training was completed in December 2024. ▪ The ability to use the attendance notification system is available for all schools. This feature will be operational in the Spring of 2025. ▪ A full product roll-out for School Messenger will take place in the Spring of 2025. ▪ The Superintendent of Schools report has been revised to highlight tangible and practical district news items that showcase the Strategic Action Plan in action.

Goal: We will honour and respect culture, diversity & inclusion.

Commitment	Year End Status
<ul style="list-style-type: none"> ▪ In cooperation with Indigenous partners, deliver ongoing learning opportunities for all school district employees that support professional capacity to incorporate culturally respectful and responsive practices. 	<p>1. District Learning Opportunities:</p> <ul style="list-style-type: none"> ▪ Organized and delivered Non-Instructional Day (NID) program and presentation, including keynote speakers for history, social-emotional considerations, local aspects of legislation and policy by BC and Canada. ▪ Learning sessions focused on discussion for all CMSD staff, enhancing their understanding of the need to implement culturally respectful and responsive practices. ▪ Learning supports to Terrace schools by Indigenous Role Models, Indigenous Education (IETM) Teacher Mentor and District Vice Principal (DVP). <p>2. Enhanced Role Model Program:</p> <ul style="list-style-type: none"> ▪ Provided a refined process to access the Role Model program to ensure greater engagement with elders and knowledge holders in schools. A Role Model form has been redrafted and a spreadsheet to manage the process from request, to approval, Role Model attendance to school, school’s feedback and finally to payment. The process requires less steps from school request to payment of Role Model. <p>3. Reporting tool – EdPlan Insight:</p> <ul style="list-style-type: none"> ▪ Principals in Vice-Principals were presented with tools, sessions and material to support the IESW work at the school. The work included making a connection, coaching, planning and goal setting for learner success and understanding core-competencies, and the learning process. ▪ The work also included how to login on EdPlan Insight and printing a report of the Indigenous service log for the school.
<ul style="list-style-type: none"> ▪ Engage school and community champions in implementing an Anti-Racism campaign, including a learner-led Action Grant initiative. 	<p>1. Campaign Implementation:</p> <ul style="list-style-type: none"> ▪ Senior Leadership Team collaborating with Surrey School District. ▪ Anti-Racism campaign work scheduled through multiple in person Student Voice working sessions with each of our middle and senior secondary schools. ▪ Specific questions and discussion for student voice participants will focus on racism and discrimination related to lived experiences. ▪ Input solicited as to how schools can deal with systemic racism. ▪ Action Grants available to schools again in 2024-2025. ▪ Continue to share anti-racism materials and resources with all schools – some schools hosted presentations in 2024 – ongoing efforts to host additional anti-racism presentations in schools.

<ul style="list-style-type: none"> Collaborate with school communities and local First Nations to deliver enhanced experiential learning opportunities incorporating Indigenous worldview and knowledge systems. 	<p>1. Enhanced Seasonal Round Learning:</p> <ul style="list-style-type: none"> Indigenous Education Department (IED) staff invited local First Nations and Indigenous peoples to a Role Models gathering to update the list of Indigenous Role Models, their availability and their focus areas. IESW supported classes with accessing eulachan, cedar, salmon, moose and other game hunted from land and how to process their resource and their cultural use. Teachers request support for enhancement of lessons from the Indigenous Education Teacher Mentor, including Indigenous worldview and knowledge systems. <p>2. Land-Based Learning Programs:</p> <ul style="list-style-type: none"> Support schools and communities with developing an on-the-land learning program. This includes collaborating with local land rightsholders to help guide the development of Land-Based Learning Programs. <p>3. District and community engagement:</p> <ul style="list-style-type: none"> The IED supported collaboration and planning with language immersion, involving fluent speakers and school staff. <ul style="list-style-type: none"> The Gitxsan Language Immersion program approved by the Board was launched in September 2024. The Gitxsanimx Curriculum Grade K-7 Resource (by Dr. Jane Smith) was shared and is being used in the immersion program. Encouraged schools to access local knowledge holders of the land within seasonal access.
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Goal: We will facilitate well-being across the district.

Commitment	Year End Status
<ul style="list-style-type: none"> Together with key partners, develop a K-12 Mental Health & Wellness Strategy, including a learner-led Action Grant initiative. 	<p>1. Mental Health & Wellness Action Plan:</p> <ul style="list-style-type: none"> The Mental Health Working Group developed a K-12 MH Action Plan with BC Children's Hospital. Information and data was gathered from students, staff, parents and the community. The plan is completed and is now ready to forward to The Education Committee and then to the Board Meeting for Information. The following priorities were identified: <ul style="list-style-type: none"> Digital Safety: Support the district's understanding of digital safety and how this relates to other health areas. For example, improved digital safety will also support other related health topics as it is connected to things like bullying, sleep habits, sexual health. A comprehensive list of digital resources has been collated and shared with BC Children's Hospital for review. Mental Health Literacy: Increasing the district's awareness of mental health literacy and its meaning, including reducing stigma, understanding mental health disorders, awareness of help-seeking behaviors, understanding stress, and developing coping mechanisms.

	<ul style="list-style-type: none"> ▪ Building Relationships with Students, Staff and Community: focuses on developing trusting relationships through clear communications, deeper connections, and the sharing of resources to support youth. ▪ The plan has recently been shared with Principals and Vice Principals as schools will be developing a school based mental health goal based on assessment data and student voice. The district will begin implementation over the next 3 years 2025-2028. <p>2. Community Scan, Collaboration and Assessment:</p> <ul style="list-style-type: none"> ▪ Community MH professionals and the SD school gathered to unpack school and community-based supports and pathways. A Journey Map is being created for youth, as a visual representation of how to access services both locally and provincially. The MH resources available to support youth will be catalogued. Youth will then be able to find the supports through scanning a QR code and accessing the comprehensive list. ▪ The findings are now being explored with the Provincial Integrated Child and Youth communications and design team. <p>3. Youth Safety & Wellness:</p> <ul style="list-style-type: none"> ▪ The Integrated Child & Youth Team has been supporting over 250 students throughout the district and is an integral structure when supporting youth through complex and critical situations. ▪ The ICYT are almost complete with new program leads both in Terrace and Hazelton ▪ The district and community have developed a Stop Human Trafficking Group. Throughout this academic year, they have been educating youth, staff, and community. CMSSD is now engaged closely with the Joy Smith Foundation, Justice for Girls, Be amazing, and The Native Court workers association. All organizations presenting to youth across the district. ▪ Completed an amazing 4-day Critical Incident Stress Management Training with Bruce Ramsay Traumatologist for district 40 employees. The district will be continuing this work into next year.
<ul style="list-style-type: none"> ▪ Grow the professional capacity of school-based teams in Compassionate Systems Leadership. 	<p>1. Compassionate Systems Leadership (CSL) Team Professional Learning:</p> <ul style="list-style-type: none"> ▪ Senior Leadership Team collaborating with Joanne Schroeder in our third year of CSL work ▪ Last year, ten school teams participated in our second year of working with Joanne Schroeder and her CSL Team. ▪ CSL outlines strategies and ways to support student well-being and resiliency; adults must have the tools to support their own well-being. ▪ CSL was identified as a pillar in the Mental Health in Schools Strategy.

- In collaboration with community and provincial partners, implement school and district practices that increase students' access to healthy food programming in all schools.

1. Nutrition Plan Implementation:

- **School Nutrition Standards Implementation:** All school food programs now adhere to the School Nutrition Standards, supported by the Visual Guide for shopping and the Food Fundraiser & Nutrition Standards Classroom Quick Guide for educators.
- **Capacity Building for Food Services:** A Pro-D Information Session was held for Casual Employees to encourage interest in the Casual Food Services Assistant list, ensuring a well-supported program. Additionally, Food Service Assistants procedures were developed to streamline onboarding and support for casual staff.
- **Expanding Student Participation & Nutrition Quality:** The Feeding Futures Fund (MOECC) enabled the district to expand student participation with an open access food program while also improving the nutritional value of meals served.
- **Strengthening Community & Provincial Partnerships:** Collaborations with local and provincial partners facilitated the introduction of more locally produced foods from British Columbia into school programs. These partnerships also helped increase opportunities for students to experience authentic cultural foods within their school environment. (e.g., Breakfast Club of Canada, Food Out Front)
- **Engaging Families & Community:** A Food Program Newsletter was created to highlight the district's initiatives, celebrate successes, and strengthen connections with families and community partners.



COAST MOUNTAINS
SCHOOL DISTRICT 82

Enhancing Student Learning Report (FESL) Review



COAST MOUNTAINS
SCHOOL DISTRICT 82

What is the FESL Annual Report?

- The Framework for Enhancing Student Learning (FESL) is an annual report that supports school districts in tracking and improving student outcomes.
- It provides a snapshot of progress on district goals, strategies, and initiatives.
- The report aligns with the Ministry of Education's priorities, ensuring districts focus on:
 - Literacy and Numeracy
 - Equity and Inclusion
 - Student Engagement and Well-being



How the Ministry Reviews the FESL Report

- The Ministry conducts an annual review of the FESL Report for all districts.
- A team of Ministry and sector representatives assess each report.
- The review evaluates alignment with strategic goals and areas of improvement.
- The feedback is used to support continuous improvement in school districts.



Five Focus Areas of the Review

1. District's Approach to Continuous Improvement
2. Ongoing Data and Evidence Review (Qualitative & Quantitative Data)
3. Ongoing Strategic Engagement Focused on Student Learning
4. Alignment
5. Improving Equity of Learning Outcomes



Alignment of CMSD82 Strategic Goals with FESL Requirements

- **Student Potential & Achievement:** CMSD82's goal to ensure *all students realize their full potential* aligns with FESL's emphasis on literacy, numeracy, and continuous improvement in student learning outcomes.
- **Cultural Respect and Inclusion:** The commitment to *honouring and respecting culture, diversity, and inclusion* reflects FESL's focus on equity and fostering a culturally responsive learning environment
- **Community Well-being:** Prioritizing *well-being within the educational community* supports FESL's requirement to create safe and inclusive spaces that promote overall student well-being



2024 Ministry Feedback Summary

- Strengths and Considerations for Each Focus Area



Focus Area 1: District's Approach to Continuous Improvement

2024 Feedback

The district's report shows limited evidence that the district employs continuous improvement practices.

Strength

The report demonstrates early steps toward a continuous improvement approach.

Consideration

Future reports will benefit from further articulating the continuous improvement process as the district operationalizes the strategic plan, particularly to support priority populations.

Focus Area 2: Ongoing Data and Evidence Review

2024 Feedback

The district's report shows evidence that the district engages in several components of comprehensive data and evidence review processes.

Strength

The report identifies areas for growth based on the results of the data.

Consideration

Future reports will benefit from an explicit explanation of how the results of the data analysis:

- Highlight existing or emerging areas for growth,
- Inform specific strategies, and
- Connect to district priorities.

Focus Area 3: Ongoing Strategic Engagement

2024 Feedback

The district's report shows evidence that the district has components of broad, meaningful, and ongoing engagement processes in place.

Strength

The report demonstrates awareness of the need to increase engagement.

Considerations

Future reports will benefit from a clear description of the broader annual engagement cycle and how it is used to shape adjustments to support ongoing planning.



Focus Area 4: Alignment

2024 Feedback

The district's report shows evidence that the district has several components of vertical and horizontal alignment processes in place.

Strength

The report provides some evidence of structures in place within the district to support overall alignment.

Consideration

Future reports will benefit from articulating how the district supports school plans in explicitly disaggregating data for priority populations.



Focus Area 5: Improving Equity of Learning Outcomes

Focus Area 5.1 – Focus on Indigenous Learners

2024 Feedback
The district's report shows limited evidence that the district focusses on cohorts of Indigenous learners.
Strength
The report indicates a commitment to restructuring equity supports to enhance learning for Indigenous learners.
Consideration
Future reports will benefit from clearly identifying achievement gaps and articulating targeted strategies to support cohorts of Indigenous learners.



Focus Area 5: Improving Equity of Learning Outcomes

Focus Area 5.2 – Focus on Children and Youth in Care

2024 Feedback

The district's report shows limited evidence that the district focusses on children and youth in care.

Consideration

Future reports will benefit from explicitly identifying achievement gaps and articulating targeted strategies to support cohorts of children and youth in care.



Focus Area 5: Improving Equity of Learning Outcomes

Focus Area 5.3 – Focus on Students with Disabilities or Diverse Abilities

2024 Feedback

The district's report shows limited evidence that the district focusses on students with disabilities or diverse abilities.

Consideration

Future reports will benefit from clearly identifying achievement gaps, articulating targeted strategies, and showing the district's process for tracking and supporting cohorts of students with disabilities or diverse abilities.



Feedback Summary

Based on the evidence provided in the Enhancing Student Learning Report, the following areas for growth have been identified for SD82 Coast Mountains:

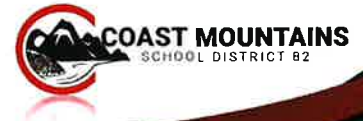
The district's continuous improvement practices and approach, including:

- Strategies to improve equity of learning outcomes for Indigenous learners, children and youth in care, and students with disabilities or diverse abilities.



Next Steps

- Incorporating Feedback into District Planning



Refining District Goals

- The district will review the feedback and incorporate adjustments into strategic planning.
- Future reports will explicitly describe how data informs decision-making.
- Continuous improvement cycles will be detailed in upcoming reports.



Communication & Progress Updates



Action plan commitments and progress updates are shared in a myriad of ways throughout the district including:

- Superintendent Reports (monthly board meetings)
- Indigenous Education Reports (monthly board meetings)
- School Newsletters
- District / School Websites
- Social Media
- School Growth Plans
- Education Committee
- DPAC Meetings
- Inter-Tribal Education Committee



FESL Report: A Snapshot of Our Work

- The FESL report provides a high-level overview of district initiatives.
- Many programs that support student success are not fully detailed in the report.
- Future communications will ensure broader awareness of all programs in place.



Acknowledgment and Appreciation

We are incredibly proud of the dedication and hard work of all CMSD82 staff. Continued commitment to student success is making a lasting impact!

A heartfelt thank you to our partners in education—your collaboration and support are essential in helping us move forward in a positive and meaningful way.

Together, we continue to enhance student learning and create a bright future for all learners!





MEETING AGENDA ITEM #12.1

Action:	X	Information:	
Meeting:	Regular	Meeting Date:	February 26, 2025
Topic:	Board Chair Report – February 2025		

Background/Discussion:

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

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

Recommended Action:

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

Presented by: Board Chair



BOARD CHAIR REPORT

FEBRUARY 26, 2025 REGULAR BOARD OF EDUCATION MEETING

There are no Committee Meetings or Board Meetings during the month of March with Spring Break scheduled. This year's Spring Break for Coast Mountains School District is March 17-28, 2025 inclusive. On behalf of the Board, I extend best wishes for a safe and restful spring break filled with adventures and time for self.

The break does not give a full stop to many Trustee activities. We will start the month with the British Columbia School Trustees Association's (BCSTA) provincial Board Chairs Meeting and Ministry Partner Liaison Meeting scheduled on March 6 and 7, 2025 in Vancouver. Additionally, during the month of March preparations will continue for BCSTA's Annual General Meeting to be held in Vancouver on April 24-26, 2025. It is anticipated there will be extensive resolutions and learnings for accomplishing our responsibility of working on co-governance with the Ministry of Education and Child Care. The meeting will include the election of BCSTA Provincial Board of Director members of which having a northern voice at the table is being worked on.

During this month, BC Family Day was held on February 17, and February 24 is Pink Shirt Day. Pink Shirt Day started in Canada in 2007 on the last Wednesday of February and we continue to come together to say "no" to bullying. This is a day to be reminded of our responsibility for cultivating a culture of caring and working together to stop bullying by celebrating diversity and providing kindness and inclusiveness.

Trustee Karen Jonkman and BCPSEA Delegate representative for the Board, and myself as the BCPSEA alternate to the Board and also a BCPSEA Provincial Board member, attended the BCPSEA Annual General Meeting held on January 30 and 31, 2025 in Vancouver. The meeting focus was on the upcoming bargaining to be done in 2025. For the BCPSEA Board of Directors, I let my name stand again to continue on the Provincial Board and was successfully elected to represent the Northwest. I look forward to continuing this work.

A Regional Roundtable of Trustee representatives was held during the BCPSEA AGM where the Northwest region was able to have a good discussion on our specific needs and identified areas the region is facing. These mainly being recruitment and retention, transportation and infrastructure costs, housing and affordable living. Minister of Education and Child Care, Lisa Beare, personally attended the BCPSEA AGM and spoke to her thoughts on the need for safe and inclusive school environments, emphasized the focus on reconciliation, and building an education system from birth to graduation that builds lifelong learners. She noted building schools with accessible childcare with a comment that there is much more to do. She also stressed the need to address complex needs, mental health, professional learning support and having a provincial outreach program supporting more support workers in schools.

BOARD CHAIR REPORT *(continued)*
FEBRUARY 2025 REGULAR BOARD OF EDUCATION MEETING

The Bargaining information sessions held during the BCPSEA AGM were all confidential except for two sessions. One session related to Conflict of Interest for Bargaining, and the other held on day two of the AGM, related to Recruitment and Retention work being done by BCPSEA and the Ministry of Education and Child Care. Specifics for northern and rural remote areas were shared.

Prior to this meeting, and after writing my monthly report as Board Chair, I will participate in a provincial call with the Minister of Infrastructure, and if possible, I will urge attention to addressing our building needs including Mount Elizabeth Middle/Secondary School in Kitimat.

On behalf of the Board, I have also written a thank-you letter to Claire Rattee, MLA for Skeena, for meeting with Trustees and her interest in knowing more about our school district. Information she requested included our school facility plans, school enrolment, recruitment and retention challenges was shared with her.

Respectfully submitted by,



Trustee Margaret Warcup
Board Chair

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



MEETING AGENDA ITEM #12.2

Action:	X	Information:	
Meeting:	Regular	Meeting Date:	February 26, 2025
Topic:	BCSTA Spring Provincial Council Meeting Report		

Background/Discussion:

BCSTA's Spring Provincial Council Meeting was held virtually on Saturday, February 22, 2025 from 9:00 a.m. to 12:00 noon.

Trustee Julia Sundell attended the virtual meeting as the Provincial Councillor representative for the Board.

Trustee Sundell's meeting report is attached for Trustees' information noting information regarding the Spring Provincial Council Meeting is also available on the BCSTA portal.

Recommended Action:

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

Presented by: Provincial Council Trustee



**Provincial Councillor Report – Trustee Julia Sundell
BCSTA Virtual Spring Council Meeting held February 22, 2025**

The Spring Provincial Council Meeting was held via Zoom on February 22, 2025. BCSTA has chosen a virtual Council meeting due to rising costs. Attendance was excellent for a Saturday morning and lots of dialogue.

No motions were submitted prior to the deadline.

Carolyn Brody, BCSTA Board of Directors' President, reflected on how a discussion with the Minister of Education & Child Care, Lisa Beare, sent a sobering message that the Trump tariffs will have a trickle-down effect on the education of K-12 students. She stated that BCSTA will navigate and manage this uncertainty while supporting districts to do the same as it is the children and students that make our community and future strong.

Trevor Davies delivered his first report as Chief Executive Officer of the BCSTA. He spoke about the threat of cyber attacks. He also echoed that the current challenges require focus across the province in order to ensure students and Boards continue to thrive.

There was much discussion about the recent firing of the Victoria School District's Board of Education. One trustee was appointed by the Minister of Education and Child Care for the remainder of the 20-month term. Many Counsellors thought that BCSTA should have pushed harder for a by-election as local, publicly elected school districts are vitally important to education.

The BCSTA Annual General Meeting (AGM) format is changing to start on Friday afternoon. Indigenous perspectives will be prevalent in the AGM to ensure they remain prevalent through the province.

A balanced budget for 2025-2026 and will be presented at the AGM.

Bylaw changes are going to be distributed through BCSTA's newsletter "the Weekly". Feedback regarding these changes will be accepted until March 28. BCSTA will present the bylaws to the membership during the AGM. Amendments are being accepted prior to the AGM to limit changes from the floor with respect to time.

The meeting was quite shorter than scheduled and adjourned at 10:49 a.m. I have attached the voting results from this meeting.

Respectfully submitted,

Trustee Julia Sundell, Provincial Council Representative CMSD82



Votes for PC Feb 2025

Meeting Date: February 22, 2025

Responses for Voter: Julia Sundell, Coast Mountains

Thank you for your participation in the voting process as a representative for Coast Mountains.

Vote Title	My Response	Vote Result
1.0 - Adoption of Provincial Council Rules of Order	In Favour	Carried Carried 100.0%
3.0 - Adoption of Proposed Agenda	In Favour	Carried Carried 100.0%
4.0 - Approval of Minutes from October 26, 2024 Meeting	In Favour	Carried Carried 100.0%
5.1 - President's Report	In Favour	Carried Carried 100.0%
5.2 - Chief Executive Officer's Report	In Favour	Carried Carried 100.0%
5.3 - CSBA Report	In Favour	Carried Carried 100.0%
5.4 - BCSTA Standing Committee Reports	In Favour	Carried Carried 100.0%
6.0 - Written Reports	In Favour	Carried Carried 100.0%
7.0 - Motion Tracking Database Updates	In Favour	Carried Carried 100.0%
8.1 - BCSTA 2025/2026 Draft Budget	In Favour	Carried Carried 100.0%
11.0 - Adjournment	In Favour	Carried Carried 100.0%