



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

**BOARD OF EDUCATION
REGULAR MEETING**

**BOARD OF EDUCATION OFFICE
HYBRID MEETING
(IN PERSON OR VIRTUAL VIA ZOOM)**

**WEDNESDAY, JUNE 18, 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, JUNE 18, 2025 – 5:00 P.M. – HYBRID MEETING
BOARD OF EDUCATION OFFICE – IN PERSON OR VIRTUAL VIA ZOOM

A G E N D A

Presentation: Student Voice Report 2024-2025

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, May 28, 2025	Motion	Attachment	Pages 2-11
5. RECEIPT OF RECORDS OF IN CAMERA MEETING 5.1 Summary of In Camera Meeting, May 28, 2025	Motion	Attachment	Pages 12-13
6. BUSINESS ARISING FROM THE MINUTES - There is no business arising from the minutes.			
7. CORRESPONDENCE - There was no correspondence received.			
8. SUPERINTENDENT OF SCHOOLS' MONTHLY REPORT – JUNE 2025 8.1 Strategic Plan Year-End Report – 2024-2025	Motion Motion	Attachment Attachment	Pages 14-27 Pages 28-42
9. INDIGENOUS EDUCATION REPORT – JUNE 2025	Motion	Attachment	Pages 43-61
10. STANDING COMMITTEE REPORTS			
10.1 <u>Business Committee Report</u> (Trustee Ed Harrison)			
10.1.1 Business Committee Meeting Minutes, June 11 2025	Motion	Attachment	Pages 62-65
10.1.2 2026-2027 Five-Year Plan Intake – Call for Projects	Motion	Attachment	Pages 66-67
10.1.3 Draft Preliminary 2025-2026 Annual Budget Bylaw	Bylaw Readings	Attachment	Pages 68-74
10.2 <u>Education Committee Report</u> (Trustee Karen Jonkman)			
10.2.1 Education Committee Meeting Minutes, June 11, 2025	Motion	Attachment	Pages 75-78
10.2.2 Aboriginal 2023-2024 How Are We Doing? Report Highlights	Motion	Attachment	Pages 79-113
11. NEW BUSINESS			
11.1 2025-2026 Annual Facilities Grant Expenditure Plan	Motion	Attachment	Pages 114-117
11.2 2024 Carbon Neutral Action Report	Motion	Attachment	Pages 118-122
11.3 Draft 2025-2026 Internal Administrative Calendar	Motion	Attachment	Pages 123-124
12. TRUSTEE REPORTS			
12.1 Board Chair Report – June 2025	Motion	Attachment	Pages 125-126
12.2 Trustee Reports	Information	Verbal	
13. QUESTION PERIOD			
14. ADJOURNMENT			

Next Regular Meeting of the Board of Education, Coast Mountains School District 82:

Wednesday, September 24, 2025, 5:00 p.m. – Hybrid Meeting – Board of Education Office, Terrace

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



MEETING AGENDA ITEM #4.1

Action: X

Information:

Meeting: Regular

Meeting Date: June 18, 2025

Topic: **Minutes of the Regular Meeting of the Board, May 28, 2025**

Background/Discussion:

Minutes as attached.

Recommended Action:

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

Presented by: Secretary Treasurer

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

WEDNESDAY, MAY 28, 2025 – 5:00 P.M.

BEAR VALLEY ELEMENTARY SCHOOL – COMMON AREA

HYBRID MEETING (IN PERSON OR VIRTUAL)

PRESENT WERE:

Chair - M. Warcup
- W. Jones
(virtual) Vice Chair - K. Jonkman
(virtual) - A. Maitland
(virtual) - M. Maxim
(virtual) - J. Sundell

ABSENT WERE:

Superintendent of Schools
Secretary Treasurer
Recording Secretary

- E. Harrison
- T. MacMillan
- G. Fuller
- C. Gagnon

DISTRICT STAFF PRESENT:

Director of Instruction, Learning Services
Director of Instruction, Inclusive Education
Director of Facility Services
District Principal, Curriculum Support

- P. Barron
(virtual) - J. Nieckarz
(virtual) - R. Schibli
(virtual) - T. McDonald

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 Jonkman, Maitland Maxim and Sundell attended the meeting virtually from Kitimat, Thornhill and Prince George respectively. We are honoured to work with their children and privileged to live on these lands.

A warm welcome was shared with meeting guests who joined in person and virtually noting the Board was pleased to be in Stewart to conduct its Regular Board Meeting. Special thanks were extended to the staff and students at Bear Valley School for their wonderful hospitality and extra efforts in coordinating the Board's visit. Introductions followed by Trustees and District staff attending the meeting. The meeting was unfortunately not livestreamed via CMSD's YouTube Channel due to technical difficulties during the meeting.

Board Chair Warcup spoke to the following issues:

- National Day of Awareness for Missing and Murdered Indigenous Women, Girls & Two-Spirit People: On Sunday, May 5, Coast Mountains School District recognized both Red Dress Day and the National Day of Awareness for Missing & Murdered Indigenous Women, Girls & Two-Spirit People. This day serves as a reminder to honour the lives of those who have been lost and support those who are still searching for their loved ones.
- Mental Health Week: Mental Health Week in Canada, was celebrated during the week of May 6-12 and this year's theme is "healing with compassion". We joined the Canadian Mental Health Association during this Mental Health Week to show compassion to ourselves, others and our community.

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

- At the end of each Regular (Public) Board Meeting, there is a 10-minute question period for the public. Questions must pertain to the agenda and can be presented in person at the Regular Board Meeting or emailed no later than 4:00 p.m. on the day of the Regular Board Meeting to the attention of 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.

Prior to the start of the meeting, Board Chair Warcup welcomed Ms. Terri Scott, Bear Valley School Teacher, and her Kindergarten-Grade 1 Class who shared a wonderful and engaging reading presentation for the enjoyment of Trustees and meeting attendees.

1. CALL TO ORDER

Board Chair Warcup called the meeting to order at 5:25 p.m.

2. DECLARATION OF QUORUM

A quorum was declared. Regrets were extended on behalf Trustee Harrison who was unable to attend the meeting.

3. APPROVAL OF AGENDA

Motion #8823

THAT the agenda be adopted as circulated.

Trustee Maxim submitted two emails on May 21 and 23, 2025 respectively with documents that contain various extracts from the *School Act*. A follow-up email was sent to Trustee Maxim on May 26, 2025 as we were unsure of these emails or what the subject matter he wished to address at the Board Meeting. Trustee Maxim was asked to provide clarification on the matter so that, if appropriate, it may be put on the agenda. An outline was asked of Trustee Maxim of what he wished to present, rather than just statute extracts that would be very helpful in making that decision. Trustee Maxim did not provide a response to our email of May 26.

Carried

In Favour 5 / Abstained 1 (Trustee Maxim)

4. APPROVAL OF MINUTES OF PRIOR MEETING

4.1 Regular Meeting, April 30, 2025

Motion #8824

THAT the minutes of the Regular Meeting of the Board held April 30, 2025 be approved.

Carried

In Favour 5 / Against 1 (Trustee Maxim)

5. RECEIPT OF RECORDS OF IN CAMERA MEETING

5.1 Summary of In Camera Meeting, April 30, 2025

Motion #8825

THAT the Summary of the In Camera Meeting of the Board held April 30, 2025 be approved.

Carried

In Favour 5 / Abstained 1 (Trustee Maxim)

6. BUSINESS ARISING FROM THE MINUTES

There was no business arising from the minutes.

7. CORRESPONDENCE

7.1 Response Letter from the Board to the Inter-Tribal Education Committee re: Change to Electoral Boundaries with Coast Mountains School District

Motion #8826

THAT the response letter from the Board dated May 21, 2025 issued to the Inter-Tribal Education Committee regarding recent correspondence and advocacy regarding a change to the electoral boundaries within Coast Mountains School District 82 be received for information.

Carried

In Favour 5 / Abstained 1 (Trustee Maxim)

8. SUPERINTENDENT OF SCHOOLS' MONTHLY REPORT – MAY 2025

Motion #8827

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

Carried

In Favour 5 / Abstained 1 (Trustee Maxim)

9. INDIGENOUS EDUCATION REPORT – MAY 2025

Motion #8828

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

Carried

All in Favour

10. STANDING COMMITTEE REPORTS

10.1 Business Committee Report (Trustee Angie Maitland)

10.1.1 Business Committee Meeting Minutes, May 14, 2025

Motion #8829

THAT the minutes of the Business Committee Meeting held on May 14, 2025 be received for information.

Carried
All in Favour

10.1.2 Quarterly Financial Statements, March 31, 2025

Motion #8830

THAT the Board receive for information the Quarterly Financial Statements as at March 31, 2025.

Carried
All in Favour

10.1.3 Ministry Adjusted Funding Allocations, February 2025

Motion #8831

THAT the Board receive for information the Ministry of Education and Child Care Adjusted Funding Allocations for February 2025.

Carried
All in Favour

10.2 Education Committee Report (Trustee Karen Jonkman)

10.2.1 Education Committee Meeting Minutes, May 14, 2025

Motion #8832

THAT the minutes of the Education Committee Meeting held May 14, 2025 be received for information.

Carried
In Favour 5 / Abstained 1 (Trustee Maxim)

10.2.2 Board Approval in Principle – Level Five Field Trip

- **Out-of-Country Field Trip, Tour of Europe: Mainly Czech Republic & Poland, May 21-30, 2027, Hazelton Secondary School 2027 Grade 12 Graduation Class**

Motion #8833

THAT the Board approve in principle the Out-of-Country Field Trip Tour of Europe (mainly to the Czech Republic and Poland) for the Hazelton Secondary School 2027 Grade 12 Graduation Class to be held on May 21-30, 2027.

Carried

In Favour 5 / Against 1 (Trustee Maxim)

11. NEW BUSINESS

11.1 District Equity Scan of Secondary School Courses

Motion #8834

THAT the Board receive for information the District Equity Scan of Secondary School Courses in Coast Mountains School District as presented at the May 28, 2025 Regular Board Meeting.

Carried

All in Favour

12. TRUSTEE REPORTS

12.1 Board Chair Report – May 2025

Motion #8835

THAT the Board receive for information the Board Chair Report for May 2025 noting the following additions made to the report by Board Chair Warcup during the meeting:

1. I attended on behalf of the Board the Northwest Scholarship Foundation meeting. The meeting covered a review of financials, funds available for 2025 and review of past scholarship awards. The award of many scholarships is in process for this year.

2. I attended a meeting with the Coast Mountain Teachers' Federation led by their Professional Development Chairperson. This meeting reviewed school by school the extensive continuing education that our educators do. Attending this meeting by invitation is an annual commitment in accordance with an agreement with the teachers' union. Also shared at the meeting was how education funding for educators is being used.
3. The Superintendent and I met with two parents interested in supporting access to arts programs specifically focusing on access to music programs. This meeting covered conversations similar to when they and others presented to the Board last year. I did ask them to provide a write-up on how accessing music was so important in their education and I will submit this to the BCSTA Rural and Remote Network advocacy brief being developed for the fall of this year.

Carried

In Favour 5 / Abstained 1 (Trustee Maxim)

12.2 Provincial Council Delegate Report - BCSTA 2025 AGM Disposition of Motions

Motion #8836

THAT the Board receive for information the BCSTA Provincial Council Delegate Report regarding the BCSTA Annual General Meeting 2025 Disposition of Motions.

Carried

All in Favour

12.3 Trustee Reports

There were no Trustee reports.

13. QUESTION PERIOD

Cathy Macintosh-Lambright, Executive member with the Coast Mountain Teachers' Federation referenced the D2L Brightspace preliminary discussions and suggested this would be a question for Director Barron. She expressed concerns as to where the teachers will have the time to find and learn another new program and get the technological support and in-service. This again is a huge concern, teachers who are working harder and harder with less and less, and this is not going to make their lives any easier. The concern is what kind of resource support and time will be given to teachers to use this program. Will they be able to just say, I am sorry, I have my own system, I really do not want to do this. Director Barron responded the school district will look into this definitely; the plan is not to force this on people.

Secretary Treasurer Fuller shared the school district is moving to the D2L Brightspace program to replace the current distance learning program, a far better program for that use, and a much more cost-effective program supported by the Minister of Education and Child Care. The school district will get more out of the new program than what we are now using. The main reason going to D2L Brightspace is to replace the old distance learning platform noting it comes with other opportunities for classrooms and teachers, if they so choose too. Its main purpose is to replace the old distance learning platform, be better supported, and it is way more cost effective.

Ms. Macintosh-Lambright noticed during Director Barron's presentation relating to the District Equity Scan for Secondary Schools that the school district is supporting English. Her understanding is we no longer support English as there is no longer a teacher. The person who was teaching English resigned in June 2024. Director Barron indicated at some point earlier in the year, English was on the list for distance learning which he will double check. Ms. Macintosh-Lambright thanked Director Barron for sharing the scan information.

Terri Scott, Bear Valley Teacher asked for clarification regarding the D2L Brightspace program. Director Barron indicated the initial intention was to replace the current Distance Learning program to a new platform as previously shared by Secretary Treasurer Fuller.

Secretary Treasurer Fuller noted the current Distance Learning program we are using is very expensive, and the person who runs the program resides in Nova Scotia. D2L Brightspace is run through the Ministry of Education and Child Care and is available 24/7 which is inclusive with the cost. D2L Brightspace offers more to the school district for those who wish to look into what the program offers such as lesson plans, collaborate with other personnel in the district, etc. We get more for less which does not happen very often. This initiative started as a cost-effective measure and the person running the current platform is aging and there is nobody to replace them. D2L Brightspace was recommended by the Ministry and other school districts.

Angela Brand Danuser thanked Director Barron for an excellent presentation relating to the District Equity Scan for Secondary Schools. Ms. Brand-Danuser asked whether there is any collaboration between schools so that courses such as the Emergency Responder Course offered at Hazelton Secondary School can be shared with all schools. Director Barron indicated the secondary principals do share information, however, Ms. Brand-Danuser shares a good point. The school district will look into sharing course knowledge with all schools.

14. ADJOURNMENT

The next hybrid Regular Board of Education Meeting will be held on Wednesday, June 18, 2025 at the Board of Education Office in Terrace.

The meeting was adjourned at 6:51 p.m.

Board of Education Chair

Secretary Treasurer

DRAFT



Coast Mountains Board of Education School District 82

MEETING AGENDA ITEM #5.1

Action: X

Information:

Meeting: Regular

Meeting Date: June 18, 2025

Topic: **Summary of In Camera Meeting of the Board, May 28, 2025**

Background/Discussion:

Summary as attached.

Recommended Action:

THAT the Summary of the In Camera Meeting of the Board held May 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 MAY 28, 2025
PURSUANT TO SECTION 72(3) OF THE *SCHOOL ACT***

The Board of Education:

1. Discussed legal issues.
2. Discussed personnel issues.



MEETING AGENDA ITEM #8.

Action:	X	Information:	
Meeting:	Regular	Meeting Date:	June 18, 2025
Topic:	Superintendent of Schools' Monthly Report – June 2025		

Background/Discussion:

Attached for reference is the Superintendent of Schools' Monthly Report for presentation at the June 18, 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 June 18, 2025 be received as presented.

Presented by: Superintendent of Schools

Superintendent's Report to the Board

June 2025



A Message from the Superintendent

Ama Sah / Good Day,

It's hard to believe that another school year is coming to a close. As we wrap up the 2024–2025 school year, I've had the privilege of attending many school-based celebrations—graduations, year-end assemblies, award ceremonies, and cultural events that showcase the learning, talent, and spirit of our students and staff. These gatherings remind us of the strength of our school communities and the importance of connection and belonging in every child's learning journey.



Majagaleehl Gali Aks Elementary School Grade 7 Graduation Class pictured at their Graduation Ceremony held on June 13. Congratulations to the graduating students!



Thank you to Jodi Marshall, Indigenous Support Worker for the grad food preparation for the Grade 7 Graduation Ceremony held at the Majagaleehl Gali Aks Elementary School on June 13.

We want to take this moment to recognize the progression of all our learners—from our youngest students entering Kindergarten to those moving through Elementary and Middle School—and particularly our graduating Grade 12 students. High School graduation is a major milestone and a testament to each student's dedication, perseverance, and growth. To all our graduates: Congratulations! We are incredibly proud of you. We wish you all the best as you take your next steps into post-secondary studies, the workforce, or wherever your dreams may lead you.

We also extend our heartfelt appreciation and warmest wishes to all of our staff who are retiring this year. Your commitment and contributions have made a lasting difference in the lives of students, families, and colleagues. A special recognition goes to Cindy Hansen, Teacher-Librarian at Skeena Middle School and District Follet Cataloguer, who is retiring after an extraordinary 46

years of service to the Coast Mountains School District. Cindy's legacy of care and dedication is deeply appreciated by all who have had the pleasure of working with her.



Congratulations Cindy on your upcoming retirement after an extraordinary 46 years of service with CMSD!

Superintendent's Report to the Board

June 2025



A Message from the Superintendent (cont'd)

This year, I was also pleased to attend both the Terrace and Kitimat *Maker Days*, where Grade 6 and 7 students engaged in hands-on learning experiences in various Trades-related fields. It was incredible to watch students explore, build, and problem-solve in such dynamic ways. I would like to gratefully acknowledge our community partners,



NTETC Team members hosted an amazing Grad 7 Maker Day event in Terrace on May 29. NTEC Team pictured (l-r): Cory Redl, Dan Hamel, Carrie Hobenshield, Kim Hoekstra and Tammy Braid with Superintendent Tracey MacMillan (second from the left).

school staffs, and offer a special thank you to the Northwest Trades and Employment Training Centre (NTETC) staff for their behind-the-scenes efforts — many hours go into the planning and preparation of these exceptional learning days. Maker Days are just one example of the diverse and engaging programs offered by Coast Mountains School District, from Trades to Fine Arts, Sports, and Clubs. These opportunities help students discover their passions and develop real-world skills.



Cake decorating during the Kitimat Maker Day with NTETC Team member, Maryka Rypma.

National Indigenous Peoples Day—a time to recognize, honour, and celebrate the rich cultures, histories, and contributions of First Nations, Inuit, and Métis Peoples across Canada. In Coast Mountains School District, we are grateful to live, learn, and work on the unceded and ancestral territories of the Gitxsan, Haisla, Nisga'a, and Ts'msyen Peoples. This month provides all of us—students, educators, and communities—with the opportunity to deepen our understanding, reflect on our shared history, and walk forward together in a spirit of truth, respect, and reconciliation. We are especially thankful for the Elders, Knowledge Holders, and Indigenous educators who continue to guide and support this important work in our schools and communities. Many of the celebrations and learning opportunities taking place across our schools this month will be highlighted in the *Indigenous Education Report*.

As a learning organization, we continue to focus on student outcomes and equity. Over the past year, we have made progress in many areas—particularly in supporting literacy and inclusive education practices. This month, we took time to reflect more deeply on the *Provincial Aboriginal How Are We Doing (HAWD)* report. This important report provides a snapshot of student achievement and well-being with a particular focus on Indigenous learners. It highlights key indicators such as literacy, numeracy, graduation rates, and transitions to post-secondary education.

As well, June is National Indigenous History Month, and June 21 marks



CMUSD was gifted literacy resources during a visit to Sik-E-Dakh (Glen Vowell Band Office). Pictured (l-r) are Leslie Sebastian, Education Coordinator, Velma Sutherland Band Administrator, Cameron Gogag Finance Manager, and Superintendent Tracey MacMillan.

Superintendent's Report to the Board

June 2025



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

While the HAWD report centers Indigenous student outcomes, it also includes information on non-Indigenous students, offering a broader understanding of how all students are doing. The data supports local conversations and gives us a clearer picture of where we are succeeding, where we need to grow, and how we can work together—schools, families, and Nations—to improve student outcomes. While we celebrate the progress made, the report reminds us that continued work is needed, particularly in foundational areas like literacy, numeracy, and graduation success.

Together, let's remain committed to fostering learning environments where all students feel safe, seen, and supported—and where every learner has the opportunity to thrive. As we head into the summer months, I want to wish all learners, school staff, parents, caregivers, and our partners in education a safe, restful, and well-deserved summer break.



Congratulations to the 2025 Graduating Class of Caledonia Secondary School pictured the Heritage Park prior to the Prom Celebration and Promenade held at the Terrace Arena on Saturday, June 14.

With gratitude and appreciation,

Tracey MacMillan
Superintendent

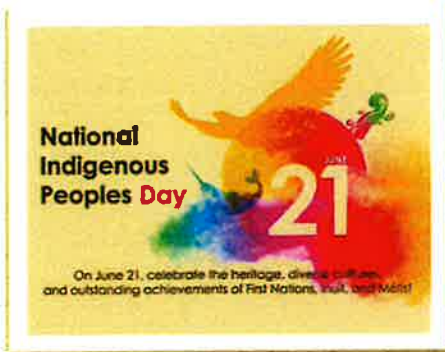


Upcoming Dates:

June - National Indigenous History Month
June - National Pride Month
June 18 - Hybrid Board Meeting (Terrace)
June 21 - National Indigenous Peoples Day
June 24 - Last Day of School for Learners
June 25 - Administrative Day
June 25 - Hybrid Board Meeting (Terrace - if required)
September 2 - First Day of School

Superintendent's Report to the Board

June 2025



National Indigenous Peoples Day

Saturday, June 21 is National Indigenous Peoples Day, a time to celebrate the diverse cultures, histories, experiences, voices and accomplishments of First Nations, Metis and Inuit peoples. Previously referred to as National Aboriginal Day, the name shifted to include the term 'Indigenous' in 2017 to better reflect peoples' connection to the traditional territories and their collective experience of colonization.

In Coast Mountains School District, many events are planned at the school level through the week leading up to June 21, supported and facilitated by members of the Indigenous Education Department, Elders, Knowledge Holders and other Indigenous partners. Coast Mountains' school communities will be celebrating on this day, many with the support of Elders, Knowledge Holders, Matriarchs and others from local Nations and partner groups. Thank you to all those involved in making this a joyful week and day of learning and cultural appreciation for the students, families and staff Coast Mountains School District.

A Salute to Our 2025 Graduating Classes

Congratulations are extended to all those learners graduating from our secondary schools this month throughout Coast Mountains School District. Graduation is a celebration and recognition of all that learners have accomplished during their school experience, and they should be proud of their efforts. Graduation Ceremonies is also a special time for those family members, friends and other essential allies who have supported our graduates up to this point in their lives. Thank you, too, for your care and commitment over the years. Kitimat City High School celebrated its Graduating Class on June 11 as shared below. Parkside Secondary School planned its Graduating Class Ceremony on June 18. Graduation Ceremonies at Caledonia Secondary, Hazelton Secondary and Mount Elizabeth Middle/Secondary Schools will be held on June 20 in their respective communities to



celebrate their Graduating Classes. *Congratulations to all the 2025 Graduating Classes!*



Kitimat City High School 2025 Graduating Class: Tyson Angus, Leland Bulter, Hayden Calkins, Sophia Dean, Dylan Donovan-Duncan, Shaya Ford, Lucas Johnston, Jace Jones, Nathaniel Lamarche, Clarissa Price-Chinn, Trevin Regular, Brandon Reid, Olivia Robertson, Alicia Robinson, Daniel Roy, Jacob Santano, Erica Smith-Woods, Brodie Stewart, Cannon Thamas, RJ Janes, Lexus Howard. Congratulations!

The Graduation Ceremony for 2025 Graduating Class of Kitimat City High School was held on Wednesday, June 11 at the Luso Canadian Association in Kitimat. The graduating students' motto "The Tassel was Worth the Hassle" and the theme of continuous learning are truly inspiring. It's great to see the students ready to embrace the future with such positivity and determination.

Best wishes to the CMSD 2025 Graduating Classes as they embark on their next chapter! May their journey ahead be filled with success, growth, and endless opportunities!

Superintendent's Report to the Board

June 2025



2025 Terrace Maker Day Event Recap

On Thursday, May 29, more than 200 Grade 7 students from Hazelton, Kitwanga, Terrace, and Kitsumkalum came together to take part in the annual Maker Day, hosted at the Northwest Trades and Employment Training Centre (NTETC) located in Thornhill. This exciting, hands-on event gave students the chance to explore future career opportunities, especially in skilled trades and local industries.

Throughout the day, students rotated through a series of interactive stations led by trades professionals and career mentors. These sessions gave them the opportunity to work with real tools, ask meaningful questions, and engage in activities that sparked curiosity and inspired career exploration. The event was brought to life by the passionate and hardworking NTETC team of Coast Mountains School District (CMSD), who designed thoughtful, student-centered learning experiences. Thanks to the collaboration of many local organizations and volunteers, students gained first-hand insight into a wide range of potential career paths.

One of the many teachers in attendance at the Maker Day event shared their experience:

"Maker Day was an incredible experience for our students! They had the chance to engage in hands-on activities and explore real-world skills while connecting with local trades professionals and inspiring career mentors. It was so valuable for them to learn through doing, ask questions, and see a variety of career paths in action. Most importantly, it was such a fun and memorable day for everyone involved!"

A sincere thank-you to all the station leaders, sponsors, and behind-the-scenes contributors who made this event such a success. Special appreciation goes to Shawna Wilson, District Food Program Manager and Lindsay Harder, Executive Assistant to the Secretary Treasurer & Secretariat to Indigenous Education Council for their incredible support in ensuring all students and volunteers were well-fed and cared for throughout the day.

We are deeply grateful to the event sponsors and presenters for sharing their time, passion, and expertise:

Thornhill Fire Department, Skeena Wild, Trowel Trades Training Association, Elite/DKI, Piping Industry College, Terrace RCMP, Progressive Ventures, Westernjet, BC Construction Foundation, Technicon, A & J Roofing, Acuren, Hartman Electrical, LNG Canada, Coast Mountain College, Carey Mann, CDN Controls, BC Emergency Health Services, and RONA Terrace.

Everyone's involvement made a lasting impact — helping to ignite curiosity, confidence, and motivation in the next generation of learners. Events like Maker Day plant the seeds of possibility, helping students recognize their strengths, interests, and future potential. They also provide a valuable lens through which students can focus their studies, build confidence, and overcome barriers with a clearer sense of direction. Thank you for helping Coast Mountain School District shape futures—one meaningful experience at a time. A sampling of photographs of the Terrace Maker Day is displayed on the following page for your viewing.

Superintendent's Report to the Board

June 2025



A Snapshot of the 2025 Terrace Maker Day Event



On Thursday, May 29, more than 200 Grade 7 students from Hazelton, Kitwanga, Terrace, and Kitsumkalum came together to take part in the annual Maker Day, hosted at the Northwest Trades and Employment Training Centre (NTETC) located in Thornhill.



Superintendent's Report to the Board

June 2025



2025 Kitimat Maker Day Event Recap

Two weeks following the Terrace Maker Day, the Northwest Trades and Employment Training Centre (NTETC) staff brought the Maker Day experience to students in Kitimat. A total of 190 Grade 6 and 7 students from Mount Elizabeth Middle-Secondary, Nechako Elementary, Kildala Elementary, and St. Anthony's Schools gathered at Nechako Elementary School for a hands-on day of exploration and inspiration. The event was another great success, uniting local businesses and organizations to showcase a wide range of career opportunities.



This incredible day would not have been possible without the generous support of the community, including:

Coast Mountain College, Piping Industry College, BC Construction Foundation, Kitimat RCMP, Kitimat Emergency Services, Technicon, Westernjet, Rona, EECOL Electric, CDN Controls, LNG Canada, CIMS, Rio Tinto, Leeann Ferguson's Painting, Acuren – LNG, Tatianna Ilyushchenko, and CMSD's Maryka Rypma, Shawna Wilson and Stephanie Vossen

An important outcome is the collaboration between schools. Events like this allow students to connect in a non-competitive, meaningful environment—something that doesn't happen often. Maker Day creates a space for shared learning and discovery among peers from different schools who may find common interests and spark future passions.

Another meaningful aspect of Maker Days is the opportunity it provides for younger students (Kindergarten–Grade 5) to witness learning in action. As older students dive into hands-on activities, younger classes are brought in by their teachers to observe the excitement and creativity unfold. While we can't measure exactly how many future interests are sparked in these moments, we know they leave a lasting impression.



The Northwest Trades and Employment Training Centre (NTETC) staff brought the Maker Day experience to students in Kitimat. A total of 190 Grade 6 and 7 students from Mount Elizabeth Middle-Secondary, Nechako Elementary, Kildala Elementary, and St. Anthony's Schools gathered at Nechako Elementary School for a hands-on day of exploration and inspiration.

Superintendent's Report to the Board

June 2025



New French Immersion K-6 Assessments

Over the past year, a dedicated group of French Immersion teachers collaborated to develop a new Kindergarten–Grade 6 (K-6) French assessment tool, replacing the previous GB+ reading assessment.

Educators from École Mountainview, Majagaleehl Gali Aks Elementary School, and Kildala Elementary School participated in this initiative, which was led by Pedagogist, Lucile Denys. This work began in the 2023–2024 school year in response to a need for a more effective resource to assess early literacy skills in French Immersion classrooms.



Pedagogist, Lucile Denys facilitated the new K-6 French Assessment Tool sessions with a group of CMSD French Immersion Teachers.

In May and June, the new assessments were implemented across all three schools. Sincere thanks go to French Immersion Teachers - Catherine Bégin, Kathleen Combs, Daniella Melanson, and to Tina McDonald, District French Immersion Coordinator, for their invaluable support in facilitating the assessments in our K–6 immersion classes.



A dedicated group of French Immersion Teachers collaborated on the development of a new Kindergarten-Grade 6 French Assessment Tool replacing the previous GB+ reading assessment.

Early Learning Update

Our three Terrace StrongStart and Just B4 Preschool programs have been busy collaborating and attending wonderful field trips together coordinated through their Early Learning Educators, Amanda Annibal, Jeff Corogly, Rachel Gull and Cindy Hall. Field Trips included visiting a farm, experiencing the Thornhill Fire Department, and taking a hike through Ferry Island. These wonderful educators provide a quality program to their learners rooted in the Early Learning Framework.

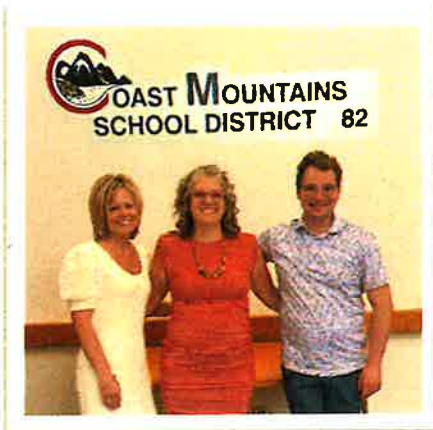


The Terrace StrongStart and Just B4 Preschool programs jointly participated in wonderful field trips this month visiting a farm, experiencing the Thornhill Fire Department, and hiking through Ferry Island. Special thanks to the Programs' Early Learning Educators for organizing these memorable trips for the children.



Superintendent's Report to the Board

June 2025



A new comprehensive District K-6 Literacy Plan was developed in collaboration by Tina McDonald, District Principal, Curriculum Support (centre) & Literacy Lead Teachers, Laura Gray (l) and Hayden Drygas (r). The new plan will be rolled out to schools and educators at the start of the 2025-2026 school year.

District K-6 Literacy Plan Update

Tina McDonald, District Principal, Curriculum Support, and Literacy Lead Teacher, Laura Gray, and Hayden Drygas collaborated to develop a comprehensive District Kindergarten-Grade 6 (K-6) Literacy Plan. This plan will be shared with schools and educators at the start of the 2025–2026 school year. The Literacy Team extends its gratitude to the Literacy Teacher Focus Group and to the school administrators who contributed to this important work.

We would also like to recognize Laura Gray, who began her teaching career with CMSD in Stewart in the fall of 1990 after relocating from New Brunswick with her husband, Edward. Laura taught in Stewart for six years before moving to Terrace, where she served at Thornhill Primary School until the 2023–2024 school year, when she transitioned into the role of Literacy Lead Teacher. As Laura retires, we celebrate her remarkable career and the lasting impact she has had on students and colleagues alike. Her contributions to the development of our district's new Literacy Program will continue to benefit learners for years to come. ***Our very best wishes are extended to Laura for a happy and healthy retirement.***

Rolling into Learning: Hands-On Science and Math at Bear Valley School

Students in Ian Wen's Grade 2, 3 and 4 Classroom at Bear Valley School are engaged into hands-on Science and Math activities by constructing cardboard ramps and observing how far a ball rolls down them. Working in small groups, they designed and built ramps of varying heights and angles, experimenting with different materials and structures to influence the ball's speed and distance. After each test, students meticulously measured the ball's travel distance, recorded their results, and discussed the factors affecting the outcome. This activity not only reinforced concepts of force, motion, and measurement, but also fostered creativity, collaboration, and critical thinking as students refined their designs based on their observations.



Students in Ian Wen's Grade 2, 3 and 4 Classroom at Bear Valley School are engaged into hands-on Science and Math activities by constructing cardboard ramps and observing how far a ball rolls down them. Ian is pictured to the right in the first and third photos along with Phillip Barron, Director of Instruction Learning Services pictured to the right. Superintendent Tracey MacMillan is pictured in the centre photo helping a student tape a box for her project. Rolling into learning!

Superintendent's Report to the Board

June 2025



Caledonia Secondary Conducts Mock Accident Simulation

Caledonia Secondary School conducted a mock accident simulation on May 26, 2025 in the student parking area. The objective of this event was to inform students about the severe repercussions of driving under the influence, distracted driving, failing to wear a seatbelt, and entering a vehicle with an impaired driver. The goal of the event is to decrease the number of crashes, injuries, and fatalities involving young drivers and their passengers. Caledonia Secondary Drama students under the guidance of Drama Teacher, Graham Wojdak, played the role of victims in this simulation and did an outstanding job in creating a highly realistic scene. Gratitude is extended to the local Royal Canadian Mounted Police (RCMP), Firefighters and Paramedics who facilitated this event. Following this mock accident simulation, Caledonia Secondary hosted a guest speaker from the Insurance Corporation of BC who shared how impaired driving affected her and her family in the loss of her daughter and the importance of making safe choices. The aim of Caledonia Secondary staff is to ensure that students recognize that their decisions or a mere 5 seconds of poor judgment can have lasting consequences. Caledonia Secondary staff host these events close to grad celebration time to keep safety in the minds of students. ***Appreciation is extended to Caledonia Secondary Vice Principal, Joe Dominguez and to Graham Wojdak and the Drama Class for their contributions in making the event a success. Congratulations to everyone involved for organizing such a powerful and meaningful experience for students. These types of real-life simulations, combined with opportunities to hear personal stories, create lasting impacts. This proactive approach to student safety and well-being is commendable.***



Caledonia Secondary School conducted a mock accident simulation on May 26, 2025 in the student parking area. These types of real-life simulations, combined with opportunities to hear personal stories, create lasting impacts. This proactive approach by Caledonia Secondary School to student safety and well-being is commendable.

Superintendent's Report to the Board

June 2025



Recognizing the Collaborative Work of Finance in Budget Development

The development of a school district budget is a complex and thoughtful process that reflects both our commitment to student success and the priorities outlined in our Strategic Plan. This year, the Finance Department, under the leadership of our Secretary Treasurer, has exemplified dedication, collaboration, and strategic foresight in managing this essential responsibility.

Throughout the spring, the Secretary-Treasurer and Finance team engaged in a series of planning sessions with all district and department leaders to ensure financial decisions are closely aligned with our strategic goals. These meetings serve as vital touchpoints to review priorities, assess emerging needs, and confirm that funding allocations would directly support student learning and well-being across the system.

In addition to internal consultation, the Budget Working Committee meets to share information, collaborate, and gather input from key education partners, including representatives from the Coast Mountains Administrators' Association (CMAA), Coast Mountain Teachers' Federation (CMTF), Canadian Union of Public Employees Local 2052 (CUPE), First Nations and District Parents' Advisory Council (DPAC). These conversations ensure transparency and allow for a broad range of perspectives to be considered in financial decision-making. A key component of this year's budget planning also involved deep collaboration with the Inter-Tribal Education Committee (ITEC) in preparation for the implementation of Bill 40 and the formation of the Indigenous Education Council. A total of five formal meetings were held to develop a clear and shared plan for the use of 1.31 Enhancement Funding, which supports culturally grounded educational initiatives in our schools. These discussions were instrumental in identifying priorities that reflect local First Nation values and enhance opportunities for Indigenous learners throughout the district.



CMSD Finance Team, front to back - Shawna Wilson District Food Program Coordinator, Lindsay Harder Executive Assistant to the Secretary Treasurer & IEC, Ginger Fuller Secretary Treasurer, Lynn Lindstrom Accounting Clerk & MyEdBC Coordinator, Lynda Lang, Manager of Finance & Shelley Smith Accounting Clerk.

The thoughtful work of the Finance Department is foundational to ensuring that every dollar is spent wisely and with purpose. We extend our sincere appreciation to the Secretary Treasurer and her team for leading a transparent, inclusive, and values-driven budgeting process—one that keeps learners at the centre of every decision.



June is National Pride Month

Pride Month is for everyone to embrace who they are and let the world know. The rainbow aptly signifies the colorful activities and flavors of this month-long celebration. These include pride parades, parties, workshops, concerts, and countless more LGBTQ events to attract participants from all over. Coast Mountains School District (CMSD) must ensure that as a school community, we put the interests of our community first and ensure that everyone, no matter their race, religion or sexual orientation or identity, are treated with respect and dignity and that we model the behaviours we want our students to learn. In CMSD, we will continue to work as an organization to develop and implement our inclusion, equity, diversity and anti-racism plans. ***It is our job to take care of all children to ensure that all students, regardless of their sex, race, religion, culture, sexual orientation and gender identity or expression, enjoy a safe, inclusive and welcoming learning environment.***

Superintendent's Report to the Board

June 2025



Why Student Voice Matters

Student voice plays a vital role in shaping responsive, inclusive, and supportive school environments. When students are given opportunities to express their thoughts, share their experiences, and influence decisions that affect them, schools become more engaged and connected communities. One of the most powerful impacts of prioritizing student voice is the positive effect it can have on youth mental health. By creating space for students to speak openly about their needs, challenges, and hopes, educators can better understand the emotional climate of their schools and respond with compassion and effectiveness. Student voice initiatives help reduce stigma around mental health, promote belonging, and empower students to be part of the solutions that support their well-being.



A Student Voice session was recently facilitated by Phillip Barron, Director of Instruction Learning Services (r) with Skeena Middle School Students. Superintendent Tracey MacMillan is pictured (l) with the students and Director Barron during the session.

As part of a district-wide initiative, two visits were made to each school to work directly with student groups. These sessions were designed to listen actively to student perspectives, foster open dialogue, and identify areas where students felt supported—or where improvements could be made. The consistency of these two visits ensured a deeper level of trust and continuity, allowing students to feel heard and valued over time. Through these engagements, students shared valuable insights on school culture, mental health pressures, and the kinds of supports they believe would make the most difference. The feedback gathered is now helping to guide school planning and wellness initiatives that are informed directly by the voices of those who are most affected—our youth. Students and staff are already looking forward to the Student Voice Forums and Summits in the upcoming school year.

Kitimat City High School Hosts Workplace Readiness Program

Aspect Safety is a Workplace Readiness Program which is designed and focused on encouraging local workforce participation into the Industrial Sector, took place at Kitimat City High School from May 20 to 30, 2025. Grade 12 students at Kitimat City High School gained operational experience on equipment and successfully received certification in Fall Protection, Skid Steer, Aerial Boom Lift, Telehandler (rough terrain forklift), and Rigging and Hoisting, Hazardous Energy Control (lock out/tag out).



Aspect Safety's Workplace Readiness Program included forklift operation training and certification for Kitimat City High School students.

Coast Mountains School District is grateful to offer this unique opportunity to students, which will enhance their opportunities to obtain entry-level employment as a labourer or equipment operator in the Industrial Sector upon graduation.

Aspect Safety's owner and instructor, Logan Arruda remarked, "It's really rewarding for us, as a company, to be able to come into an environment where these young students are so receptive, excited and eager to learn about safety in the workplace".



A Kitimat City High School student receives aerial work platform operation training under the guidance of a Kitimat Aspect Safety trainer.

Superintendent's Report to the Board June 2025



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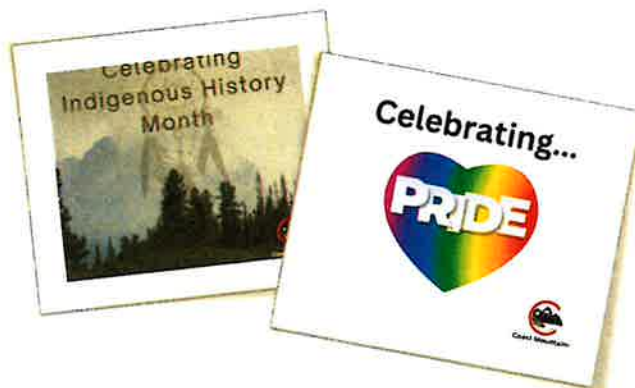
@CoastMountainsSchoolDistrict



@CoastMountainsSchools



@CoastMtnSD



June is both Indigenous History Month and Pride Month in Coast Mountains School District.



CONGRATULATIONS on behalf of Coast Mountains to School District 82 to all UNBC graduates with a special shoutout to the Bachelor of Education Students. We were proud to attend the Graduation Ceremony held June 3, 2025 and celebrate their achievements!

Terri Wilkinson, graduate, was the Speaker Representative for the BEd Graduating Class (pictured in the photo to the left and pictured with Superintendent Tracey MacMillan in the photo to the right)! Terri will be joining the team of educators next year at Skeena Middle School.

Alistair Beddie, graduate, is pictured in the centre photo receiving his BEd graduation certificate during the Graduation Ceremony.



Coast Mountains Board of Education School District 82

MEETING AGENDA ITEM #8.1

Action:	X	Information:	
Meeting:	Regular	Meeting Date:	June 18, 2025
Topic:	Strategic Plan Year-End Report – 2024-2025		

Background/Discussion:

Included in the Board's Annual Work Plan for the month of June is the Year-End 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.

Throughout the year and monthly, the District Education Team members track their progress on implementing their action plan commitments, speaking to their work and its impact regularly in district, Committee and Board meetings. In June, the same District Education Team members provide their final progress reports to the Superintendent, which have been collated and shared with the Board for review.

The District Education Team presents the attached 2022-2027 Strategic Plan Mid-Year Update to the Board, on the progress being made in relation to the Strategic Plan's three goal areas for 2024-2025. Specifically, those goals include:

All students will realize their full potential.

We will honour and respect culture, diversity and inclusion.

We will facilitate well-being across the district.

The Education Committee will receive an update on the Strategic Plan Year-End Report along with the 2024-2025 Framework for Enhancing Student Learning Report at its September 17, 2025 meeting.

Recommended Action:

THAT the Board receive for information the Year-End Update for the 2024-2025 Strategic Plan as presented by Superintendent MacMillan.

Presented by: Superintendent of Schools

Strategic Plan 2022-2027

Engage, Ignite, Empower - Year-End Update

2024-2025 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:</p> <p>All K-3 teachers were provided with access to UFLI (University of Florida Literacy Institute) training, time to collaborate with Literacy Lead Teachers, and co-teaching UFLI lessons with Literacy Lead teachers. We offered opportunities to pilot LINKS program for grades 4-5 and SRSD Writing (Self-Regulated Strategy Development). All K-6 teachers were trained in how to administer the Acadience Assessment. All administrators in K-6 schools were also trained in Acadience and participated in the Acadience Data training sessions as well.</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. Grade 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-6 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. The Literacy Team has created a comprehensive Literacy Plan for K-6 to be posted to our website. <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 5 more educators in Empower. We will be providing teachers with in-service to support in progress monitoring, following the MTSS (Multi-Tiered System of Support) model. <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.

- Engage early teacher adopters during the implementation of the K-3 Literacy strategy.

3. School-based Supports: *(cont'd)*

- 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. The Director of Inclusive Education and the District Principal of Curriculum Support will be providing administrators with additional training in August on MTSS. They will be working out of the resource MTSS for Reading Improvement and setting school goals that align with supporting all learners in literacy.
- Created a year-long calendar with the in-service, leadership series, and teacher focus group dates to help better plan for our year. We will continue to support our teachers and administrators with literacy initiatives. A key target for next year is the implementation of SRSD writing, piloting Know Your Code in grades 3-4 and Know Your Words in Grade 5 and 6.
- 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.
- Ongoing mentoring supported IESWs in leading weekly cooking groups, land-based learning experiences, and the creation of student service logs.
- Graduation photoshoots were extended to all district communities, supporting visibility, pride, and belonging among Indigenous graduates.

2. Strategic Support and Mentorship:

- September-March: 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.
- Supported the launch of Caledonia's Girls Group, a trauma-informed safe space promoting mental wellness, identity, and peer connection.
- Cross-school transition programs such as Grade 9 drum group integration strengthened continuity for students moving to secondary.

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.
- The district engaged in the practice of reviewing and adjusting services mid-year based on EdPlan Insight data, using this information to refine learner support strategies and ensure Indigenous students received timely, targeted interventions.

- Implement and support the use of an electronic dashboard to guide evidence-based decision making.

1. Implementation:

- 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.
- School principals play a vital role in leading data-informed decision-making within their schools. To effectively support them in navigating the growing number of reports, data sets, and sources of evidence related to school achievement and attendance, it is essential to provide targeted, practical, and ongoing professional learning.

2. Navigating Reports:

- 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.
- Once principals are equipped to interpret the data, they need support in sharing and using it collaboratively with their staff teams. This involves creating opportunities for structured dialogue with teachers—such as data inquiry sessions, staff meetings, or professional learning communities—where data is used to reflect on instructional practices and identify areas for growth.

3. Preparing for the Year Ahead:

- 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.
- Looking ahead, we are committed to sustaining this support with a comprehensive plan that includes refresher sessions throughout the year, updates on new features, and a collaborative user community where Principals and Vice-Principals can share strategies and solutions. We will also gather feedback on the system’s effectiveness and adjust our training approach accordingly to ensure the tool continues to meet the evolving needs of school leaders.

- Engage in a robust teacher recruitment and retention strategy to secure a full complement of outstanding educators for anticipated 2024-25 teaching vacancies.

1. Recruitment & Retention Strategies:

A variety of strategies were used to recruit and retain new teachers in Coast Mountains School District including:

- 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.
- The local cohort of Bachelor of Education graduates from the University of Northern British Columbia were welcomed to a ‘Meet and Greet’. This session was very well attended - Graduates spent time with senior leaders and were afforded the opportunity to learn about employment opportunities within Coast Mountains School District.
- 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.
- Our strong school district mentorship program is essential for supporting the success, well-being, and professional growth of new teachers and staff working on a letter of permission (LOP). Beginning a teaching career can be both exciting and challenging, and without proper support, new educators may feel overwhelmed or isolated. Having a structured mentorship program in place helps bridge the gap between teacher preparation and classroom practice by connecting new staff with experienced mentors who provide guidance, encouragement, and practical strategies. For staff working on a letter of permission, who may not have completed a full teacher education program, this support is even more critical in helping them build confidence and develop foundational skills for effective teaching.
- Our Mentors/Coaches also help new staff navigate the unique policies, procedures, and culture of their school and district. For LOP staff, mentorship often includes support with long-term professional planning, including steps toward certification and continued learning. In turn, a well-supported new teacher is more likely to thrive, feel connected, and remain in the profession. Ultimately, a district mentorship program helps to ensure consistency, quality, and equity in teaching and learning, benefiting not only the educators themselves but also the students they serve.

- Enhance school district communications through innovative practices.

1. Innovative Practices:

- Website enhancements were implemented during the school year that provided real-time updates related to bussing delays and cancellations.
- The *MyBusStop* Application - a GPS tracking service that shares with subscribers the bus location, route stops, schedules, progress and delays - is now operational. Feedback from the District Parent Advisory Council (DPAC) has been positive.
- 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.
- Social media posts are shared on a regular basis.
- School Messenger has been implemented across the district allowing the district to send mass messages to parents and caregivers via email, SMS and phone calls.
- All schools have the ability to use School Messenger attendance notification system, with 4 schools currently using it.
- Additional Training was provided for School Messenger on the last ProD as well training material has been made available on the district SharePoint.
- The Superintendent of Schools report has been revised to highlight tangible and practical district news items that showcase the Strategic Action Plan in action.
- The format of the Indigenous Education Report has been revised to highlight learning events and track Role Model Project data.
- The school district is beginning to explore the potential of artificial intelligence (A.I., to better understand its impact on education. As part of this learning journey, we are engaging in professional learning and discussions around the ethical use of A.I., its impact on teaching and learning, and how it can support student success. This is an evolving area, and the district is committed to staying informed and intentional in its approach.

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). Hosted the Local Education Agreement (LEA) Forum for Principals and Vice-Principals in May, co-developed with the Inter-Tribal Education Committee (ITEC), the Coast Mountains Administrators Association (CMAA), and district staff to deepen understanding of Indigenous partnerships and educational responsibilities. Moose Hide Campaign and MMIWG-focused activities in schools provided additional opportunities for learning about gender-based violence and reconciliation through art, dialogue, and ceremony. <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. Over 30 Role Model and Elder-led sessions occurred, including trapping and sustainable harvesting, medicinal plant workshops, and drum-making across the district. Enhanced collaboration with community organizations to offer nation-to-nation gatherings, treaty simulations, and Indigenous women's leadership panels. <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. IESWs began using EdPlan Insight to track outreach during cultural events, like Seasonal Rounds, Red Dress Day and drum ceremonies.

- Engage school and community champions in implementing an Anti-Racism campaign, including a learner-led Action Grant initiative.

1. Campaign Implementation:

- 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 are 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.
- Student voice sessions provided valuable opportunities for students to share their perspectives and experiences related to equity and inclusion. By engaging students directly, we gained meaningful insight into how racism affects their day-to-day lives. These conversations will help to shape more responsive and inclusive practices.

- Collaborate with school communities and local First Nations to deliver enhanced experiential learning opportunities incorporating Indigenous worldview and knowledge systems.

1. Enhanced Seasonal Round Learning:

- 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.
- A schedule for the Terrace/Thornhill Elementary Schools was established for the temporary Language and Culture Teacher who began working after March Break.
- Students engaged in plant identification walks and learned respectful harvesting practices, with guidance from Elders and Métis knowledge keepers.
- Local knowledge holders led ceremonies for drumming, fire-making, and fish preservation as part of spring curriculum connections.

2. Land-Based Learning Programs:

- 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.
- Students across multiple sites participated in ceremonial activities, like Sacred Fires and Salmon Releases, to foster cultural belonging and healing.

3. District and community engagement:

- The IED supported collaboration and planning with language immersion, involving fluent speakers and school staff.
 - 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.
- Coordinated district-wide participation in National Indigenous Peoples Day events, with cultural workshops, guest speakers, and intergenerational learning opportunities.
- Collaborative murals, art installations, and filmmaking projects showcased student identities and built long-term partnerships between schools and Indigenous artists.

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 plan has now been approved and shared at a P/VP forum and then shared at schools. The plan is posted to the CMSD website We continue to meet with BC Children's Hospital Practice Support Coaching regarding Health and Promotion and schools on a bi-monthly basis. We recently met as a team to review all the Adultescent Health Survey results to determine if our priorities are still on track and develop the objectives for year 2. 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, and sexual health. A comprehensive list of digital resources has been collated and shared with BC Children's Hospital for review. This is being reviewed by BC Children's Hospital, SST and other SD to see if we can create a provincial resource for all. 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. The staff interested in this initiative are waiting to hear about the train the trainer coaching and we hope this will occur early fall. 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. ICYT is building comprehensive booklets with all the local resources that will be shared with youth and school to enable a clear picture of all the services available in each region. Hazelton has completed their inventory, and a resource booklet was created. The has been an increased emphasis on share monthly successes in the superintendent report, so families are aware of all the current programs available in the district. 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.

- Together with key partners, develop a K-12 Mental Health & Wellness Strategy, including a learner-led Action Grant initiative.

1. Mental Health & Wellness Action Plan: (cont'd)

- As part of our district-wide Student Voice initiative, two visits were made to each of our middle schools and high schools to work directly with student groups. These sessions were designed to listen actively to student perspectives, foster open dialogue, and identify areas where students felt supported—or where improvements could be made. The consistency of these two visits ensured a deeper level of trust and continuity, allowing students to feel heard and valued over time. Through these engagements, students shared valuable insights on school culture, mental health pressures, and the kinds of supports they believe would make the most difference. The feedback gathered is now helping to guide school planning and wellness initiatives that are informed directly by the voices of those who are most affected—our youth.

2. Community Scan, Collaboration and Assessment:

- 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 poster is in the printers as we speak and should be ready for distribution during the first week of September. This will also link to the document that the ICYT team has created regarding MH resources available for youth. The hope that it will create ease of access to services and reduce barriers.
- The findings are now being explored with the Provincial Integrated Child and Youth communications and design team. Designs are on the way to develop a bookmark and postcard that can be shared out with all youth

3. Youth Safety & Wellness:

- 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 SD has worked closely with NH to support the Substance Youth Day Clinic and now is very proud to offer a 2-credit course for youth that attend the program. This program will be run through NTEC.
- The ICYT are almost complete with new program leads both in Terrace and Hazelton. The ICYT is also now looking to hire Indigenous support workers and hopefully the hiring process will be complete for September.
- The district and community have developed a Stop Human Trafficking Group. Throughout this academic year, they have been educating youth, staff, and community. CMSD is now engaged closely with the Joy Smith Foundation, Justice for Girls, Be amazing, and The Native Court workers association. All organizations present to youth across the district. The district led a cp presented learn about Human Trafficking professional learning session with RCMP, NH and MCFD. It was a huge success with a large turnout, with members sharing they had no idea this was what to look for.

<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. 	<ul style="list-style-type: none"> ▪ Several presentations have been made to various community agencies and Rotary to share knowledge and advice on how to move forward to make a difference. <p>Completed an amazing four-day Critical Incident Stress Management Training with Bruce Ramsay Traumatologist for district 40 employees. The district will be continuing this work into next year. New Vice Principals joining CMSD will be provided with Safer School Together training around critical incidents and the growing healthy climate and culture in their school in the fall.</p>
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- Grow the professional capacity of school-based teams in Compassionate Systems Leadership.

1. **Compassionate Systems Leadership (CSL) Team Professional Learning:**

- 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.
- Compassionate Systems Leadership will continue to be an area of further learning across the district. Our school-based leaders and District Education Team are committed to a full day of learning in August with Joanne Schroeder. For our school-based leaders who are new to their role, this will be their first opportunity to learn some of the essential practices of C.S.L. and how this can support individuals in their daily work and interactions with others. There will also be opportunities for staff across the school district to learn more about C.S.L.
- **Compassionate Systems Leadership** is an approach that integrates empathy, systems thinking, and shared purpose to create environments where individuals and teams can thrive. In schools, this leadership style is especially powerful because it acknowledges the emotional and relational dimensions of education while also addressing the complex systems within which schools operate. By leading with compassion, school-based leaders foster trust, psychological safety, and stronger connections among staff, students, and families. This not only improves well-being but also enhances collaboration, resilience, and effectiveness across the school community. In a time of increasing demands and challenges, Compassionate Systems Leadership offers a sustainable way to navigate complexity, nurture human potential, and create meaningful change in education.

- 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)
- **National School Food Program:** The Government of Canada announced \$1 Billion over five years for the National School Food Program (NFSP). This funding will be used to enhance the Coast Mountains School District Food Programs through additional staffing, new equipment and new appliances.
- **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.
- **Pilot Food Programs**
Beginning next year, select schools will pilot either a *Pay-What-You-Can* meal program or an *Opt-In/Opt-Out* meal program.
 - **Pay-What-You-Can**
Families will have access to school menus in advance and may select the days on which their students will participate. Families are encouraged to contribute an amount that reflects their financial ability—or choose to receive meals at no cost.
 - **Opt-In/Opt-Out**
Families will also have access to school menus in advance and may decide whether their students will participate for the month. Families who contribute more than \$100 through this program are eligible to receive a charitable tax receipt.

This flexible approach enhances the sustainability of our school food program by enabling Food Service Assistants to prepare meals based on actual participation. It also empowers students to choose their meals, reduces food waste, and helps eliminate stigma—ensuring all students receive the same meals regardless of payment.



Coast Mountains Board of Education School District 82

MEETING AGENDA ITEM #9.

Action:	X	Information:	
Meeting:	Regular	Meeting Date:	June 18, 2025
Topic:	Indigenous Education Report – June 2025		

Background/Discussion:

Attached for reference is the Indigenous Education Report for presentation at the June 18, 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 June 2025.

Presented by: Superintendent of Schools



Indigenous Education Report June 2025

This issue highlights events and projects funded through the **1.31 Enhancement Proposals, Elders Knowledge Holder Program and the work of the Indigenous Support Workers (ISW), alongside the meaningful contributions of teachers and schools who bring these initiatives to life in classrooms and on the land.**

Gratitude

Thank you to all Elders, Knowledge Holders, ISWs, Teachers, and community partners who continue to guide and inspire the learners. Your efforts are helping to nurture identity, culture, and pride.

National Indigenous History Month & National Indigenous Peoples Day

June is **National Indigenous History Month**, a time to honour the rich cultures, contributions, and histories of First Nations, Inuit, and Métis peoples across Canada. Schools throughout the district have been highlighting Indigenous knowledge, traditions, and contemporary experiences in classrooms and school-wide events.

Leading up to **National Indigenous Peoples Day on June 21**, many schools have organized special activities including cultural workshops, guest speakers, land-based learning, and community celebrations. These opportunities allow both Indigenous and non-Indigenous students to come together in recognition, celebration, and continued learning.

We are grateful to the Elders, Knowledge Keepers, and community members who have guided these events, and to the educators and ISWs who continue to integrate Indigenous perspectives into everyday learning.

IN THIS ISSUE:

- Strengthening Relationships LEA & PVP Forum
- Moose Hide campaign
- National Indigenous Month and Day Celebrations
- Cassie Hall visits Kitselas Canyon
- Skeena Middle School Food sovereignty
- Kildala Land Based Learning Salmon
- Drum Blessings Terrace Schools
- Indigenous Grad Photo Shoots across the District
- Bear Valley School makes Ribbon Skirts, and basket weaving
- Ecole Mountainview Traditional Plant walks, and loom beading
- Skeena Middle School Making Vests
- Hazelton Secondary Locker Mural Project
- Caledonia Girls Group
- Hazelton Secondary Nisga'a Valley Trip
- Hazelton Secondary explore Women in Sciences
- Hazelton Secondary School and Gitanmaax Cultural Days Event
- 1.31 Proposals Approved
- Knowledge Holder Applications Approved

Strengthening Relationships Through Collaboration: Local Education Agreement Forum for Principals and Vice Principals

Message from the Superintendent, Tracey MacMillan

On May 30, the Coast Mountains School District hosted a Local Education Agreement (LEA) Forum for Principals and Vice Principals—an important gathering focused on deepening understanding, strengthening relationships, and moving forward in partnership with Indigenous communities.

This meaningful event was a true collaboration. The forum was co-created with input from members of the Coast Mountains Administrators Association (CMAA), the Inter-Tribal Education Committee (ITEC), and district staff. Together, this collective group shaped the day's content, activities, and learning focus to ensure it reflected the voices and priorities of both school leaders and Indigenous partners.

A heartfelt thank you is extended to our principals and vice principals for their active engagement, openness, and commitment to learning together in support of Indigenous student success. Your presence and participation are essential as we continue to move forward in alignment with the values of equity, inclusion, and respect.

As we work toward the creation of the Indigenous Education Council, this year has also been one of rebuilding and strengthening relationships—with each other and with all partner Nations. We are especially pleased about the renewed relationships we are building with each of the ITEC members. We have made a conscious effort to move beyond the foundational expectations outlined in Bill 40 and instead centre our work in collaboration, trust, and shared purpose.

The LEA Forum was a strong example of this shift. ITEC members played an active role in shaping the forum—contributing to content development, co-facilitating sessions, and participating in a panel discussion. Their involvement brought vital perspectives and helped foster deeper dialogue between school leaders and Indigenous partners.

Special thanks are also extended to Lindsay Harder (Executive Assistant to the Secretary Treasurer and Secretariat to the Indigenous Education Council (IEC), and Vanessa Shirey (Administrative Assistant, Indigenous Education Department), whose leadership and coordination were instrumental in planning and organizing the forum.

Together, we are shaping a path forward where Local Education Agreements are not simply documents but living commitments—grounded in relationships, shared responsibility, and the belief that every student deserves to thrive.

Below are photos from the forum.



LEA Panel Members from L to R: Louise Ormerod (Principal, Hazelton High School); Marian Kotowich-Laval (Kitsumkalum Education Coordinator); Corey Killoran (Principal, Skeena Middle School); and Kassia Nameth (Principal, Kitwanga Elementary School).



Moose Hide Campaign Day – Standing Up Against Violence

In May, some of our schools and staff took part in the **Moose Hide Campaign**, a nationwide movement aimed at ending violence against Indigenous women, girls, and 2SLGBTQ+ people. The campaign encourages men and boys, alongside all Canadians, to stand up and speak out against gender-based violence.

Participants wear small squares of moose hide, symbolizing their personal commitment to reconciliation and safety. Classrooms engaged in age-appropriate discussions, watched campaign videos, and reflected on the importance of allyship and action. This year's campaign sparked powerful conversations about respect, consent, and the roles we all play in creating safer communities.

We thank everyone who took part and continue to support this important movement.



Photos above Students at Suwilaawks along with Indigenous Support Worker Roxanne Wright coloured some beautiful artwork in recognition of the Moose Hide Campaign. Photos Below Making Devils Club bead necklaces.



Students creating jewelry using hand-crafted beads made from Devil's Club stalks — a plant deeply respected in many Indigenous cultures for its powerful medicinal and spiritual properties. This activity combined cultural learning with hands-on creativity, allowing students to connect with traditional materials in a meaningful way.



Cassie Hall Students visit Kitselas Canyon

Ms. Jay's Grade 3 class and Ms. Koch's Grade 2 class from Cassie Hall had an unforgettable field trip to Kitselas Canyon. Students explored four traditional longhouses, marveling at fascinating cultural artifacts—including 600-year-old repatriated totem poles—and gained insight into the rich history of the Kitselas people. They also discovered the role of the Skeena River in local transportation, viewing impressive wooden replicas of riverboats that once traveled its waters.

One of the day's highlights was getting up close to preserved specimens of local forest animals such as wolves, bears, and beavers (no need to worry—they weren't alive!). Students also enjoyed a scenic walk down a well-maintained trail to admire the breathtaking canyon views. Along the way, they learned about the significance of local plants and the deep cultural connections to the land.



The fresh air, sunshine, and time around the fire made for a perfect outdoor learning experience. We were especially touched by the kindness of the staff, who went out of their way to build a welcoming fire for the children to gather around. A picnic lunch topped off the day, with students soaking up both knowledge and sunshine.

We are incredibly grateful to the hosts and tour guides at **Kitselas Canyon** for their warm hospitality and for generously sharing their history and culture with us. It was a day of meaningful learning, lasting memories, and heartfelt appreciation.

Jamie Koch



Skeena Middle School learns about Food Sovereignty



Knowledge Holder Shalene Pauls visited two Foods 9 classes to lead a rich and engaging session on Indigenous food sovereignty and the origins of our food. Students participated in thoughtful discussions around what food sovereignty means, and several shared personal examples of how they currently — or hope to one day — engage in traditional food practices.

Shalene also introduced students to local Indigenous plants and their traditional uses, including the significance of devil's club. In recognition of seaweed harvesting season, she brought freshly harvested seaweed for the class to prepare and sample. Together, students toasted the seaweed, cooked rice, and enjoyed a shared meal featuring locally caught, family-canned salmon.

This experience offered a meaningful connection to Indigenous knowledge, seasonal practices, and the importance of food in cultural identity and community well-being.

Teacher, Shaunecy Sperling

Salmon Release and Land-Based Learning at Kildala Elementary



This spring, the Grade 1/2 students at Kildala Elementary had the unique opportunity to raise Northern Coho salmon in their classroom, observing their development from eggs delivered in January through the alevin and fry stages, until they were ready to be released into the Kitimat River as parr. Throughout this experiential learning project, students explored the cultural and ecological significance of salmon. They learned about the traditional uses of salmon and its importance to many Indigenous communities across British Columbia. The project also deepened their understanding of local waterways, the salmon life cycle, and the relationships salmon have with surrounding plants, animals, and ecosystems. Connections to Indigenous art and storytelling further enriched the learning experience, highlighting the salmon's role in cultural identity and environmental stewardship.

The Grade 1/2 class partnered with the Kindergarten class for a field trip to Hirsch Creek, where each student released 3–5 young salmon back into the river. The day also included engaging, hands-on sessions with a conservation officer and two fisheries workers. Students learned about sustainability practices and examined aquatic insects and invertebrates that share the river habitat with the salmon. This meaningful experience reflected core Indigenous values of respect, reciprocity, and relationship with the land, and provided students with a powerful example of land-based learning in action. **ISW Carlos Taveres**



Drum Blessings Terrace Schools

In 2023/2024 the Indigenous Education Department purchased sets of drums for schools throughout the district that were made by students under the guidance of knowledge keepers. The drums were then gifted by the students to the schools. This year, we started the process of having the drums blessed by elders to breathe life into them so they can be used for students to learn about drumming, singing and culture. Elder **Anne McDames** from Kitselas blessed the drums at Ecole Mountainview, Uplands, Cassie Hall, Thornhill Elementary, Thornhill Primary, and Skeena Middle School during the first week of June. The plan moving forward is to complete the drum blessings for all schools that still need this to take place. **Indigenous Teacher Mentor Anna Ashley**



Indigenous Graduation Photo Shoots in Kitimat, Terrace and Hazelton



The Indigenous Education Department proudly continued an initiative launched by **Stephanie Louie** and **Tammy Bulleid** in the 2022–2023 school year: Indigenous Graduation Photo Shoots. What began in Terrace has since expanded to include high schools in Kitimat, thanks to the support of Indigenous Education Support Workers and Indigenous Education Teacher Mentor, **Anna Ashley**. In Hazelton thanks to **Stephanie Muldoe**, these photo shoots offer Indigenous graduates the opportunity to be photographed in regalia or attire of their choice, creating a space for cultural pride and personal expression. The goal of this initiative is to uplift and celebrate Indigenous students as they reach this important milestone. Moving forward, the vision is for schools to carry on this tradition in a way that best suits their communities, continuing to honour and empower Indigenous graduates in meaningful and culturally respectful ways. **Anna Ashley**
Indigenous Teacher Mentor



Indigenous Graduation Photoshoot – Caledonia Secondary School This year, Caledonia Secondary School proudly hosted its 3rd Annual Indigenous Graduation Photoshoot—a two-day event celebrating the achievements of Indigenous graduates and fostering cultural pride among Indigenous students across Terrace.



This event provides an intentional and inclusive space for Indigenous youth to celebrate their identity, fostering a sense of belonging and connection within the school community. Historically, Indigenous peoples were excluded from public education and denied the right to openly celebrate their culture. Events like this represent meaningful steps toward *reconciliACTION*—recognizing and honouring Indigenous culture in the school environment. A strong sense of belonging contributes to increased confidence, resilience, and academic success. This

year, we've witnessed firsthand how this initiative positively impacts student outcomes and helps shape how Indigenous youth view themselves—not only within the school system but within the broader community. **ISW's Stephanie Louie, Sheila Morgan, Desiree Quock, Tammy Bullied**

Bear Valley School – with Myra McMillan



Ribbon Skirt Making at Bear Valley School

Students at Bear Valley School in Stewart, BC, had the opportunity to engage in a meaningful cultural learning experience through the creation of traditional ribbon skirts, guided by **Indigenous Support Worker Myra McMillan**. Ribbon skirts are a powerful symbol of identity, resilience, and cultural pride in many Indigenous communities. With Myra's support, students learned about the history and significance of ribbon skirts, including their role in ceremonies, celebrations, and as a form of resistance and self-expression. Each student thoughtfully selected their materials and designs, creating a personalized skirt that reflects their connection to culture and community.

The hands-on project not only helped students build sewing skills but also fostered a sense of pride, creativity, and cultural understanding. It was a beautiful expression of Indigenous identity and intergenerational knowledge sharing, and we are grateful to Myra for leading this important work.



Yarn-Woven Baskets at Bear Valley

School Students in Grades 5 to 7 at Bear Valley School explored the art of yarn-woven basketry, a more contemporary style of traditional basket-making. Just in time for Mother's Day, they crafted beautiful, handwoven baskets that showcased their creativity and care. The project offered a fun and meaningful way



for students to engage in hands-on learning while making heartfelt gifts for loved ones.

Traditional Plant Knowledge Ecole Mountainview



Land-Based Learning at École Mountain View with Métis Elder Trish Paulson

In early June, students at École Mountain View School had the opportunity to participate in a land-based learning experience with **Métis Elder and Knowledge Holder Trish Paulson**. The visit included two plant walks: one

with two early primary classes (Kindergarten and a K/1 class), and another with a Grade 3/4 class. **Indigenous Support Worker Alexis Bright** and classroom teachers supported the sessions, which were held on the traditional territory of the Ts'msyen people in Terrace, BC.



Leading up to Trish's visit, Alexis had already been engaging students in plant-focused learning. Through presentations and hands-on crafts, students explored several plants growing in and around the forest near the school grounds, including cedar, Nootka rose, ferns, and soapberries. Lessons covered plant identification, natural habitats, and traditional uses—particularly those of the Ts'msyen peoples. Students also received activity booklets to deepen their understanding.

During the plant walk, Trish guided students along the perimeter of the school field, introducing them to a variety of local plants such as dandelions, buttercups, fireweed, birch trees, thimbleberries, comfrey, and horsetail. Students were highly engaged, eager to see, touch, and even collect samples of the plants to bring back to their classrooms—and in many cases, take home to share with their families.



This learning experience not only deepened students' knowledge of local ecosystems and Indigenous plant use, but also fostered a stronger connection to the land. It was a powerful example of how cultural teachings and outdoor learning can come together to enrich the school experience. **ISW Alexis Bright**

Nootka Rose Art Display

Beading and Bracelet-Making at École Mountain View



After Spring Break, Grade 6 students at École Mountain View began a loom beading project led by **Indigenous Support Worker Alexis Bright**. The project started with a lesson on the history of Indigenous beadwork, exploring traditional materials and how European contact influenced beading practices.

Students were invited to create either a bracelet, choker, or keychain. Alexis guided them through the design process, helping them determine the number of warp threads and select bead patterns. Their teacher, Laurie Talbot, was so engaged that she continued the project independently on days Alexis wasn't in the classroom, using resources provided to support student learning.

When asked, “How many of you found this challenging?”—every student raised their hand. And when asked, “Would you do it again?”—every hand went up again. Students were proud of their finished work and left the project feeling accomplished and connected to a meaningful cultural tradition.

Skeena Middle School making Cultural Vests for Feast Workers



A Grade 9 student, Payton, learning how to make cultural vests that will be worn by student feast workers at Skeena Middle School's year-end Indigenous celebration on June 20, 2025. So far, 21 vests have been completed through a team effort, each featuring a beautiful universal feather design generously donated to the school by Indigenous fashion designer Valerie Morgan. Payton was quick to pick up the sewing skills and showed great enthusiasm and

pride in contributing to this meaningful project. It was a joy to teach her today, and I'm so proud of her efforts. **ISW Martha Woods**

Locker Mural Project at Hazelton Secondary School

Hazelton Secondary School recently completed a vibrant and meaningful locker mural project, led by local artist Arlene Ness and supported by the Indigenous Education Department. While the project took longer than anticipated, it provided students with a deep and engaging learning experience in both design and painting.



Under Arlene's guidance, students developed technical skills and gained insight into the artistic process — from concept to finished mural. Arlene's talent, vision, and ability to bring ideas to life served as an inspiration to all who participated. The school is proud of the final results and looks forward to continuing this creative initiative in the years to come.

One especially impactful part of the project was the mural created by student Peyton Wesley, who collaborated with her father, Roger Wesley. Beyond contributing a stunning piece of artwork to the school, Peyton's participation helped build her confidence and pride in her work, reinforcing her voice and presence within the school community.



These murals now serve as daily visual reminders of student creativity, cultural pride, and the power of mentorship in education. **Barb Janze HSS Teacher**

Caledonia

Year End Reflection Girls' Group 2024/2025

This has been a meaningful endeavor for our department. As with any new program, there were learning curves, but the experience has been both rewarding and transformative.

I am pleased to report that the feedback from participants has been overwhelmingly positive. The group has served as a significant and empowering experience for the girls involved. The program has contributed to:

- Increased access to mental health supports
- Improved behaviour and interpersonal relationships
- Development of healthy coping strategies
- A strengthened sense of identity and belonging within the school community

The girls themselves shared powerful reflections, including:

- *"I felt totally supported and felt like I could talk about anything."*
- *"The stigma was broken, and I was able to access other supports."*
- *"New friends and a sense of community were created."*
- *"Other people have gone through or are going through what I am"*
"I was able to talk to my parents about what I am going through."

These statements highlight the deep impact this space has had on their personal growth.

ISW Stephanie Louie

Hazelton Secondary Students Explore Nisga'a Territory

From May 29th to 30th, students from Hazelton Secondary School (Grades 8–12) embarked on an unforgettable land-based learning journey through **Nisga'a traditional territory**. Learners explored the awe-inspiring **Anhluut'ukwsim Laxmihl Angwinga'asanskwhl Nisga'a Park (Nisga'a Memorial Lava Bed Park)**, visited **Lava Lake**, climbed the **Volcanic Cone**, and made their way to the ocean. A highlight of the trip was the visit to the **Nisga'a Museum / Hli Goothl Wilp Adokshl Nisga'a**, where students engaged deeply with the rich cultural heritage of the Nisga'a people.



Evenings were spent sharing stories around the campfire and singing under the stars, creating powerful memories and deepening the connection to land, culture, and each other.



A heartfelt thank you to our gracious hosts, and to **Ms. Samson, Mr. Rychlo, Ms. Hagen, and Ms. Fralick** for making this meaningful learning opportunity possible for our students.

Hazelton Secondary Students Explore Women in Science



On June 4th, young women from Hazelton Secondary School participated in an inspiring Women in Science field experience. Students had the opportunity to learn about science-related careers from three incredible mentors: **Patience Muldoe** from Skeena Fisheries Commission, **Melissa Shirey** from Gitanyow Fisheries Authority, and **Darlene Vegh** from the Gitanyow Lax 'yip Guardian Fire Stewardship.

The group visited the Gitanyow fish fence and a cultural burning site, where students gained firsthand insight into the ways traditional Indigenous knowledge and Western science work together to support environmental stewardship and community well-being.

A huge thank you to HSS teachers **Stacey Brown** and **Stephanie Muldoe**, as well as **School District #82** and the **Inter-Tribal Education Committee**, for supporting this empowering and educational opportunity for students.



Gitanmaax Community Cultural Engagement & Celebration at Hazelton Secondary School

Message from the Superintendent, Tracey MacMillan

On Friday, June 6, Hazelton Secondary School was filled with the vibrant energy of culture, connection, and community as it hosted the Gitanmaax Community Cultural Engagement & Celebration. This special event brought together students, families, staff, Elders, and community members for a day of cultural sharing, Indigenous artistry, and traditional performance.

The celebration was a collaborative effort between Hazelton Secondary School and the Gitanmaax Band Government, whose partnership made this memorable day possible. The gymnasium and cafeteria were transformed into lively gathering spaces where over 20 Indigenous vendors showcased beautiful handmade items, apparel, crafts, and traditional foods. Throughout the day, dance performances captivated guests and highlighted the richness of local Indigenous traditions.

A very special thank you goes to our Indigenous Support Workers, whose vision, leadership, and organizational dedication were at the heart of this event. Their work behind the scenes ensured every detail was thoughtfully planned, making it a meaningful and inclusive experience for all who attended. Simply put, this event would not have been possible without them.

We also wish to extend heartfelt recognition and gratitude to Pansy Wright-Simms, Director of Education with the Gitanmaax Band Office, and Monica Simms, Education Advisor with the Gitksan Government Commission, for their steadfast support—not only in helping to make this day a success, but in their ongoing partnership with and support for the staff of the CMSD82 Indigenous Education Department. Their guidance and collaboration are deeply valued.

Events like this serve as a powerful reminder of what's possible when schools and Nations come together in the spirit of relationship and respect. Thank you to everyone who contributed their time, energy, and heart to this day of celebration—we are stronger together.



Pansy acknowledges HSS ISW's: Left to right are Grace Williams, Brianna Wright and Chante Simms. Missing from the photo is: Alberta Milton

Lindsay Harder (Executive Assistant to the Secretary Treasurer and Secretariat to the Indigenous Education Council (IEC), Pansy-Wright Simms (Gitanmaax Band, Director of Education), with granddaughter in front, Tracey MacMillan (Superintendent).



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

School	Project	Knowledge Keeper/Elder
Parkside	Indigenous Day Celebrations	• Tegan Anaka
Cassie Hall Elementary	Monthly Drumming	• Vivian Carlick, • Chris Peal • Roxanne Woods
Ecole Mountainview	Indigenous Day Drumming	Anne McDames

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

Hazelton Secondary School:

- Canoe's and Equipment
- Photography Equipment
- Nisga'a Valley Tour



Coast Mountains Board of Education School District 82

MEETING AGENDA ITEM #10.1.1

Action:	X	Information:	
Meeting:	Regular	Meeting Date:	June 18, 2025
Topic:	Minutes of the Business Committee Meeting, June 11, 2025		

Background/Discussion:

Minutes as attached.

Recommended Action:

THAT the minutes of the Business Committee Meeting held June 11, 2025 be received for information.

Presented by: Secretary Treasurer



BUSINESS COMMITTEE MEETING

Wednesday June 11, 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:

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

MEETING MINUTES

Items	Action
The meeting was chaired by Trustee Ed Harrison and called to order at 10:30 a.m. Trustee Harrison acknowledged the school District's business being conducted on the traditional and unceded territories of the Gitksan, Haisla, Nisga'a, and Ts'msyen Peoples, and the honour to work with their children and privilege to live on their land.	
1. Previous Meeting Minutes - May 14, 2025	1. The minutes of the previous Business Committee Meeting held on May 14, 2025, were accepted as presented.
2. Human Resources 2.1 Grievance Update – CMTF & CUPE	2.1 Director Bath provided a grievance update relating to the Coast Mountain Teachers' Federation (CMTF) and the Canadian Union of Public Employees Union (CUPE), Local 2052. CUPE has one grievance. CMTF currently has four-Step 1 grievances, three-Step 2 grievances, and five-Step 3 grievances. Information only; no action required.
3. Facilities/Transportation/OH&S 3.1 Monthly Facilities Report, June 2025	3.1 Director Schibli provided an update on current operations and facilities activities. He noted that several projects have come in under budget, which has allowed the District to move forward with additional planned work. Construction has started on the HVAC upgrade at Caledonia site, and preparations are nearing completion for the building envelope replacement at Uplands Elementary. Planning is also underway for the upcoming theater seat replacements at Mount Elizabeth Theatre. The tender for the Uplands Elementary parking lot expansion has been posted to BC Bid. Additionally, construction began late last week on the new playground at Suwilaawks Community. Information only; no action required.

<p>3.2 District Joint OH&S Committee Meeting Minutes – May 20, 2025</p> <p>3.3 2026-2027 Five-Year Plan Intake – Call for Projects</p>	<p>3.2 Ginger Fuller provided the District Joint OH&S Committee Meeting Minutes of May 20, 2025. Information only; no action required.</p> <p>3.3 Director Schibli presented the draft submissions for the 2026–2027 Capital Plan intake. The District is preparing to submit its Major Capital Plan by June 30, 2025, and the Minor Capital Plan by September 30, 2025, in accordance with Ministry timelines. Action: Forward the 2026-2027 Five-Year Plan Intake - Call for Projects with the recommendation for approval of the Annual Five-Year Capital Plan Submission 2026/2027 and approval of the Annual Five-Year Minor Plan Submission 2026/2027 at the next Regular Board Meeting on June 18, 2025.</p> <p>Major Capital Program, the following two projects are being proposed:</p> <ul style="list-style-type: none"> • Mount Elizabeth Middle Secondary School – A full replacement of the Academic and Science Wings under the School Replacement Program (REP). • Roy Wilcox Elementary – Demolition of the deteriorated covered area at the rear of the school under the Rural Districts Program (RDP). <p>Minor Capital Program, the District will be submitting proposals for the following:</p> <ul style="list-style-type: none"> • Partial Roof Replacements at: <ul style="list-style-type: none"> ○ <i>Skeena Middle School</i> ○ <i>Mount Elizabeth Middle Secondary School</i> • HVAC Upgrade – Phase 2 at Suwilaawks Community School (Hydronic piping & unit ventilators) • Building Envelope Replacements at: <ul style="list-style-type: none"> ○ <i>Uplands Elementary – Phase 2</i> ○ <i>Cassie Hall Elementary – Phase 2</i> • Playground Equipment Program submissions for: <ul style="list-style-type: none"> ○ <i>Uplands Elementary – Universal Design Playground</i> ○ <i>New Hazelton Elementary</i>
<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 6.1 Monthly Financial Statements, April 30, 2025</p>	<p>6.1 Secretary Treasurer Fuller spoke to the April 30, 2025 Monthly Financial Statements, there were no areas of concern. Information only; no action required.</p>
<p>7. Budget Working Committee 7.1 2025-2026 Proposed Preliminary Budget</p>	<p>7.1 Secretary Treasurer Fuller shared the 2025-2026 Proposed Preliminary Budget, reviewing revenues and expenditures. Carryover from the previous budget will help to balance shortfalls. A balanced budget will be submitted to the Ministry of Education and Child Care by June 30, 2025. Action: Forward the 2025-2026 Proposed Preliminary Budget with the recommendation for approval at the next Regular Board Meeting on June 18, 2025, through bylaw reading.</p>
<p>8. Next Meeting</p>	<p>8. The next Business Committee Meeting will be advised. The meeting was adjourned at 11 :30 a.m.</p>



MEETING AGENDA ITEM #10.1.2

Action:	X	Information:	
Meeting:	Regular	Meeting Date:	June 18, 2025
Topic:	2026-2027 Five-Year Capital Plan Intake – Call for Projects		

Background/Discussion:

Annual Five-Year Capital Plan submissions from Boards of Education are used by the Ministry of Infrastructure to determine which priority Capital Projects may be included in the Ministry's Capital Plan for the following fiscal year. The Capital Plan submissions also provide the Ministry with important insight into future year capital priorities, which can be used for longer term government planning and the determination of potential future capital funding requirements for the public education system.

The Ministry of Infrastructure has issued a call for projects for the submission of the 2026-2027 Five-Year Capital Plan. The Capital Asset Planning System (MyCAPS) enables the Ministry to issue a "Call for Submissions" for school districts' Five-Year Capital Plans separately for Major Capital projects and Minor Capital projects, with different submission deadlines. The submission deadlines for 2026-2027 are:

Major Capital Programs – June 30, 2025
Minor Capital Programs – September 30, 2025

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

Attached is a summary of the school district's 2026-2027 Five-Year Capital Plan Intake – Call for Projects requiring the Board's approval prior to submission to the Ministry. The Business Committee reviewed the summary at its June 11, 2025 meeting and forwards to the Board for approval.

Recommended Action:

THAT the Board approve the 2026-2027 Five-Year Capital Plan (Major and Minor Capital Projects) submission to the Ministry of Infrastructure.

Presented by: Secretary Treasurer



Coast Mountains Board of Education School District 82

2026-2027 Five-Year Plan Intake – Call For Projects

INFORMATION – REGULAR BOARD OF EDUCATION MEETING – JUNE 18, 2025

To: Board of Education
From: Robert Schibli, Director of Facility Services
Subject: Ministry of Infrastructure Capital Plan Submission 2026-2027

The following list summarizes the proposed 2026-2027 Capital Plan Intakes for Coast Mountains School District. The plans shall be submitted to the Ministry of Infrastructure prior to the June 30 Major Capital and September 30 Minor Capital plan submission deadlines. Separate Board resolutions will be required for both the Major and Minor Capital Plan calls for submission.

Draft - Major Capital Programs (SMP, EXP, REP, RDP, BEP)			
Program	Facility	Project Description	Status
School Replacement Program (REP)	Mount Elizabeth Middle Secondary School	Proposed complete replacement of Academic Classroom & Science Wings	Project Definition
Rural Districts Program (RDP)	Roy Wilcox Elementary	Proposed demolition of deteriorated covered area	Project Definition

Draft - Minor Capital Programs (SEP, CNCP, BUS, PEP)			
Program	Facility	Project Description	Status
School Enhancement Program (SEP)	Skeena Middle School	Partial Roof Replacement – Roofs 14A & 16	Design
School Enhancement Program (SEP)	Mount Elizabeth Middle-Secondary School	Partial Roof Replacement – Roofs 25, 26 & 26A	Pre-Design
School Enhancement Program (SEP)	Suwilaawks Community School	Complete HVAC Replacement – Phase 2 Hydronic Piping & Unit Ventilators	Tender-Ready
School Enhancement Program (SEP)	Caledonia Secondary School	Laboratory Classrooms Renovations	Pre-Design
School Enhancement Program (SEP)	Nechako Elementary School	Bathroom Renovations	Pre-Design
Carbon Neutral Capital Program (CNCP)	Cassie Hall Elementary	Building Envelope Replacement Phase 2	Tender-Ready
Carbon Neutral Capital Program (CNCP)	Uplands Elementary	Building Envelope Replacement Phase 2	Pre-Design
Playground Equipment Program (PEP)	Uplands Elementary School	Universal Design Playground	Pre-Design
Playground Equipment Program (PEP)	Nechako Elementary School	Universal Design Playground	Pre-Design



Coast Mountains Board of Education School District 82

MEETING AGENDA ITEM 10.1.3

Action: X Information:

Meeting: Regular Meeting Date: June 18, 2025

Topic: **Draft Preliminary 2025-2026 Annual Budget Bylaw**

Background/Discussion:

Reference the attached draft preliminary 2025-2026 Annual Bylaw and Budget. *Due to circumstances beyond our control, please note the 2025-2026 Annual Bylaw and Budget will be re-issued to include the required Version number and shared by meeting handout with Trustees on June 18, 2025.*

As directed by the Board, the Budget Working Committee has fulfilled its mandate and has provided a broad opportunity for input into the decision-making regarding the 2025-2026 Preliminary Annual Budget.

The Business Committee reviewed the draft Preliminary Annual Budget at its June 11, 2025 meeting and brings forward for the Board's consideration and adoption.

Approval is required by the Board to utilize capital replacement dollars through Local Capital Reserves of up to \$250,000 for the purchase of vehicles and equipment for the Facilities and Maintenance Departments for the 2025-2026 fiscal year.

A Bylaw of the Coast Mountains Board of Education School District 82 is required to adopt the annual budget for the fiscal year 2025-2026 pursuant to Section 113 of the *School Act* as detailed in the attached Bylaw.

Recommended Action:

THAT the Board approve the utilization of capital replacement dollars through Local Capital Reserves of up to \$250,000 for the purchase of vehicles and equipment for the Facilities and Maintenance Departments for the 2025-2026 fiscal year.

THAT the 2025-2026 Annual Budget Bylaw and Budget Version (to be re-issued June 18, 2025 with the Version number) be read a first time the 18th day of June, 2025.

THAT the 2025-2026 Annual Budget Bylaw and Budget Version (to be re-issued June 18, 2025 with the Version number) be read a second time the 18th day of June, 2025.

Unanimous consent is required to proceed to third reading.

THAT the 2025-2026 Annual Budget Bylaw and Budget Version: (to be re-issued June 18, 2025 with the Version number) be read a third time, passed and adopted the 18th day of June, 2025.

Presented by: Secretary Treasurer

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SCHOOL DISTRICT No. 82 (Coast Mountains) SPECIAL PURPOSE FUND REVENUE AND EXPENSE

	2025 AAB	2026 Prelim
Revenues		
Provincial Grants		
Ministry of Education and Child Care	10,530,999	10,309,884
Other	-	230,174
Other Revenue	2,188,876	1,976,501
Rentals and Leases		
Investment Income		-
	1,000	1,000
Total Revenue	<u>12,720,875</u>	<u>12,517,559</u>
Expenses		
Instruction	12,244,952	12,024,636
District Administration	30,000	47,000
Operations and Maintenance	309,323	309,323
Transportation and Housing	100,000	100,000
Total Expenses	<u>12,684,275</u>	<u>12,480,959</u>
Net Revenue (Expense)	<u>36,600</u>	<u>36,600</u>
Net Transfers (to) from other Funds		
Tangible Capital Assets Purchased	(36,600)	(36,600)
Tangible Capital Assets - Work in Progress		
Total Net Transfers	<u>(36,600)</u>	<u>(36,600)</u>
Budgeted Surplus (Deficit), for the year	<u>-</u>	<u>-</u>

DRAFT

SCHOOL DISTRICT No. 82 (Coast Mountains)
OPERATING FUND
ANNUAL AMENDED BUDGET BY OBJECT
YEAR ENDED JUNE 30, 2026

	2025-2026 Budgeted Total Salaries	2025-2026 Employee Benefits	2025-2026 Total Salaries and Benefits	2025-2026 Services and Supplies	2025-2026 Prelim Budget	2024-2025 AAB Budget	Change
1 INSTRUCTION							
1.02 Regular Instruction	\$ 19,408,603	4,526,680	\$ 23,935,283	\$ 1,100,076	\$ 25,035,359	\$ 25,588,376	\$ (553,017)
1.03 Career Programs	206,392	51,598	257,990	198,650	456,640	454,576	2,064
1.07 Library Services	1,219,829	299,179	1,519,007	50,000	1,569,007	1,631,000	(61,993)
1.08 Counseling	1,352,474	338,119	1,690,593		1,690,593	1,682,143	8,450
1.10 Special Education	7,493,628	1,809,026	9,302,655	679,941	9,982,596	10,574,291	(591,695)
1.31 Aboriginal Education	2,574,653	590,842	3,165,496	1,333,156	4,498,652	3,977,664	520,988
1.41 School Administration	4,545,829	1,049,173	5,595,002	165,762	5,760,764	5,696,877	63,887
1.62 International Students	147,390	35,374	182,764	418,750	601,514	391,583	209,931
Total Function 1	36,948,798	8,699,990	45,648,788	3,946,335	49,595,123	49,996,510	(401,387)
4 DISTRICT ADMINISTRATION							
4.11 Educational Administration	495,398	123,850	619,248	221,843	841,091	1,027,153	(186,063)
4.40 School District Governance	120,000	6,600	126,600	263,570	390,170	358,518	31,652
4.41 Business Administration	1,029,411	257,353	1,286,764	593,870	1,880,634	1,887,547	(6,913)
Total Function 4	1,644,809	387,802	2,032,611	1,079,283	3,111,894	3,273,218	(161,324)
5 OPERATIONS AND MAINTENANCE							
5.41 Operations and Maintenance Admin	514,126	128,532	642,658	363,350	1,006,008	966,246	39,762
5.50 Maintenance Operations	4,451,494	1,092,666	5,544,159	1,485,395	7,029,554	6,533,262	496,292
5.52 Maintenance of Grounds	-	-	-	284,000	284,000	312,016	(28,016)
5.56 Utilities	-	-	-	1,847,000	1,847,000	1,810,000	37,000
Total Function 5	4,965,620	1,221,197	6,186,817	3,979,745	10,166,562	9,621,524	545,038
7 TRANSPORTATION AND HOUSING							
7.41 Transportation and Housing Admin	26,482	6,621	33,103		33,103	32,838	265
7.70 Student Transportation	72,000	18,000	90,000	2,746,665	2,836,665	2,597,536	239,129
Total Function 7	98,482	24,621	123,103	2,746,665	2,869,768	2,630,374	239,394
TOTAL FUNCTIONS 1 - 7	\$ 43,657,709	\$ 10,333,610	\$ 53,991,319	\$ 11,752,028	\$ 65,743,347	\$ 65,521,626	\$ 221,721

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SCHOOL DISTRICT No. 82 (Coast Mountains)
OPERATING FUND
PROJECTED EXPENSE BY FUNCTION, PROGRAM AND OBJECT
YEAR ENDED JUNE 30, 2026

	110	105	123	120	130	140	
	TEACHERS	PRINCIPALS &	EDUCATIONAL	SUPPORT	OTHER		
	SALARIES	VICE PRINCIPALS	ASSISTANTS	STAFF	PROFESSIONALS	SUBSTITUTES	Total Salaries
	SALARIES	SALARIES	SALARIES	SALARIES	SALARIES	SALARIES	
1 INSTRUCTION							
1.02 Regular Instruction	\$ 16,781,732	\$ 897,818	\$ -	\$ 415,277		\$ 1,313,776	\$ 19,408,603
1.03 Career Programs	206,392	-				-	206,392
1.07 Library Services	799,373	60,901		321,031		38,524	1,219,829
1.08 Counseling	1,099,379	253,095				-	1,352,474
1.10 Special Education	2,857,044	138,659	3,613,473	57,931	391,588	434,933	7,493,628
1.31 Aboriginal Education	869,583	72,805	1,358,822	-	173,164	100,279	2,574,653
1.41 School Administration	-	3,565,893		933,717		46,219	4,545,829
1.62 International Students	-	-		-	147,390	-	147,390
Total Function 1	22,613,503	4,989,171	4,972,295	1,727,956	712,142	1,933,731	36,948,798
4 DISTRICT ADMINISTRATION							
4.11 Educational Administration		-		-	495,398		495,398
4.40 School District Governance					120,000		120,000
4.41 Business Administration				359,514	669,897	-	1,029,411
Total Function 4	-	-	-	359,514	1,265,295	-	1,644,809
5 OPERATIONS AND MAINTENANCE							
5.41 Operations and Maintenance Admin				49,184	464,942	-	514,126
5.50 Maintenance Operations				4,054,121	138,014	259,359	4,451,494
5.52 Maintenance of Grounds				-		-	-
5.56 Utilities							-
Total Function 5	-	-	-	4,103,305	602,956	259,359	4,965,620
7 TRANSPORTATION AND HOUSING							
7.41 Transportation and Housing Admin				12,296	14,186		26,482
7.70 Student Transportation				72,000		-	72,000
Total Function 7	-	-	-	84,296	14,186	-	98,482
TOTAL FUNCTIONS 1 - 7	\$ 22,613,503	\$ 4,989,171	\$ 4,972,295	\$ 6,275,071	\$ 2,614,579	\$ 2,193,090	\$ 43,657,709

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SCHOOL DISTRICT No. 82 (Coast Mountains) OPERATING FUND EXPENSES

	2022-2023	2023-2024	2024-2025	2024-2025	2025-2026	change
	Actual	Actual	Preliminary	AAB	Preliminary	
Salaries						
Teachers	21,105,890	22,668,630	23,022,819	22,941,885	22,613,503	(328,382)
Principals and Vice Principals	3,414,256	3,711,760	4,098,126	4,096,341	4,989,171	892,830
Educational Assistants	4,132,037	5,218,147	5,333,146	5,508,374	4,972,295	(534,079)
Support Staff	5,686,658	6,015,571	6,368,391	6,330,784	6,275,071	(55,713)
Other Professionals	2,378,051	2,843,118	2,764,498	2,577,325	2,614,579	37,254
Substitutes	1,960,952	2,173,636	2,164,097	2,250,926	2,193,090	(57,836)
	38,677,844	42,630,862	43,751,077	43,703,635	43,657,709	(45,926)
Employee Benefits	8,954,390	9,752,408	10,259,680	10,230,566	10,333,610	103,044
Total Salaries & Benefits	47,632,234	52,383,270	54,010,757	53,934,201	53,991,319	57,118
Services and Supplies						
Services	1,786,504	1,939,584	2,135,455	2,525,983	2,619,325	93,342
Student Transportation	2,430,618	2,344,955	2,516,633	2,516,633	2,736,465	219,832
Pro D and Travel	821,445	678,885	816,580	790,669	999,305	208,636
Rentals and Leases	446	-	2,500	2,500	1,500	(1,000)
Dues and Fees	97,503	107,668	92,450	92,450	97,850	5,400
Insurance	160,149	197,585	224,180	253,680	273,880	20,200
Supplies	1,598,589	1,825,183	2,981,522	3,332,074	2,762,364	(569,710)
Furniture and Equipment	536,359	107,233	222,897	198,767	215,267	16,500
Computer Equipment	552,926	489,305	275,396	274,672	379,072	104,400
Bad Debt	-	-	-	-	-	-
	7,984,539	7,690,398	9,267,613	9,987,428	10,085,028	97,600
Utilities						
Electricity	471,417	515,524	500,000	500,000	534,000	34,000
Gas-Heat	561,574	524,993	550,000	550,000	580,000	30,000
Propane-Heat	312,239	236,865	350,000	350,000	350,000	-
Garbage/Water/Sewer	132,327	122,292	140,000	140,000	143,000	3,000
Carbon Offsets	48,095	42,587	60,000	60,000	60,000	-
	1,525,652	1,442,261	1,600,000	1,600,000	1,667,000	67,000
Total Service & Supplies	9,510,191	9,132,659	10,867,613	11,587,428	11,752,028	164,600
TOTAL OPERATING EXPENSE	57,142,425	61,515,929	64,878,370	65,521,629	65,743,347	221,718

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SCHOOL DISTRICT No. 82 (Coast Mountains) OPERATING FUND REVENUES

	2022-2023	2023-2024	2024-2025	2024-2025	2025-2026	Change
	Actual	Actual	Preliminary	AAB	Preliminary	
Provincial Grants - MoE						
Operating Grant, MOE	46,305,417	50,784,227	51,327,174	52,560,995	53,045,368	484,373
Strike Recovery						-
Other Ministry of Education Grants						-
Pay Equity	1,160,795	1,160,795	1,160,795	1,160,795	1,160,795	-
Labour Settlement Funding	1,895,317	928,103	563,861	518,695		(518,895)
Carbon Tax Reimbursement						-
Funding for Graduated Adults	2,515	344	-	1,067	1,067	-
FSA/Exam Funding	8,187	8,187	8,187	8,187	8,187	-
Economic Stability Dividend						-
Curriculum Implementation						-
Transportation Funding	557,786	557,786	557,786	557,786	557,786	-
Return of Admin Savings 16-17						-
Student Learning Grant						-
Audit Recovery 2016-2017						-
Support Staff Std Ext Health Plan	58,438	58,465	58,465	58,465	58,465	-
Support Staff Wage Increase Funding						-
Early Learning Framework Grant	596					-
Premiere Awards		6,000				-
French Immersion Recruitment Grant		11,840				-
Employer Health Tax Support						-
Next Generation Network (NGN)	12,780	24,737	24,738	24,738	24,737	1
Childcare Funding		85,306	-	198,387	90,000	(108,387)
Early Career Mentorship						-
Integrated Child and Youth Grant	521,013	403,428	499,976	501,993	501,993	-
Equity Scan	85,881	-				-
Feb Count DL and 1-10		-		364,420		(364,420)
Increase to funding after enrollment counts			1,389,050		952,140	952,140
	50,608,725	54,029,218	55,590,130	55,955,526	56,400,538	445,012
Provincial Grants - Other						
ITA - 64103					79,500	79,500
MCFD - 64104					35,000	35,000
	88,500	159,310	79,500	114,500	114,500	-
Federal Grants - Other - ISC JP	-	218,987	-	370,800		(370,800)
Tuition - International Students	-	166,608	410,250	465,000	601,514	136,514
Other Fees and Revenue						
Summer School Fees						-
Course Fees/ Continuing Ed						-
Offshore Tuition Fees	19,500	-	-	-	-	-
Local Education Agreements	5,232,580	5,775,809	5,813,888	5,813,898	5,813,898	-
Miscellaneous (Specify)						-
Grant In Aid - District of Kitimat	84,843	96,666	76,992	76,992	76,992	-
Concert Series Art Starts	14,900	34,500	15,000	15,000	15,000	-
City of Terrace	12,000	12,000	12,000	12,000	12,000	-
Theatre User Levy Fees	8,632	9,606	5,000	5,000	5,000	-
Refund of EHC Premium Surplus	350,000	350,000	-	350,000		(350,000)
Shared Services Agreements	158,000	157,145	104,145	104,145	23,400	(80,745)
Miscellaneous	43,137	238,308	493,524	244,883	198,000	(46,883)
	5,923,592	6,674,034	6,520,559	6,621,918	6,144,290	(477,628)
Rentals and Leases						
Closed School Facilities	503,111	538,411	540,000	560,000	585,000	25,000
Teacherages	61,707	78,998	70,000	80,000	90,000	-
Theatres	37,866	51,374	30,000	50,000	50,000	-
	626,684	668,783	640,000	700,000	725,000	25,000
Investment Income	134,002	194,737	174,000	174,000	150,000	(24,000)
TOTAL OPERATING REVENUE	57,381,503	62,111,677	63,414,439	64,401,744	64,135,842	(265,902)

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SCHOOL DISTRICT No. 82 (Coast Mountains) OPERATING FUND

	2022-2023 Actual	2023-2024 Actual	2024-2025 Preliminary	2024-2025 AAB	2025-2026 Preliminary	Change
Revenue (Schedule A2)						
Provincial Grants, MOE	50,608,725	54,029,218	55,590,130	55,955,526	56,400,538	445,012
Provincial Grants - Other	88,500	159,310	79,500	114,500	114,500	-
Other Fees And Revenues	5,923,592	6,674,034	6,930,809	7,457,718	6,745,804	(711,914)
Rentals & Leases	626,684	668,783	640,000	700,000	725,000	25,000
Investment Income	134,002	194,737	174,000	174,000	150,000	(24,000)
Total Revenues	57,381,503	61,726,082	63,414,439	64,401,744	64,135,842	(265,902)
Expense (Schedule A3)						
Salaries						
Teachers	21,105,890	22,668,630	23,022,819	22,941,885	22,613,503	(328,382)
Principals & Vice Principals	3,414,256	3,711,760	4,098,126	4,096,341	4,989,171	892,830
Educational Assistants	4,132,037	5,218,147	5,333,146	5,506,374	4,972,295	(534,079)
Support Staff	5,686,658	6,015,571	6,368,391	6,330,784	6,275,071	(55,713)
Other Professionals	2,378,051	2,843,118	2,764,498	2,577,325	2,614,579	37,254
Substitutes	1,960,952	2,173,636	2,164,097	2,250,926	2,193,090	(57,836)
Total Salaries	38,677,844	42,630,862	43,751,077	43,703,635	43,657,709	(45,926)
Employee Benefits	8,954,390	9,752,408	10,259,680	10,230,566	10,333,610	103,044
					(338,827)	(338,827)
Salaries and Benefits	47,632,234	52,383,270	54,010,757	53,934,201	53,991,325	(281,709)
Services & Supplies	9,510,191	9,199,699	10,867,613	11,587,428	11,752,028	164,600
Total Expenses	57,142,425	61,582,969	64,878,370	65,521,629	65,404,520	(117,109)
Capital Asset Purchases	454,700					
Net Revenue (Expenditure)	(215,622)	143,113	(1,463,931)	(1,119,885)	(1,268,678)	(148,793)
Transfer (to)/from Surplus			114,948			
*Opening Surplus	1,215,000	999,378	1,348,983	1,119,885	1,268,678	148,793
Balance Surplus/(Deficit)	999,378	1,142,491	0	(0)	(0)	0



Coast Mountains Board of Education School District 82

MEETING AGENDA ITEM #10.2.1

Action:	X	Information:	
Meeting:	Regular	Meeting Date:	June 18, 2025
Topic:	Minutes of the Education Committee Meeting, June 11, 2025		

Background/Discussion:

Minutes as attached.

Recommended Action:

THAT the minutes of the Education Committee Meeting held June 11, 2025 be received for information.

Presented by: Superintendent of Schools



EDUCATION COMMITTEE MEETING

Wednesday, June 11, 2025 – 4:00 p.m. to 5:30 p.m.
Zoom Virtual Meeting

Committee Members:

- Trustee Karen Jonkman (Chairperson)
- Phillip Barron, Director of Instruction, Learning Services
- Jocelynn Drew, Principal, Bear Valley School (CMAA representative)
- Trustee Wayne Jones
- Tracey MacMillan, Superintendent of Schools
- Annette McAlpine, Principal, Uplands Elementary School (CMAA representative)
- Julia Nieckarz, Director of Instruction, Inclusive Education
- Troy Peters, Chairperson, District Parent Advisory Council (DPAC representative)
- Joe Sampare, Education Coordinator, Gitsegukla First Nation (First Nation representative)
- Michelle Sutherland, Teacher, Mount Elizabeth Middle/Secondary School (CMTF representative)
- Freda Wright, Education Coordinator, Kitselas First Nation (First Nation representative)

Regrets:

- Monica Brady, President, CUPE Local 2052 (CUPE representative)
- Anya Carrel, Teacher, Skeena Middle School (CMTF representative)
- Kailee Gardiner, Education Coordinator, Haisla Nation (First Nation representative)
- Stacey Rodriguez, Vice Principal, Mount Elizabeth Middle-Secondary School (CMAA representative)
- Trustee Julia Sundell

Guests:

- Tina McDonald, District Principal, Curriculum Support

Recording Secretary:

- Carole Gagnon, Executive Assistant

MEETING MINUTES

Items	Action
The virtual meeting was called to order at 4:02 p.m. chaired by Trustee Karen Jonkman, Committee Chairperson.	
1. Acknowledgement of the Territories, Introductions & Welcome	<p>Chairperson Jonkman acknowledged with respect the school district's business being conducted on the traditional and unceded territories of the Gitksan, Haisla, Nisga'a and Ts'mysen Peoples. We are honoured to work with their children and privileged to live, learn, work, and play on these lands.</p> <p>A warm welcome was extended to all for joining the virtual Education Committee Meeting followed by introductions and meeting regrets.</p> <p>Chairperson Jonkman shared the following items prior to the start of the meeting:</p> <ul style="list-style-type: none"> • June is Indigenous History Month, a time to celebrate the diverse cultures, achievements and resilience of First Nations, Metis and Inuit peoples. Let's continue to listen and learn from their stories and histories as we collectively embrace Reconciliation. • June is National Pride Month and Coast Mountains School District is bringing awareness to the LGBTQ2S+ community. During Pride Month we celebrate the diversity within gender identity, gender expression and sexual orientation as we strive to create safe, inclusive and welcoming space for all learners!

<p>2. Previous Meeting Minutes, May 14, 2025</p>	<p>The meeting minutes of the previous Education Committee Meeting held May 14, 2025 were received. Information only; no action required.</p>
<p>3. Aboriginal 2023-2024 Report: How Are We Doing? – Report Highlights</p>	<p>Superintendent MacMillan shared the Ministry of Education and Child Care publishes an annual report in late November every year entitled, <i>How Are We Doing? (HAWD) Aboriginal Report</i> which contains a number of educational indicators for Indigenous and non-Indigenous students in K-12. The HAWD Report is publicly available for district level data and school level reports are also available. The report includes demographic and assessment outcomes, including graduation rates, special education rates, transitions data, and more.</p> <p>Superintendent MacMillan noted the public version of the report is a masked report, the data is not visible to the public as it made lead to somebody recognizing a student. The School District has access to the raw report.</p> <p>Superintendent MacMillan presented a power point that detailed report highlights of the 2023-2024 Aboriginal HAWD Report noting that almost 50% of our learners are Indigenous which has gone up in the past few years. The slides encompassed the following:</p> <ul style="list-style-type: none"> • <i>What is the HAWD Report?</i> • <i>Data Sources</i> • <i>Students Who Self-Identify as Aboriginal</i> • <i>Number of Students On or Off Reserve</i> • <i>FSA Literacy at Grade 4</i> • <i>FSA Numeracy at Grade 4</i> • <i>FSA Literacy at Grade 7</i> • <i>FSA Numeracy at Grade 7</i> • <i>Grade 10 Literacy Assessment</i> • <i>Grade 10 Numeracy Assessment</i> • <i>Grade 12 Literacy Assessment</i> • <i>Progress of Students Entering Grade 8 in September 2018</i> • <i>Completion Rate: 5 Years</i> • <i>Completion Rate: 6 Years</i> • <i>Cautions When Interpreting Data</i> • <i>Understanding Participation</i> • <i>A Message of Truth and Responsibility</i> <p>Committee members were invited to participate in break-out rooms for 20 minutes for feedback relating to the HAWD Report Highlights. Breakout room questions included the following to guide the small group discussions. These questions were designed to gather meaningful feedback, insightful reflections, and ideas for future action.</p> <ol style="list-style-type: none"> 1. Reflecting on the Data and Our Context What trends in the data stood out to you the most, and why? (Consider both the areas of concern and any areas of progress.) 2. Responding to Literacy & Numeracy Needs What strategies are currently working in your school or role to support literacy and numeracy, especially for indigenous learners? What more is needed? (Think about early years, transitions, culturally responsive teaching, and assessment practices.)

<p>3. Aboriginal 2023-2024 Report: How Are We Doing? – Report Highlights (cont'd)</p>	<p>3. Understanding Barriers & Strengths From your perspective, what are some of the barriers Aboriginal students may be facing that contribute to these outcomes? What strengths can we build upon? (This may include social, cultural, systemic, or instructional factors.)</p> <p>4. Fostering Partnership and Belonging How can we better engage families, Elders, and communities — both on and off reserve — in supporting student success and well-being?</p> <p>5. Moving from Data to Action If we could take one collective step forward this year to improve outcomes for Indigenous learners, what should it be?</p> <p>6. Planning the District Numeracy Framework The School District is beginning the process of creating a Numeracy Framework to improve outcomes for all learners. A survey will soon be shared to gather input from school staff. Do you have any early ideas, suggestions, or priorities that should be considered as we begin this work? (You may wish to reflect on instructional practices, assessment tools, cultural relevance, staff learning needs, or specific challenges students face.)</p> <p>Breakout groups reported out on their feedback. The three breakout groups noted the interesting feedback and comments that would be a valuable input for First Nation Education Coordinators, Teachers, Parents and everyone.</p> <p>Superintendent MacMillan thanked Committee members for their feedback and noted the 2023-2024 Aboriginal HAWD Report Highlights will be shared with the Principals and Vice Principals at their Summer Forum in August. She indicated the provincial data is heavy data, however, it is very similar across the province. She further noted that all partner groups will participate in the fall with school coordinators to figure out this data, understand the story the data is telling us, and work on solutions for improvement for Indigenous and non-Indigenous students.</p> <p>Chairperson Jonkman indicated she enjoyed the session, the breakout room and the excellent information shared.</p> <p>Action: The Education Committee recommended the 2023-2024 Aboriginal Report How Aare We Doing? Highlights Report presentation be forwarded to the Regular Board Meeting scheduled on June 18, 2025 for the Board's information.</p>
<p>4. Next Meeting & Adjournment</p>	<p>Chairperson Jonkman thanked everyone for their participation in the meeting noting the very good discussion. The next Education Committee Meeting will be held virtually on Wednesday, September 17, 2025 from 4:00 p.m. to 5:30 p.m. via Zoom. She took the opportunity to wish the Committee members a safe, wonderful and relaxing summer – have fun and be safe out there.</p> <p>The meeting was adjourned at 5:29 p.m.</p>



Coast Mountains Board of Education School District 82

MEETING AGENDA ITEM #10.2.2

Action:	X	Information:	
Meeting:	Regular	Meeting Date:	June 18, 2025
Topic:	Aboriginal 2023-2024 How Are We Doing? Report Highlights		

Background/Discussion:

The attached power point provides report highlights of the 2023-2024 Aboriginal Report How Are We Doing? (HAWD). Superintendent MacMillan will present the power point during the Regular Board Meeting on June 18, 2025 and speak to the highlights of the report for Trustees' information.

The Ministry of Education and Child Care publishes an annual report in late November called the *How Are We Doing? Aboriginal Report* which contains a number of educational indicators for Aboriginal and non-Aboriginal students in K-12. The How Are We Doing? Aboriginal Report is publicly available for district level data, and school level reports are also available.

The Education Committee reviewed the report highlights of the 2023-2024 Aboriginal Report How Are We Doing? as presented by Superintendent MacMillan at its June 11, 2025 meeting with a recommendation to forward to the Board for information.

Recommended Action:

THAT the Board receive for information the report highlights of the 2023-2024 Aboriginal Report How Are We Doing? as presented by Superintendent MacMillan.

Presented by: Superintendent of Schools



COAST MOUNTAINS

SCHOOL DISTRICT 82

Aboriginal Report HOW ARE WE DOING? (HAWD) 2023 – 2024 Report Highlights



What is the HAWD Report?

Tracks Indigenous Student Success:

- Monitors key indicators such as literacy, numeracy, graduation rates, and post-secondary transitions.

Informs Local Action:

- Helps districts and Indigenous communities identify strengths, gaps, and areas for improvement.

Supports Accountability:

- Provides transparent, annual data to guide decision-making and measure progress over time.



Data Sources

The primary data sources for the HAWD report include:

- **Foundation Skills Assessment (FSA):** Administered in Grades 4 and 7, the FSA evaluates students' proficiency in reading, writing, and numeracy. These assessments help identify early learning trends among Indigenous students.
- **Graduation Assessments:** These include the Grade 10 Numeracy Assessment and the Grade 10 and 12 Literacy Assessments. They measure students' competencies in essential skills required for graduation and post-secondary readiness.



Data Sources continued...

- **Course Marks and Completion Data:** The report analyzes course completion rates and final grades in key subjects, providing a detailed view of academic achievement.
- **Graduation and Transition Rates:** Data on five- and six-year completion rates, as well as transitions to post-secondary education, offer insights into long-term educational outcomes for Indigenous students.



Students Who Self-Identify as Aboriginal

School Year	District					Province *				
	All Students	SIA in Year*		SIA Only in Other Year(s)*		All Students	SIA in Year*		SIA Only in Other Year(s)*	
	#	#	%	#	%	#	#	%	#	%
2014/15	4,802	2,069	43.1	177	3.7	552,785	59,382	10.7	13,462	2.4
2015/16	4,396	1,966	44.7	131	3.0	553,375	60,706	11.0	13,089	2.4
2016/17	4,227	1,913	45.3	125	3.0	557,624	61,801	11.1	12,665	2.3
2017/18	4,241	1,935	45.6	132	3.1	563,240	63,182	11.2	11,796	2.1
2018/19	4,327	1,974	45.6	168	3.9	568,982	64,326	11.3	11,062	1.9
2019/20	4,378	2,008	45.9	182	4.2	576,000	65,215	11.3	10,440	1.8
2020/21	3,956	1,747	44.2	170	4.3	568,284	64,272	11.3	9,478	1.7
2021/22	4,154	1,960	47.2	132	3.2	578,797	66,282	11.5	8,372	1.4
2022/23	4,246	2,042	48.1	96	2.3	590,583	67,285	11.4	6,573	1.1
2023/24	4,290	2,036	47.5	85	2.0	604,738	68,098	11.3	4,417	0.7

"SIA in Year" - the student self-identified as Aboriginal in this year

"SIA Only in Other Year(s)" - the student did not self-identify as Aboriginal in this year, but did so in at least 1 other year

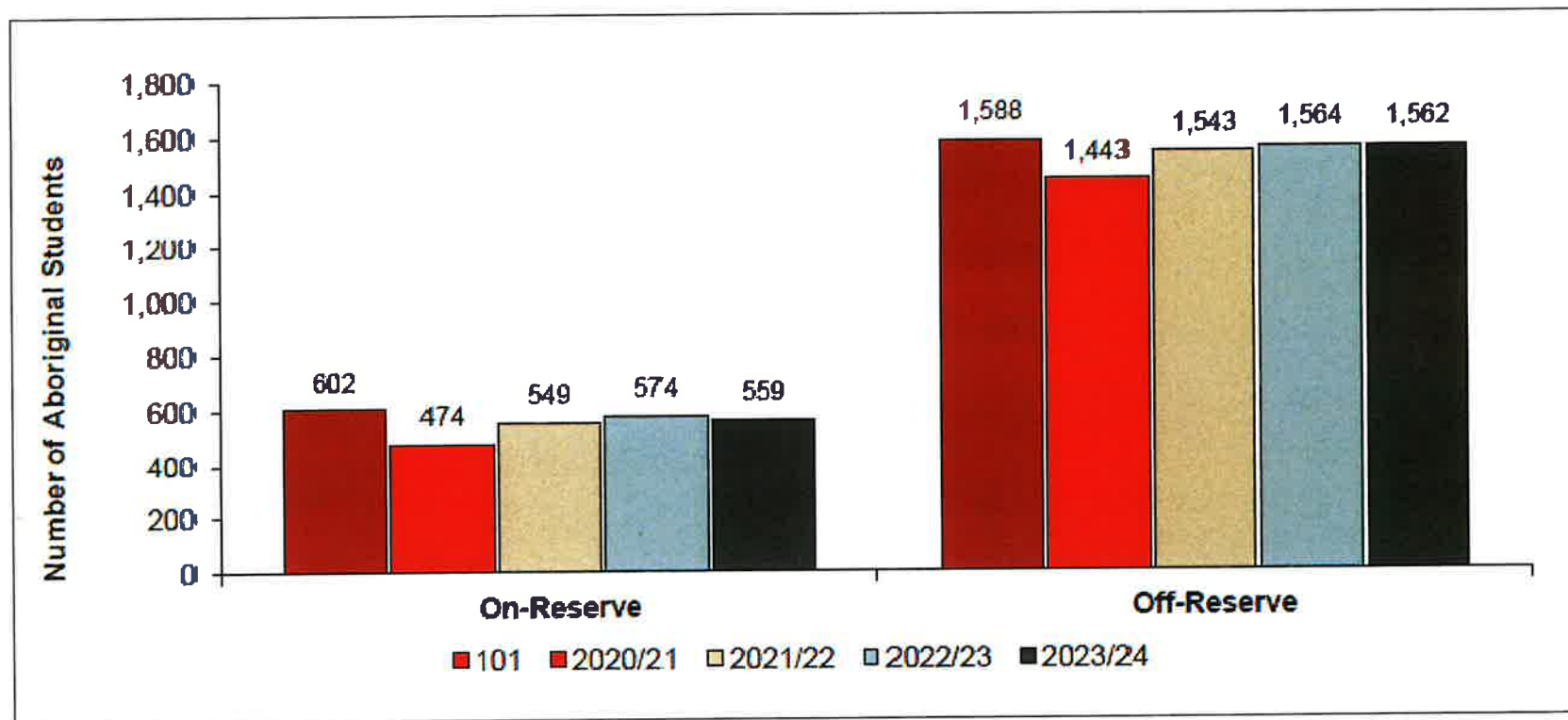
"Never SIA" - the student did not self-identify as Aboriginal in this year or any other

Students Who Self-Identify as Aboriginal

School Year	District					Province *				
	All Students	SIA in Year*		SIA Only in Other Year(s)*		All Students	SIA in Year*		SIA Only in Other Year(s)*	
	#	#	%	#	%	#	#	%	#	%
2014/15	4,802	2,069	43.1	177	3.7	552,785	59,382	10.7	13,462	2.4
2015/16	4,396	1,966	44.7	131	3.0	553,375	60,706	11.0	13,089	2.4
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2023/24	4,290	2,036	47.5	85	2.0	604,738	68,098	11.3	4,417	0.7

Coast Mountains has a **much higher percentage of self-identified Aboriginal students (47.5%)** compared to the provincial average (**11.3%**), highlighting the significance of Indigenous education and support in this district.

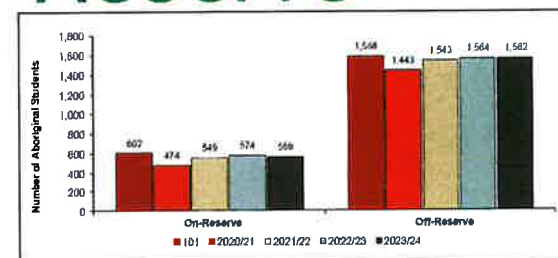
Number of Students ON or OFF Reserve



Observations?

Trends?

Number of Students ON or OFF Reserve



Aboriginal Student Residency Trends (2020–2024):

- Majority of Aboriginal students in SD82 reside **off-reserve** (~75%).

Off-reserve numbers remain high and stable, with 1,562 students in 2023/24.

On-reserve enrolment has fluctuated slightly but remains consistent (~550–575 students).

- **Highlights the need for equitable access to supports and programming across both on- and off-reserve communities.**

Observations?

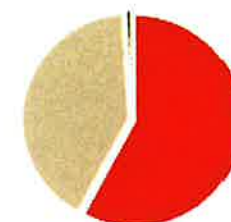
FSA Literacy at Grade 4

Trends?

GRADE 4: ABORIGINAL

School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2019/20	118	84	54	46	60	51	4	3
2020/21	72	58	26	36	42	58	4	6
2021/22	113	75	64	57	46	41	3	3
2022/23	122	81	59	48	58	48	5	4
2023/24	119	84	69	58	49	41	1	1

Grade 4: Aboriginal

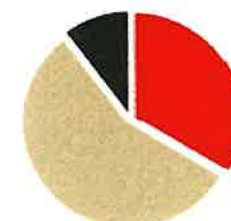


■ Emerging ■ On Track ■ Extending

GRADE 4: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2019/20	103	79	33	32	64	62	6	6
2020/21	101	71	15	15	80	79	6	6
2021/22	118	84	31	26	81	69	7	6
2022/23	146	88	50	34	84	58	12	8
2023/24	155	92	52	34	87	56	16	10

Grade 4: Non-Aboriginal



■ Emerging ■ On Track ■ Extending

FSA Literacy at Grade 4

GRADE 4: ABORIGINAL									
Session Year	Writers Only	Participants	Emerging	On Track	Extending	On Track	Extending	On Track	Extending
2019/20	119	94	54	40	50	51	4	3	
2020/21	72	58	26	36	42	58	4	6	
2021/22	113	75	64	57	45	41	3	3	
2022/23	122	81	59	48	58	48	5	4	
2023/24	119	84	59	58	49	41	1	1	

GRADE 4: NON-ABORIGINAL									
Session Year	Writers Only	Participants	Emerging	On Track	Extending	On Track	Extending	On Track	Extending
2019/20	103	70	33	32	64	62	6	6	
2020/21	101	71	15	16	80	70	6	6	
2021/22	118	84	34	26	61	69	7	6	
2022/23	145	100	50	34	84	68	12	6	
2023/24	155	92	52	34	87	66	16	10	

Aboriginal Students	Non-Aboriginal Students
Total Writers: 119 Participation Rate: 84% Proficiency Levels: Emerging: 58% On Track: 41% Extending: 1% Meeting or Exceeding: 42% Over half of Aboriginal students (58%) are in the Emerging category, indicating that many are not yet meeting expectations. Very few are in the Extending category (1%).	Total Writers: 155 Participation Rate: 92% Proficiency Levels: Emerging: 34% On Track: 56% Extending: 10% Meeting or Exceeding: 66% Non-Aboriginal students are performing at significantly higher levels. Two-thirds (66%) are On Track or Extending , compared to only 42% of Aboriginal students.

There is a noticeable **performance gap** in literacy between Aboriginal and Non-Aboriginal Grade 4 students. The majority of Aboriginal learners are still in the **Emerging** stage. These results underscore the need for **early literacy support** and culturally responsive instruction.

Observations?

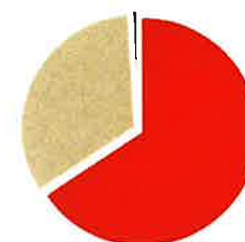
FSA Numeracy at Grade 4

Trends?

GRADE 4: ABORIGINAL

School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2019/20	117	83	69	59	44	38	4	3
2020/21	70	56	40	57	28	40	2	3
2021/22	117	77	83	71	32	27	2	2
2022/23	123	81	91	74	30	24	2	2
2023/24	120	85	79	66	40	33	1	1

Grade 4: Aboriginal

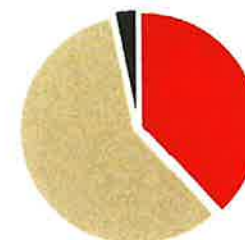


■ Emerging ■ On Track ■ Extending

GRADE 4: NON-ABORIGINAL

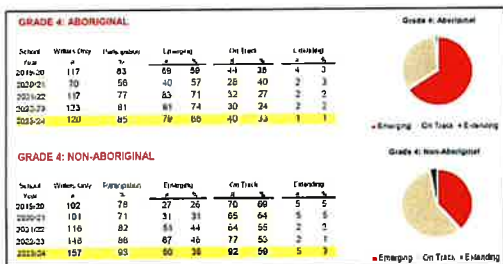
School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2019/20	102	78	27	26	70	69	5	5
2020/21	101	71	31	31	65	64	5	5
2021/22	116	82	51	44	64	55	2	2
2022/23	146	88	67	46	77	53	2	1
2023/24	157	93	60	38	92	59	5	3

Grade 4: Non-Aboriginal



■ Emerging ■ On Track ■ Extending

FSA Numeracy at Grade 4



Aboriginal Students	Non-Aboriginal Students
Total Writers: 120 Participation Rate: 85% Achievement Breakdown: Emerging: 66% (79 students) On Track: 33% (40 students) Extending: 1% (1 student) Meeting or Exceeding Expectations: 41/120 → ~34%	Total Writers: 157 Participation Rate: 93% Achievement Breakdown: Emerging: 38% (60 students) On Track: 59% (92 students) Extending: 3% (5 students) Meeting or Exceeding Expectations: 97/157 → ~62%
Most Aboriginal students are in the Emerging category for numeracy, with only about a third meeting expectations.	A strong majority of non-Aboriginal students are meeting or exceeding expectations, with more than half in the On Track category.

Gap in achievement: ~62% (non-Aboriginal) vs ~34% (Aboriginal)

This represents nearly a **30 percentage point gap** in numeracy outcomes at Grade 4.

Observations?

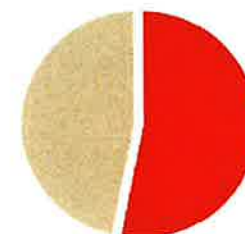
FSA Literacy at Grade 7

Trends?

GRADE 7: ABORIGINAL

School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2019/20	125	78	76	61	49	39	0	0
2020/21	79	40	44	56	35	44	0	0
2021/22	122	77	88	72	35	29	0	0
2022/23	119	81	82	69	37	31	0	0
2023/24	141	92	75	53	66	47	0	0

Grade 7: Aboriginal

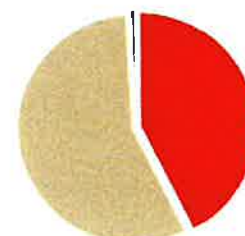


■ Emerging ■ On Track ■ Extending

GRADE 7: NON-ABORIGINAL

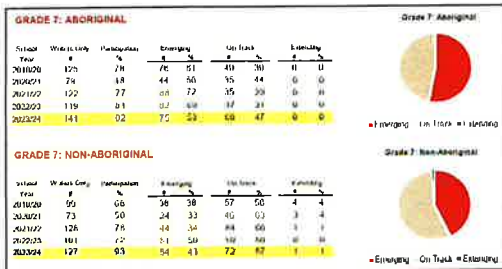
School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2019/20	99	66	38	38	57	58	4	4
2020/21	73	50	24	33	46	63	3	4
2021/22	128	78	44	34	84	66	1	1
2022/23	101	72	51	50	50	50	0	0
2023/24	127	93	54	43	72	57	1	1

Grade 7: Non-Aboriginal



■ Emerging ■ On Track ■ Extending

FSA Literacy at Grade 7



Aboriginal Students	Non-Aboriginal Students
Total Writers: 141 Participation Rate: 92% Achievement Breakdown: Emerging: 53% (75 students) On Track: 47% (66 students) Extending: 0% (0 students) Meeting or Exceeding Expectations: 66/141 → ~47%	Total Writers: 127 Participation Rate: 93% Achievement Breakdown: Emerging: 34% (43 students) On Track: 57% (72 students) Extending: 1% (1 student) Meeting or Exceeding Expectations: 73/127 → ~57%
Just under half of Aboriginal Grade 7 students are meeting literacy expectations, with zero students in the “ Extending ” category.	The majority of non-Aboriginal students are meeting expectations, with a small percentage demonstrating high performance.

While the achievement gap between groups is notable (10 percentage points), the real issue is that **too many students** — **regardless of background** — **are struggling to reach proficiency** in foundational literacy skills by Grade 7.

Observations?

FSA Numeracy at Grade 7

Trends?

GRADE 7: ABORIGINAL

School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2019/20	127	79	110	87	17	13	0	0
2020/21	80	49	64	80	16	20	0	0
2021/22	118	74	100	90	13	11	0	0
2022/23	109	74	91	83	17	16	1	1
2023/24	142	92	116	82	26	18	0	0

Grade 7: Aboriginal

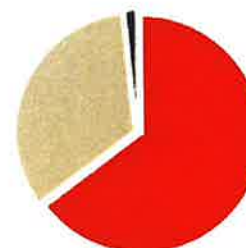


■ Emerging ■ On Track ■ Extending

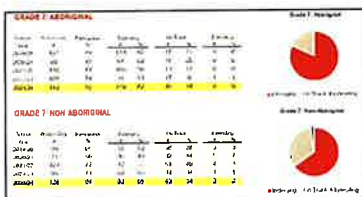
GRADE 7: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2019/20	99	66	58	59	38	38	3	3
2020/21	73	50	36	49	32	44	5	7
2021/22	127	77	72	57	51	40	4	3
2022/23	99	71	64	65	34	34	1	1
2023/24	128	94	83	65	43	34	2	2

Grade 7: Non-Aboriginal



■ Emerging ■ On Track ■ Extending



FSA Numeracy at Grade 7

Aboriginal Students	Non-Aboriginal Students
Total Writers: 142 Participation Rate: 92% Achievement Breakdown: Emerging: 82% (116 students) On Track: 18% (26 students) Extending: 0% (0 students) Meeting or Exceeding Expectations: 26/142 → ~18% A very high proportion of Aboriginal learners are still at the Emerging level in numeracy. Less than 1 in 5 are meeting expectations, and none are exceeding .	Total Writers: 128 Participation Rate: 94% Achievement Breakdown: Emerging: 65% (83 students) On Track: 34% (43 students) Extending: 2% (2 students) Meeting or Exceeding Expectations: 45/128 → ~35% While numeracy outcomes are also a challenge for non-Aboriginal students, they perform nearly twice as well as their Aboriginal peers in terms of meeting or exceeding expectations.

Achievement gap: ~35% (non-Aboriginal) vs ~18% (Aboriginal)

There is a **17-point gap** in numeracy proficiency between groups.

Very few students are in the **Extending** category across both groups, pointing to system-wide numeracy challenges — but especially urgent for Aboriginal learners.

Grade 10 Literacy Assessment

2019/20 Grade 10

Demographic Group	Participation %	Writers #	Emerging		Performance Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	30	88	8	12	27	41	31	47	0	0
Non-Aboriginal	41	19	3	4	22	28	48	58	8	10

2020/21 Grade 10

Demographic Group	Participation %	Writers #	Emerging		Performance Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	57	156	30	19	59	38	61	39	6	4
Non-Aboriginal	85	263	13	5	60	23	182	62	28	11

2021/22 Grade 10

Demographic Group	Participation %	Writers #	Emerging		Performance Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	58	155	27	17	61	39	64	41	3	2
Non-Aboriginal	88	222	13	6	54	24	143	64	12	5

2022/23 Grade 10

Demographic Group	Participation %	Writers #	Emerging		Performance Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	57	163	33	20	78	48	51	31	1	1
Non-Aboriginal	89	201	9	4	76	38	107	53	9	4

Trends?

Observations?

2023/24 Grade 10

Demographic Group	Participation %	Writers #	Emerging		Performance Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	61	161	23	14	72	45	63	39	3	2
Non-Aboriginal	88	186	6	3	41	22	125	67	14	8

Literacy 10 2023/24: Aboriginal

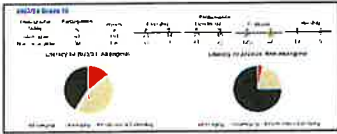


■ Emerging □ Developing ■ Proficient or Extending

Literacy 10 2023/24: Non-Aboriginal



■ Emerging □ Developing ■ Proficient or Extending



Grade 10 Literacy Assessment

Aboriginal Students	Non-Aboriginal Students
<p>Participation: 61% Total Writers: 161 Proficiency: Emerging: 14% Developing: 45% Proficient: 39% Extending: 2% Meeting or Exceeding Expectations (Proficient + Extending): 41%</p> <p>Participation has gradually increased from 30% in 2019/20 to 61% in 2023/24, which is a positive sign. However, performance has declined slightly: In 2021/22, 43% were Proficient or Extending. In 2023/24, that dropped slightly to 41%. A large portion remain in the Developing category (45%), suggesting partial progress toward proficiency.</p>	<p>Participation: 88% Total Writers: 186 Proficiency: Emerging: 3% Developing: 22% Proficient: 67% Extending: 8% Meeting or Exceeding Expectations: (Proficient + Extending): 75%</p> <p>Participation remains strong at 88–89% since 2021. Consistently high performance, with 70–75% meeting or exceeding expectations. Only 3% are at the Emerging level, compared to 14% of Aboriginal peers</p>

In 2023/24, there's a **34-point gap** in students meeting expectations: **41% Aboriginal vs 75% Non-Aboriginal**.

Grade 10 Numeracy Assessment

Trends?

2019/20 Grade 10

Demographic Group	Participation %	Writers #	Emerging		Performance Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	34	100	62	62	33	33	5	5	0	0
Non-Aboriginal	46	122	51	42	51	42	18	15	2	1

2020/21 Grade 10

Demographic Group	Participation %	Writers #	Emerging		Performance Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	52	158	81	51	54	34	22	14	1	1
Non-Aboriginal	83	283	59	22	125	48	78	29	3	1

2021/22 Grade 10

Demographic Group	Participation %	Writers #	Emerging		Performance Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	60	150	65	43	62	41	21	14	2	1
Non-Aboriginal	89	219	51	23	98	44	60	27	12	5

2022/23 Grade 10

Demographic Group	Participation %	Writers #	Emerging		Performance Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	52	149	66	44	65	44	17	11	1	1
Non-Aboriginal	83	196	46	23	98	50	49	25	3	2

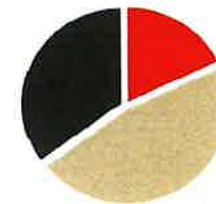
2023/24 Grade 10

Demographic Group	Participation %	Writers #	Emerging		Performance Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	57	166	74	45	73	44	19	11	0	0
Non-Aboriginal	80	187	33	18	87	47	55	29	12	6

Numeracy 10 2023/24: Aboriginal



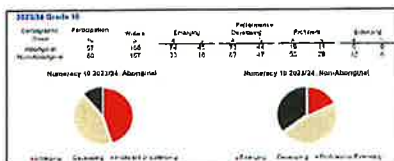
Numeracy 10 2023/24: Non-Aboriginal



■ Emerging ■ Developing ■ Proficient or Extending

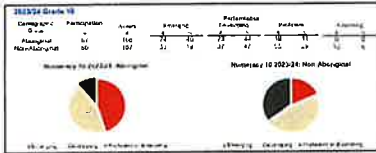
■ Emerging ■ Developing ■ Proficient or Extending

Observations?



Grade 10 Numeracy Assessment

Aboriginal Students	Non-Aboriginal Students
Participation: 57% Total Writers: 166 Performance: Emerging: 45% Developing: 44% Proficient: 11% Extending: 0% Meeting or Exceeding Expectations (Proficient + Extending): 11%	Participation: 80% Total Writers: 187 Performance: Emerging: 18% Developing: 47% Proficient: 29% Extending: 6% Meeting or Exceeding Expectations: (Proficient + Extending): 35%
<p>Participation has fluctuated, peaking at 60% in 2021/22, now at 57%.</p> <p>Consistently high percentages in the Emerging and Developing categories, with minimal movement into Proficient.</p> <p>No students reached the Extending level in 2023/24.</p>	<p>Participation remains high at 80%, indicating strong assessment coverage.</p> <p>Despite that, only 35% of students are Proficient or Extending</p> <p>Nearly two-thirds of non-Aboriginal students are not yet meeting expectations, with very reaching the extending level in 2023/24.</p>



Grade 10 Numeracy Assessment

The Grade 10 Numeracy data reveals a **dual challenge**: a persistent gap between Aboriginal and non-Aboriginal students — **11% vs 35%** meeting expectations — and **overall low achievement across both groups**.

While equity efforts must address the disproportionate impact on Aboriginal learners, **this data also points to a system-wide shortfall in numeracy outcomes**. True equity means not only closing the gap, but raising the floor for all students.

The district has made a commitment to begin developing a comprehensive Numeracy Framework starting this fall. This work will focus on strengthening instructional practices, aligning supports across grade levels, and ensuring all learners — particularly those who have been historically underserved — have the opportunity to build strong, confident numeracy skills.

Grade 12 Literacy Assessment

Trends?

2021/22 Grade 12

Demographic Group	Participation %	Writers #	Performance							
			Emerging		Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	60	110	5	5	35	32	62	56	8	7
Non-Aboriginal	80	187	3	2	38	20	119	64	27	14

2022/23 Grade 12

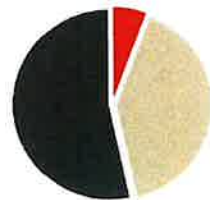
Demographic Group	Participation %	Writers #	Performance							
			Emerging		Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	59	115	9	8	49	43	50	43	7	6
Non-Aboriginal	84	183	1	1	36	19	112	61	35	19

2023/24 Grade 12

Demographic Group	Participation %	Writers #	Performance							
			Emerging		Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	61	105	6	6	43	41	50	48	6	6
Non-Aboriginal	88	204	4	2	33	16	127	62	40	20

Observations?

Literacy 12 2023/24: Aboriginal



■ Emerging ■ Developing ■ Proficient or Extending

Literacy 12 2023/24: Non-Aboriginal

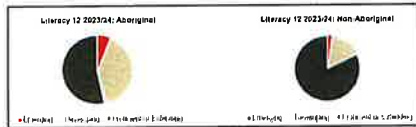


■ Emerging ■ Developing ■ Proficient or Extending



Grade 12 Literacy Assessment

Aboriginal Students	Non-Aboriginal Students
Participation: 61 Total Writers: 105 Proficiency: Emerging: 6% Developing: 41% Proficient: 48% Extending: 6% Meeting or Exceeding Expectations (Proficient + Extending): 54%	Participation: 88 Total Writers: 204 Proficiency: Emerging: 2% Developing: 16% Proficient: 62% Extending: 20% Meeting or Exceeding Expectations: (Proficient + Extending): 82%
<p>Participation has remained steady at 59–61% over the past three years.</p> <p>Proficient or Extending levels have declined slightly from 64% in 2021/22 to 54% in 2023/24.</p> <p>The percentage of students in the Developing category remains high (41%), indicating many are close but not yet fully meeting expectations.</p>	<p>Participation is consistently strong at 88–84%.</p> <p>Performance remains high:</p> <p>82% are meeting or exceeding expectations in 2023/24.</p> <p>Significant increase in students reaching Extending (20%).</p>



Grade 12 Literacy Assessment

Aboriginal student performance in Grade 12 Literacy is **relatively stronger** than in other assessment areas, but **still lags behind**.

In 2023/24, there's a **28-point gap** between Aboriginal (54%) and Non-Aboriginal (82%) students meeting or exceeding expectations.

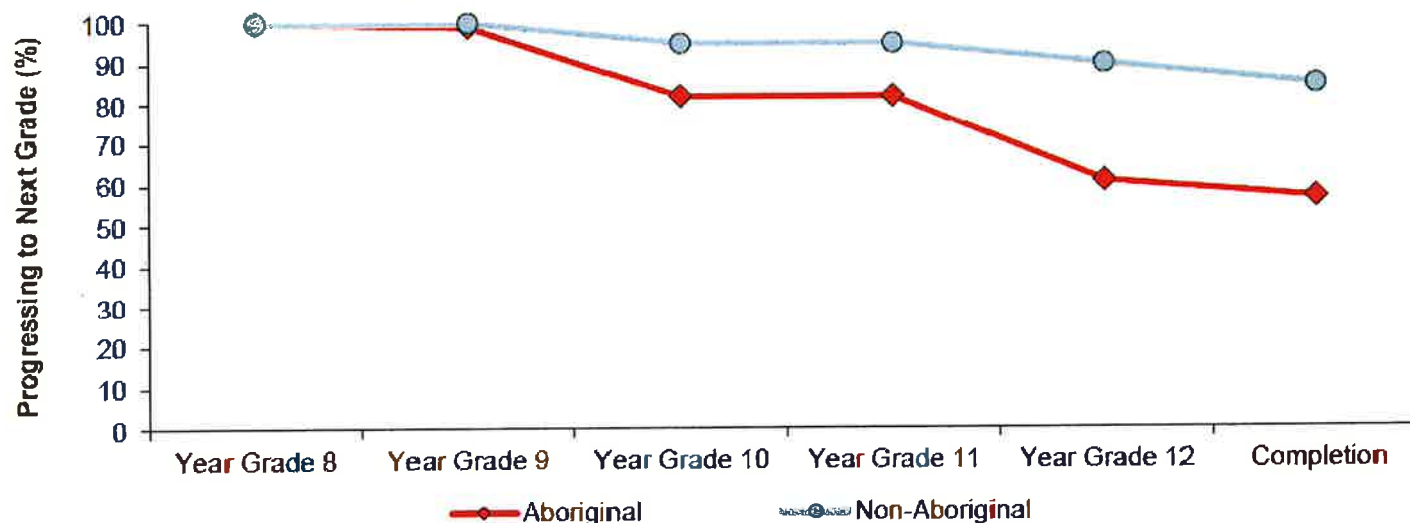
Aboriginal students are **less likely to reach the Extending level** and more likely to be in the Developing range.

While over half of Aboriginal students are meeting expectations, the **gap in higher-level literacy achievement remains substantial**.

Progress of Students Entering Gr.8 in Sept. 2018

School Year	Year	Aboriginal			Non-Aboriginal		
		Total %	Female %	Male %	Total %	Female %	Male %
2018/19	Grade 8	100	100	100	100	100	100
	Grade 9	99	100	97	100	100	100
	Grade 10	82	89	75	95	98	92
	Grade 11	82	84	79	95	95	95
	Grade 12	61	63	59	90	93	88
2023/24	Completion	57	61	53	85	91	80

Progress of Students Entering Grade 8: Aboriginal and Non-Aboriginal



Observations?

Trends?

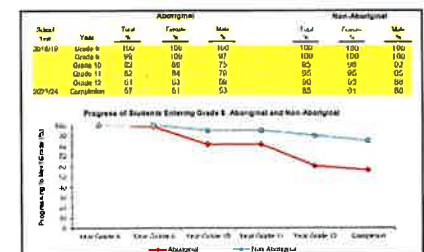
Progress of Students Entering Gr.8 in Sept. 2018

The previous slide shows the progression of students who entered Grade 8 in 2018/19, and how they moved through the secondary system — comparing Aboriginal and Non-Aboriginal learners.

As we can see, all students — both Aboriginal and non-Aboriginal — started off strong. In Grade 8 and 9, nearly 100% of students progressed to the next grade.

But starting in Grade 10, we begin to see a real divergence. For Aboriginal students, progression drops from 99% to 82%, and stays flat into Grade 11. By Grade 12, only 61% continue on, and just 57% reach completion within the expected time.

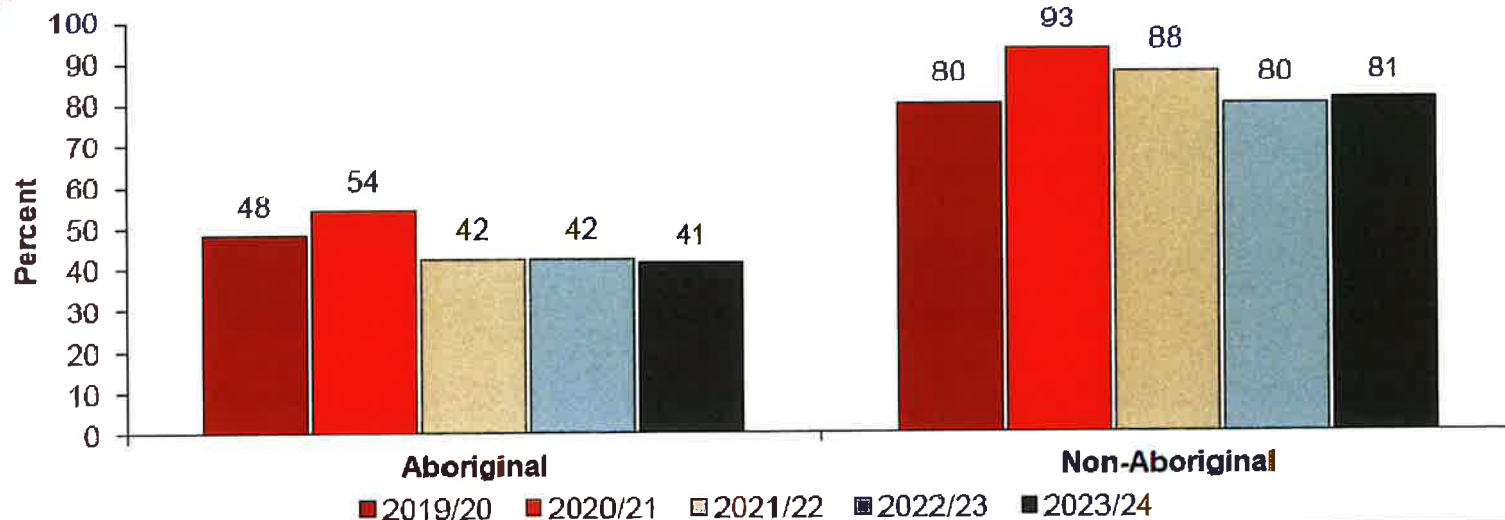
These gaps represent **systemic challenges**, not individual student deficits — and signal a need for targeted support, particularly during the critical transition years (Grades 9–11)



Completion Rate: 5 Years

School Year	Aboriginal			Non-Aboriginal		
	Total %	Female %	Male %	Total %	Female %	Male %
2019/20	48	55	43	80	78	82
2020/21	54	64	45	93	99	87
2021/22	42	44	40	88	96	81
2022/23	42	52	34	80	89	72
2023/24	41	43	40	81	87	75

Five-year Completion Rate: Aboriginal and Non-Aboriginal

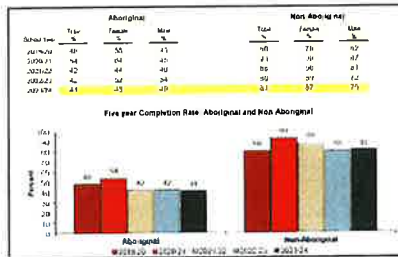


Observations?

Trends?

Completion Rate: 5 Years

A 5-year completion rate tells us how many students graduate from high school within five years of starting Grade 8



Aboriginal Students:

- Completion rates have **declined** since a high of 54% in 2020/21, now sitting at **41%**.
- The trend has been **flat to slightly declining** over the past three years.
- A **gender gap** persists, but it's relatively narrow: 3 percentage points between females and males

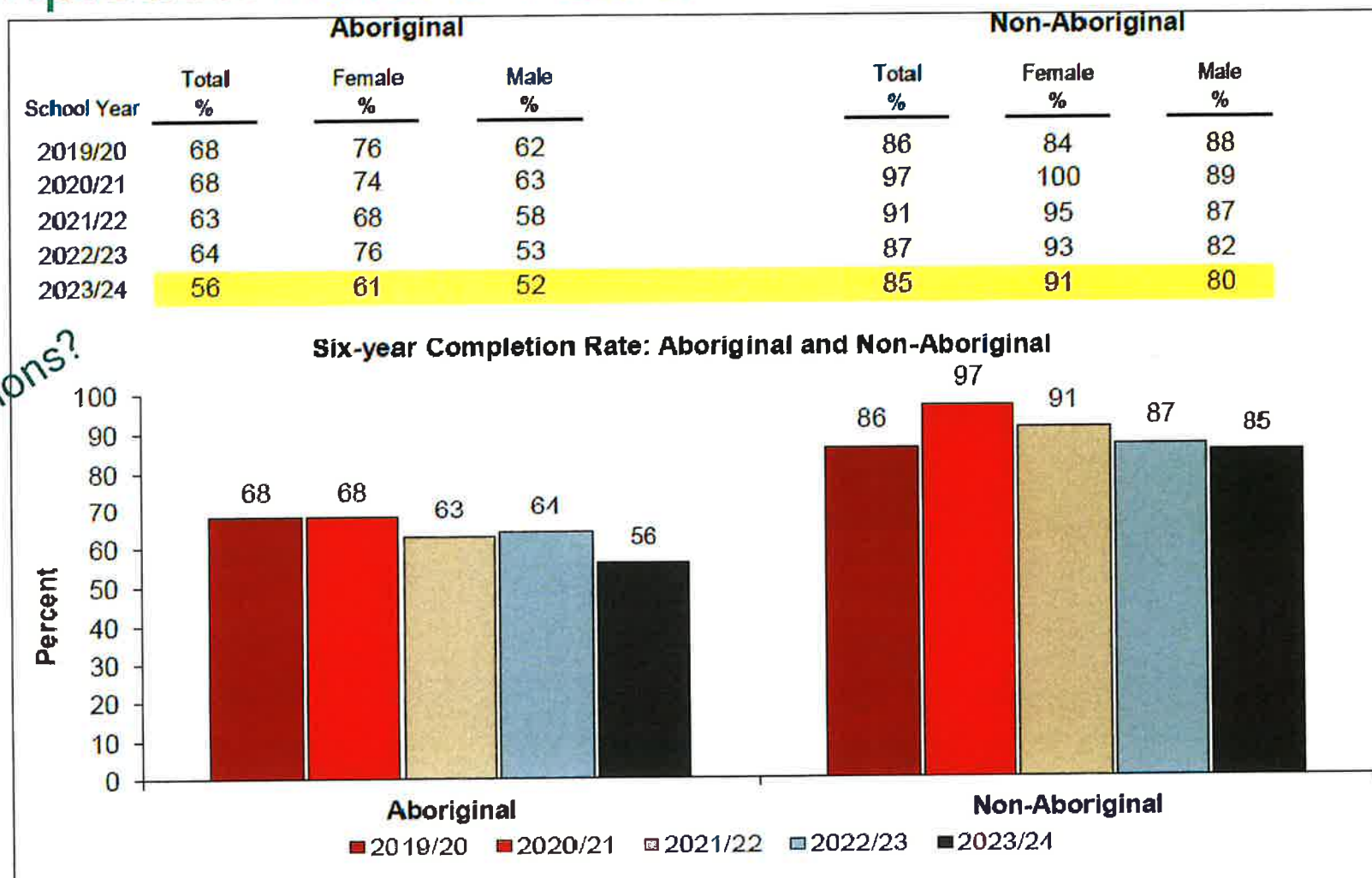
Non-Aboriginal Students:

- Completion rates remain **consistently strong**, fluctuating between **80–93%**.
- Slight dip after the 2020/21 peak but have stabilized around 81%.
- **Gender gap is more pronounced**: females at 87%, males at 75%.

Equity Insight:

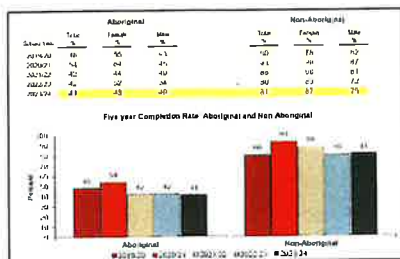
- In 2023/24, there is a **40-point gap** between Aboriginal (41%) and Non-Aboriginal (81%) 5-year completion rates.
- Despite strong participation and early engagement, Aboriginal students are **not reaching completion at the same rates**, signaling a systemic need for sustained supports across the secondary years.

Completion Rate: 6 Years



Observations?

Trends?



Completion Rate: 6 Years

A 6-year completion rate tells us how many students graduate from high school within six years of starting Grade 8

Aboriginal Students:

- The 6-year completion rate has declined steadily over five years:
 - From 68% in 2019/20 down to 56% in 2023/24

Non-Aboriginal Students:

- Completion rates remain high and stable, consistently above 85%.
- Non-aboriginal students are much more likely to graduate within six years, even if they take a bit longer than the traditional timeline.

Equity Insight:

- 2023/24 gap: 85% (Non-Aboriginal) vs 56% (Aboriginal) = 29-point gap
 - Many Aboriginal students not graduating even with extended time
- Highlights need for deeper supports and engagement strategies

Cautions When Interpreting Data

- 🔍 Data helps us see patterns and gaps—but it doesn't tell the full story.
- 💡 Behind every number are students, families, and communities with strengths and lived experiences.
- ⚠️ Caution is needed, especially with small group sizes where one student can significantly shift the data.
- 💛 We must interpret data with humility and responsibility—this is not about blame, but about seeing clearly where support is needed and responding together in a good way.



Understanding Participation

These numbers reflect only students who wrote the FSA or participated in the Ministry Assessments NOT the full student enrollment.

Results may be influenced by:

- Student absences or exemptions
- Small sample sizes, especially in subgroup comparisons

Caution is needed when drawing conclusions — data trends are more reliable when viewed over time and alongside qualitative insights.



A Message of Truth and Responsibility

The data reveals a challenging but important reality — that many of our Aboriginal learners are not yet receiving the support they need to thrive in foundational areas like literacy and numeracy.

But what's also important is that by naming it, seeing it clearly, and facing it together, we can respond in meaningful ways. This is exactly why reports like *How Are We Doing?* exist — not to place blame, but to shine a light where attention and action are needed most.

This is a call to all of us — to respond with compassion, courage, and a shared responsibility to do better.





Coast Mountains Board of Education School District 82

MEETING AGENDA ITEM #11.1

Action:	X	Information:	
Meeting:	Regular	Meeting Date:	June 18, 2025
Topic:	2025-2026 Annual Facilities Grant Expenditure Plan		

Background/Discussion:

The 2024-2025 Annual Facility Grant (AFG) allocation for Coast Mountains School District 82 totals \$2,137,266 as referenced in the attached AFG Expenditure Grant Allocation issued by the Ministry of Infrastructure.

The allocation of a school district's AFG is calculated by the Ministry of Infrastructure using a formula based on student enrolment and average age of facilities, with an adjustment made for unique geographic factors.

To comply with the Treasury Board direction, each school district must annually provide the Ministry of Infrastructure with an AFG project and spending plan prior to the allocation of AFG funding. Specifically, each school district's plan will include a list of AFG projects and expenditures expected to be undertaken during the fiscal year (April 1 to March 31). At the end of each fiscal year, Boards of Education must report on actual AFG expenditures as part of their audited financial statements. The Ministry may request further details with respect to annual facility projects and annual facility expenditures for a given school year.

Attached for information is the 2025-2026 AFG Project Summary List for Coast Mountains School District 82 as submitted to the Ministry of Infrastructure. The 2025-2026 AFG Ministry Expenditure Grant Allocation and Project Summary List are being forwarded directly to the Board for information.

Recommended Action:

THAT the Board receive for information the 2025-2026 Annual Facilities Grant (AFG) Ministry Expenditure Grant Allocation and the Project Summary List for Coast Mountains School District.

Presented by: Secretary Treasurer



Ministry of
Education and
Child Care

2025/2026 Annual Facility Grant

School District	SD #	Total AFG	Capital Portion	Operating Portion			Total Allocation to Districts
				Gross	Withheld (CAMS)	Net	
Southeast Kootenay (SD05)	SD05	\$2,014,244	\$1,727,193	\$287,051	\$24,430	\$262,621	\$1,989,814
Rocky Mountain (SD06)	SD06	\$1,374,235	\$1,178,392	\$195,843	\$16,667	\$179,176	\$1,357,567
Kootenay Lake (SD08)	SD08	\$1,962,242	\$1,682,602	\$279,640	\$23,799	\$255,841	\$1,938,443
Arrow Lakes (SD10)	SD10	\$438,324	\$375,858	\$62,466	\$5,316	\$57,150	\$433,008
Revelstoke (SD19)	SD19	\$458,775	\$393,395	\$65,380	\$5,564	\$59,816	\$453,211
Kootenay-Columbia (SD20)	SD20	\$1,360,630	\$1,166,726	\$193,904	\$16,502	\$177,402	\$1,344,127
Vernon (SD22)	SD22	\$2,502,111	\$2,145,534	\$356,577	\$30,347	\$326,230	\$2,471,764
Central Okanagan (SD23)	SD23	\$5,511,860	\$4,726,361	\$785,498	\$66,851	\$718,648	\$5,445,009
Cariboo-Chilcotin (SD27)	SD27	\$2,187,957	\$1,876,150	\$311,807	\$26,537	\$285,270	\$2,161,420
Quesnel (SD28)	SD28	\$1,256,959	\$1,077,829	\$179,130	\$15,245	\$163,885	\$1,241,714
Chilliwack (SD33)	SD33	\$3,204,092	\$2,747,475	\$456,617	\$38,861	\$417,756	\$3,165,231
Abbotsford (SD34)	SD34	\$4,856,503	\$4,164,400	\$692,103	\$58,902	\$633,201	\$4,797,601
Langley (SD35)	SD35	\$4,773,720	\$4,093,415	\$680,306	\$57,898	\$622,407	\$4,715,822
Surrey (SD36)	SD36	\$16,577,523	\$14,215,047	\$2,362,474	\$201,064	\$2,161,413	\$16,376,459
Delta (SD37)	SD37	\$4,315,888	\$3,700,828	\$615,060	\$52,346	\$562,714	\$4,263,542
Richmond (SD38)	SD38	\$5,819,136	\$4,989,848	\$829,289	\$70,578	\$758,711	\$5,748,559
Vancouver (SD39)	SD39	\$15,706,928	\$13,468,524	\$2,238,404	\$190,502	\$2,047,901	\$15,516,426
New Westminster (SD40)	SD40	\$1,655,431	\$1,419,514	\$235,916	\$20,078	\$215,838	\$1,635,353
Burnaby (SD41)	SD41	\$6,533,593	\$5,602,487	\$931,106	\$79,243	\$851,863	\$6,454,350
Maple Ridge-Pitt Meadows (SD42)	SD42	\$3,631,988	\$3,114,391	\$517,597	\$44,051	\$473,546	\$3,587,937
Coquitlam (SD43)	SD43	\$7,998,261	\$6,858,424	\$1,139,837	\$97,007	\$1,042,830	\$7,901,254
North Vancouver (SD44)	SD44	\$4,395,398	\$3,769,007	\$626,391	\$53,310	\$573,081	\$4,342,088
West Vancouver (SD45)	SD45	\$1,876,584	\$1,609,151	\$267,433	\$22,760	\$244,673	\$1,853,824
Sunshine Coast (SD46)	SD46	\$1,379,722	\$1,183,097	\$196,625	\$16,734	\$179,891	\$1,362,988
qathet (SD47)	SD47	\$862,764	\$739,811	\$122,953	\$10,464	\$112,489	\$852,300
Sea to Sky (SD48)	SD48	\$1,341,472	\$1,150,298	\$191,174	\$16,270	\$174,904	\$1,325,202
Central Coast (SD49)	SD49	\$423,148	\$362,845	\$60,303	\$5,132	\$55,171	\$418,016
Haida Gwaii (SD50)	SD50	\$774,757	\$664,346	\$110,411	\$9,397	\$101,014	\$765,360
Boundary (SD51)	SD51	\$795,525	\$682,154	\$113,371	\$9,649	\$103,722	\$785,877
Prince Rupert (SD52)	SD52	\$951,921	\$816,262	\$135,659	\$11,545	\$124,113	\$940,375
Okanagan Similkameen (SD53)	SD53	\$883,235	\$757,365	\$125,870	\$10,712	\$115,158	\$872,523
Bulkley Valley (SD54)	SD54	\$994,212	\$852,526	\$141,686	\$12,058	\$129,627	\$982,154
Prince George (SD57)	SD57	\$4,682,758	\$4,015,415	\$667,343	\$56,795	\$610,548	\$4,625,963
Nicola-Similkameen (SD58)	SD58	\$883,117	\$757,263	\$125,854	\$10,711	\$115,143	\$872,406
Peace River South (SD59)	SD59	\$2,005,386	\$1,719,597	\$285,789	\$24,322	\$261,466	\$1,981,064
Peace River North (SD60)	SD60	\$2,098,231	\$1,799,211	\$299,020	\$25,449	\$273,572	\$2,072,782

Source: CAPS



Ministry of
Education and
Child Care

2025/2026 Annual Facility Grant

School District	SD #	Total AFG	Capital Portion	Operating Portion			Total Allocation to Districts
				Gross	Withheld (CAMS)	Net	
Greater Victoria (SD61)	SD61	\$5,686,812	\$4,876,381	\$810,431	\$68,973	\$741,458	\$5,617,839
Sooke (SD62)	SD62	\$2,363,875	\$2,026,998	\$336,877	\$28,670	\$308,207	\$2,335,205
Saanich (SD63)	SD63	\$2,146,309	\$1,840,437	\$305,872	\$26,032	\$279,840	\$2,120,277
Gulf Islands (SD64)	SD64	\$727,305	\$623,657	\$103,649	\$8,821	\$94,828	\$718,484
Okanagan Skaha (SD67)	SD67	\$1,884,194	\$1,615,676	\$268,518	\$22,853	\$245,665	\$1,861,341
Nanaimo-Ladysmith (SD68)	SD68	\$3,899,683	\$3,343,937	\$555,746	\$47,298	\$508,449	\$3,852,385
Qualicum (SD69)	SD69	\$1,399,076	\$1,199,693	\$199,383	\$16,969	\$182,414	\$1,382,108
Pacific Rim (SD70)	SD70	\$1,486,287	\$1,274,475	\$211,812	\$18,027	\$193,785	\$1,468,260
Comox Valley (SD71)	SD71	\$2,459,422	\$2,108,929	\$350,494	\$29,829	\$320,665	\$2,429,593
Campbell River (SD72)	SD72	\$1,846,719	\$1,583,542	\$263,177	\$22,398	\$240,779	\$1,824,321
Kamloops-Thompson (SD73)	SD73	\$4,925,835	\$4,223,852	\$701,984	\$59,743	\$642,241	\$4,866,092
Gold Trail (SD74)	SD74	\$980,160	\$840,477	\$139,683	\$11,888	\$127,795	\$968,272
Mission (SD75)	SD75	\$1,751,164	\$1,501,604	\$249,559	\$21,239	\$228,320	\$1,729,925
Fraser-Cascade (SD78)	SD78	\$752,841	\$645,553	\$107,288	\$9,131	\$98,157	\$743,710
Cowichan Valley (SD79)	SD79	\$2,695,533	\$2,311,391	\$384,142	\$32,693	\$351,449	\$2,662,840
Fort Nelson (SD81)	SD81	\$453,465	\$388,842	\$64,624	\$5,500	\$59,124	\$447,965
Coast Mountains (SD82)	SD82	\$2,163,506	\$1,855,184	\$308,323	\$26,240	\$282,082	\$2,137,266
North Okanagan-Shuswap (SD83)	SD83	\$2,403,293	\$2,060,798	\$342,495	\$29,148	\$313,346	\$2,374,145
Vancouver Island Region West (SD84)	SD84	\$555,923	\$476,698	\$79,225	\$6,743	\$72,482	\$549,180
Vancouver Island Region North (SD85)	SD85	\$1,041,364	\$892,959	\$148,405	\$12,630	\$135,775	\$1,028,734
Stikine (SD87)	SD87	\$426,368	\$365,606	\$60,762	\$5,171	\$55,591	\$421,197
Nechako Lakes (SD91)	SD91	\$2,031,310	\$1,741,827	\$289,483	\$24,637	\$264,846	\$2,006,673
Nisga'a (SD92)	SD92	\$381,131	\$326,815	\$54,315	\$4,623	\$49,693	\$376,508
Conseil scolaire francophone (SD93)	SD93	\$1,949,795	\$1,671,928	\$277,866	\$23,648	\$254,218	\$1,926,147
Call for Submission Provincial Total		\$164,900,000	\$141,400,000	\$23,500,000	\$2,000,000	\$21,500,000	\$162,900,000



Coast Mountains Board of Education School District 82

AFG 2025-2026 Project Summary List

INFORMATION – REGULAR BOARD OF EDUCATION MEETING – JUNE 18, 2025

Subject: AFG Ministry of Education Submission 2025-2026

From: Robert Schibli, Director of Facility Services

The following list summarizes the proposed 2025-2026 Annual Facility Grant (AFG) Project Summary List for Coast Mountains School District 82 as submitted to the Ministry of Infrastructure's Capital Management Branch.

Annual Facility Grant AFG Project Summary List				
Project Number	Existing Facility?	Facility/Site	Project Type	Project Description
171007	No	4 sites to be selected	Electrical (AFG)	Cabling Upgrades
171002	Yes	Bear Valley School	Exterior Wall Systems (AFG)	Door Replacements
170995	Yes	Caledonia Secondary	Interior Construction (AFG)	Art Room Reno
170999	Yes	Caledonia Secondary	HVAC (AFG)	Paces HVAC Replacement
171003	Yes	Ecole Mountainview	Electrical (AFG)	Lighting Control Systems Upgrade
170996	Yes	Hazelton Secondary	Exterior Wall Systems (AFG)	Building Envelope & Painting
171000	Yes	Hazelton Secondary	Plumbing (AFG)	Main Service Valve Replacement
171001	Yes	Hazelton Secondary	Plumbing (AFG)	Sprinkler System Replacement - Shop
171006	Yes	Kitwanga Elementary	Exterior Wall Systems (AFG)	Concrete Stair Replacement
170997	Yes	Majagaleehi Gali Aks Elementary	Interior Construction (AFG)	Hall Flooring Replacements
170993	Yes	Mount Elizabeth Middle/Secondary	Interior Construction (AFG)	Theatre flooring & seat replacements
171005	Yes	Mount Elizabeth Middle/Secondary	Exterior Wall Systems (AFG)	Structural Upgrades
171008	No	Nechako Elem, MGA, Others	Accessibility Upgrades	Consulting for future projects
171004	Yes	Parkside Secondary	Site Upgrades	Asphalt Replacement
170994	Yes	Skeena Middle	Interior Construction (AFG)	Gym Bleacher Replacement
170995	Yes	Nechako Elementary	Interior Construction (AFG)	Hall Flooring Replacements
170996	Yes	Nechako Elementary	Site Upgrades	Concrete repairs
171010	Yes	Hazelton Secondary	Site Upgrades	Main Water Valve Replacement
171012	Yes	Kitwanga Elementary	Site Upgrades	Main Entrance Stair Replacement
1071013	Yes	Suwilaawks Community	Site Upgrades	Playground Enhancements
171011	Yes	Suwilaawks Community	Exterior Wall Systems (AFG)	Door Replacement
170998	Yes	Uplands Elementary	Site Upgrades	Parking Lot Upgrade



Coast Mountains Board of Education School District 82

MEETING AGENDA ITEM #11.1.2

Action: X

Information:

Meeting: Regular

Meeting Date: June 18, 2025

Topic: **2024 Carbon Neutral Action Report**

Background/Discussion:

The B.C. Government and B.C. Public Sector Organizations (PSOs) - including Crown Corporations, universities and colleges, health authorities, health affiliates, and school districts have been legislated to be carbon neutral since 2010 as part of the Greenhouse Gas Reduction Targets Act and Carbon Neutral Government Regulation.

Requirements for offsets purchased from Pacific Carbon Trust by PSOs are legislated under the Emission Offsets Regulation. Annually, Coast Mountains School District 82 must report the amount of total emissions, offsets, and its ongoing and future actions to reduce emissions through its Climate Change Accountability Report (CCAR, previously CNAR) and the Clean Government Reporting Tool (CGRT). Emissions are derived from stationary (buildings), mobile (fleet), and procurement (paper) sources.

School District 82 serves the communities of Hazelton, Kitimat, Kitwanga, Terrace, Thornhill and Stewart in the North West region of British Columbia and is signatory to and supports the Climate Action Charter in the province of British Columbia. The School District supports and practices sustainable initiatives to conserve energy and resources with the goal to reduce carbon emissions; reduce utility costs; and promote a cleaner environment for all students and staff.

The attached 2024 Carbon Neutral Action Report for Coast Mountains Schools District, as submitted May 27, 2025, is being forwarded directly to the Board for information. This report will be posted to the School District's website in accordance with the report requirements.

Recommended Action:

THAT the Board receive for information the 2024 Carbon Neutral Action Report as presented.

Presented by: Secretary Treasurer

1) PSO CCAR Template

2024 PSO Climate Change Accountability Report

Title: 2024 PSO Climate Change Accountability Report

Organization: Coast Mountains Board of Education School District 82

PART 1. Legislative Reporting Requirements

Declaration statement: This PSO Climate Change Accountability Report for the period January 1, 2024 to December 31, 2024 summarizes our greenhouse gas (GHG) emissions profile, the total offsets to reach net-zero emissions, the actions we have taken in 2024 to minimize our GHG emissions, and our plans to continue reducing emissions in 2025 and beyond.

Emission Reductions: Actions & Plans

A. Stationary Sources (e.g., buildings, power generation)

The Coast Mountains Board of Education School District 82 focuses on emissions reductions through maximizing efficiencies of all systems and prioritizing capital projects that reduce emissions by electrification or increased efficiency. Projects completed in 2024 include:

- *Replaced all classroom heating systems at one school with electric unit ventilators with air/air heat pumps.*
- *Installed additional insulation on roofing projects at 2 schools.*
- *Continued DDC system enhancements to improve energy efficiency.*
- *LED Lighting installations for school classrooms.*
- *Replaced 4 Domestic Hot Water tanks with high-efficiency models*
- *Energy monitoring software improvements.*
- *Prioritize emission reduction capital projects in capital planning.*

B. Mobile Sources (e.g., fleet vehicles, off-road/portable equipment)

- *Purchase of vehicles with best fuel economy*
- *Carpool when appropriate*
- *Use virtual meetings whenever feasible to reduce unnecessary travel*
- *Prioritize EV integration into mobile fleet and busing.*

C. Paper Consumption

Coast Mountains School District 82 reduces paper usage by:

- *using electronic documents when possible*
- *using 2-sided printing when possible*
- *sources the most cost-effective recycled content paper when possible*

2024 GHG Emissions and Offsets Summary Table

Coast Mountains School District 82 2024 GHG Emissions and Offsets Summary	
GHG emissions for the period January 1 - December 31, 2024	
[See Appendix 1 for instructions on how to access your 2024 emissions data from CGRT. Cells A and B below are identified in Figure 1 ; cells C and D are identified in Figure 2 .]	
Total BioCO ₂	13.2
Total Emissions (tCO ₂ e)	2016
Total Offsets (tCO ₂ e)	1987
Adjustments to Offset Required GHG Emissions Reported in Prior Years	
Total Offsets Adjustment (tCO ₂ e)	0
Grand Total Offsets for the 2024 Reporting Year	
Grand Total Offsets to be Retired for 2024 Reporting Year (tCO ₂ e) [must round to a whole number (no decimal places)]	1987+0=1987
Offset Investment (\$) [Grand Total Offsets to be Retired for 2024 Reporting Year x \$25 per tCO ₂ e]	(Cell C + Cell D) x \$25(1987+0) x 25=\$49675.00

- [Note, BioCO₂ is included in Total Emissions but not Total Offsets. For K-12 and post-secondary organizations, and BC Transit, Total Offsets might not equal Total Emissions minus Total BioCO₂ because offset exempt emissions for buses are included within Total Emissions.
- Emissions and offset investment amounts will be validated by CAS prior to distributing invoices.
- You must round "Grand Total Offsets to be Retired" to a whole number (no decimal places) before multiplying by \$25 (e.g., 43.2 is rounded to 43, while 43.5 is rounded 44).]

Retirement of Offsets:

In accordance with the requirements of the *Climate Change Accountability Act* and the Carbon Neutral Government Regulation, **Coast Mountains School District 82 (the Organization)** is responsible for arranging for the retirement of the offsets obligation reported above for the 2024 calendar year, together with any adjustments reported for past calendar years (if applicable). The Organization hereby agrees that, in exchange for the Ministry of Energy and Climate Solutions (**the Ministry**) ensuring that these offsets are retired on the Organization's behalf, the Organization will pay within 30 days, the associated invoice to be issued by the Ministry in an amount equal to \$25 per tonne of offsets retired on its behalf plus GST.

PART 2. Public Sector Climate Leadership

2A. Climate Risk Management


1. Consideration given to building cooling in HVAC systems due to increased heatwaves during the school year.
2. Participate in Provincial information sessions on flood & wildfire forecast and situations.
3. Review and analyze flood mapping information to determine any changes in risk to facilities.

2B. Additional Sustainability Initiatives

1. Carpool whenever possible.
2. Every facility we operate has a recycling and composting program in effect. Materials not able to go into our regular recycling program are recycled at appropriate facilities in our region, including batteries.
3. Use virtual meeting means whenever feasible to reduce unnecessary travel.

2C. Success Stories

Executive Sign-off:


Signature

May 27, 2025

Date

Ginger Fuller
Name (please print)

Secretary Treasurer

Title

[Please email your signed report to Carbon.Neutral@gov.bc.ca by no later than May 31, 2025.



MEETING AGENDA ITEM #11.1.3

Action: X Information:
Meeting: Regular Meeting Date: June 18, 2025
Topic: **Draft 2025-2026 Internal Administrative Calendar**

Background/Discussion:

Reference the attached draft Internal Administrative Calendar for the 2025-2026 school year.

The following proposed changes to the 2025-2026 Internal Administrative Calendar are presented for Trustees' consideration:

- That the November Education Committee Meeting be scheduled on Wednesday, November 19 due to a BCSSA meeting conflict for the District Education Team during the week of November 10.
- That Committee and Board Meetings not be scheduled during the month of December. There are only 2.5 weeks between the November and December Board Meetings noting this is a busy time for schools, the Board of Education Office, and the District Education Team, and Trustees receive multiple invitations to attend school concert events. Currently there are no Committee and Board Meetings scheduled in the month of March.

As discussed between the Board and the Coast Mountain Teachers' Federation, it was determined that Teacher-Trustee Meetings would be scheduled on non-Board Meeting days. This arrangement aims to provide greater flexibility in scheduling and ensure that both parties can participate without conflicting commitments. Teacher-Trustee Meeting dates will be added to the Internal Administrative Calendar once finalized, prior to the upcoming school year.

The draft Internal Administrative Calendar is being forwarded directly to the Board for consideration and acceptance.

Recommended Action:

THAT the Board accept the 2025-2026 Internal Administrative Calendar.

Presented by: Superintendent of Schools



DRAFT 2025-2026 Internal Administrative Calendar Coast Mountains Board of Education School District 82

September 2025

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Sept 1: Labour Day
Sept 2: First Day of School
Sept 17: Business Committee Mtg.
Sept 17: Education Committee Mtg.
Sept 24: Board Meetings (Terrace)
Sept 30: Truth & Reconciliation Day

October 2025

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Oct. 13: Thanksgiving Day
Oct 15: Business Committee Mtg.
Oct 15: Education Committee Mtg.
Oct 29: Board Meetings (Hazelton)

November 2025

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

Nov 11: Remembrance Day
Nov 12: Business Committee Mtg.
Nov 12: Education Committee Mtg.
Nov 25: Board Meetings (Terrace)

December 2025

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Dec 10: Business Committee Mtg.
Dec 10: Education Committee Mtg.
Dec 17: Board Meetings (Terrace)
Dec 22-Jan 2: Winter Break

January 2026

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

Dec 22-Jan 2: Winter Break
Jan 1: New Year's Day
Jan 5: Back to School
Jan 14: Business Committee Mtg.
Jan 14: Education Committee Mtg.
Jan 28: Board Meetings. (Terrace)

February 2026

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

Feb 11: Business Committee Mtg.
Feb 11: Education Committee Mtg.
Feb 16: Family Day
Feb 25: Board Meetings (Kitimat)

March 2026

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

March 16-27: Spring Break

Note - There are no Committee Meetings or Board Meetings scheduled in March 2026.

April 2026

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

April 3: Good Friday
April 6: Easter Monday
April 15: Business Committee Mtg.
April 15: Education Committee Mtg.
April 29: Board Meetings (Terrace)

May 2026

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

May 13: Business Committee Mtg.
May 13: Education Committee Mtg.
May 18: Victoria Day
May 27: Board Meetings (Stewart)

June 2026

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

June 10: Business Committee Mtg.
June 10: Education Committee Mtg.
June 17: Board Mtgs. (Terrace)
June 21: National Indigenous Peoples Day
June 23: Last Day of School
June 24: Board Mtgs. (if required)

LEGEND:

	School/Statutory Holidays
	Business Committee Meeting
	Education Committee Meeting
	Board of Education Meetings
	Teacher-Trustee Meetings (October, November, February, April & May)
	BCSTA & BCPSEA Symposium, Trustee Academy & AGMs:

Dates may be subject to change

BCSTA Provincial Council Mtgs. - Oct. 2025 Date TBC & Feb 20, 2026 (virtual)
BCPSEA Virtual Symposium & BCPSEA Virtual AGM - Nov. 6-7, 2025 & Jan. 29, 2026
BCSTA Trustee Academy & BCSTA AGM - Nov. 27-29, 2025 & April 9-11, 2026
BCSTA Board Chairs Mtg. & BCSTA & MOECC Liaison Mtg. - Dates TBC
CMSD New Teacher & Teacher-On-Call Orientation Sessions - August 26 & 27, 2025



Coast Mountains Board of Education School District 82

MEETING AGENDA ITEM #12.1

Action:	X	Information:	
Meeting:	Regular	Meeting Date:	June 18, 2025
Topic:	Board Chair Report – June 2025		

Background/Discussion:

Attached for Trustees' information is the Board Chair's Report for the month of June 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 June 2025.

Presented by: Board Chair



BOARD CHAIR REPORT

JUNE 2025 REGULAR BOARD OF EDUCATION MEETING

As we come to the end of the 2024-2025 school year it is time to reflect on the past year. We express sincere gratitude to all our staff, students, families and community partners for their dedication to the provision of public education. May the summer months be well deserved relaxation, a personal time for self and renewed energy for the 2025-2026 school year.

June has continued to be busy with the new Board of Directors' President of the BC School Trustees Association (BCSTA), Tracey Loffler requesting a Board Chair Call. We will be meeting virtually on June 23, at which time I will share the school district's recruitment and retention needs, budget realities, the BCSTA North West & Northern Interior Joint Branch Meeting being planned for the fall and any other input Trustees wish for me to share.

BCSTA and Trustees have been expressing concerns in the many areas as identified during the Annual General Meeting (AGM) of BCSTA held April 24-26, 2025. In follow up to the AGM, Bob Holmes, BCSTA Board of Directors' Vice President presented the financial needs of school districts to the government's Provincial Finance Committee on June 4, 2025. At today's Regular Board Meeting, the 2025-2026 Annual Operating Budget for Coast Mountains School District (CMSD) will be presented to the Board for approval. I would like to extend my gratitude to the members of the school district's Budget Working Committee who have been meeting over the last several weeks planning for the upcoming school year. During this process, the team worked to ensure resources are allocated appropriately and according to the priorities and needs within our schools and communities, including those identified within the Board's Strategic Plan 'Engage, Ignite, Empower'. There are financial concerns, and we will include these in the planned virtual meeting with the Board and the Minister of Education and Child Care scheduled for the early afternoon of June 18. I will be able to report on the Minister's meeting with the Board verbally at the June 18 Regular Board Meeting.

A BCSTA led Trustee Orientation was held on May 31 and June 1, 2025, including the participation of CMSD's full Board with administrative support provided by Superintendent MacMillan and Secretary Treasurer Fuller. The orientation was facilitated by Gordon Li, BCSTA Director of Education Services covering participatory sessions on the roles and responsibilities of the Board. The results were very similar to our Board self-evaluation done earlier this year and confirmed identifying areas we need to continue to work on. What we learned will be part of our work plans for the next school year. One of the areas identified is a review of CMSD Policy 5070: Governance Bylaw which the Policy Review & Development Committee will be reviewing and updating. This review will include the scheduling of Board Meetings.

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

Respectfully submitted by,

Trustee Margaret Warcup
Board Chair