



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

**BOARD OF EDUCATION  
REGULAR BOARD MEETING**

**BEAR VALLEY SCHOOL  
STEWART**

**WEDNESDAY, MAY 28, 2025  
5:00 P.M.**

**HYBRID MEETING  
(IN PERSON OR VIA ZOOM)**

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



# COAST MOUNTAINS BOARD OF EDUCATION SCHOOL DISTRICT 82

## REGULAR MEETING OF THE BOARD OF EDUCATION

WEDNESDAY, MAY 28, 2025 – 5:00 P.M. – HYBRID MEETING  
BEAR VALLEY SCHOOL – IN PERSON OR VIRTUAL VIA ZOOM

### A G E N D A

**Presentation: Reading Presentation, Bear Valley School Kindergarten/Grade 1 Class**

|  |             |            |               |
|--|-------------|------------|---------------|
| 1. ACKNOWLEDGEMENT OF THE TERRITORY & CALL TO ORDER  |             |            |               |
| 2. DECLARATION OF QUORUM   |             |            |               |
| 3. APPROVAL OF AGENDA  | Motion      |            |               |
| 4. APPROVAL OF MINUTES OF PRIOR MEETING<br>4.1 Regular Meeting of the Board, April 30, 2025  | Motion      | Attachment | Pages 2-12    |
| 5. RECEIPT OF RECORDS OF IN CAMERA MEETING<br>5.1 Summary of In Camera Meeting, April 30, 2025   | Motion      | Attachment | Pages 13-14   |
| 6. BUSINESS ARISING FROM THE MINUTES<br>- There is no business arising from the minutes.   |             |            |               |
| 7. CORRESPONDENCE<br>7.1 Response Letter from the Board to the Inter-Tribal Education Committee<br>re: Change to Electoral Boundaries with Coast Mountains School District                     | Motion      | Attachment | Pages 15-16   |
| 8. SUPERINTENDENT OF SCHOOLS' MONTHLY REPORT – MAY 2025  | Motion      | Attachment | Pages 17-28   |
| 9. INDIGENOUS EDUCATION REPORT – MAY 2025  | Motion      | Attachment | Pages 29-41   |
| 10. STANDING COMMITTEE REPORTS   |             |            |               |
| 10.1 <u>Business Committee Report</u> (Trustee Ed Harrison)  |             |            |               |
| 10.1.1 Business Committee Meeting Minutes, May 14, 2025  | Motion      | Attachment | Pages 42-44   |
| 10.1.2 Quarterly Financial Statements, March 31, 2025  | Motion      | Attachment | Pages 45-49   |
| 10.1.3 Ministry Adjusted Funding Allocations, February 2025  | Motion      | Attachment | Pages 50-52   |
| 10.2 <u>Education Committee Report</u> (Trustee Karen Jonkman)   |             |            |               |
| 10.2.1 Education Committee Meeting Minutes, May 14, 2025   | Motion      | Attachment | Pages 53-82   |
| 10.2.2 Board Approval in Principle: Out-of-Country Field Trip, Tour of<br>Europe: Mainly Czech Republic & Poland, May 21-30, 2027,<br>Hazelton Secondary School 2027 Grade 12 Graduation Class | Motion      | Attachment | Pages 83-86   |
| 11. NEW BUSINESS   |             |            |               |
| 11.1 District Equity Scan of Secondary School Courses  | Motion      | Attachment | Pages 87-106  |
| 12. TRUSTEE REPORTS  |             |            |               |
| 12.1 Board Chair Report – May 2025   | Motion      | Attachment | Pages 107-108 |
| 12.2 Provincial Council Delegate Report – BCSTA 2025 AGM Disposition of Motions  | Motion      | Attachment | Pages 109-117 |
| 12.3 Trustee Reports   | Information | Verbal     |               |
| 13. QUESTION PERIOD  |             |            |               |
| 14. ADJOURNMENT  |             |            |               |



## Coast Mountains Board of Education School District 82

### MEETING AGENDA ITEM #4.1

|          |  |               |              |
|----------|--|---------------|--------------|
| Action:  | X  | Information:  |              |
| Meeting: | Regular  | Meeting Date: | May 28, 2025 |
| Topic:   | <b>Minutes of the Regular Meeting of the Board, April 30, 2025</b> |               |              |

#### **Background/Discussion:**

Minutes as attached.

#### **Recommended Action:**

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

Presented by: Secretary Treasurer

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

**WEDNESDAY, APRIL 30, 2025 – 5:00 P.M.  
NECHAKO ELEMENTARY SCHOOL – LIBRARY  
HYBRID MEETING (IN PERSON OR VIRTUAL)**

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**PRESENT WERE:**

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

Superintendent of Schools  
Secretary Treasurer  
Recording Secretary

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

**DISTRICT STAFF PRESENT:**

Director of Instruction, Learning Services  
Director of Instruction, Learner Support  
Director of Facility Services  
District Principal, Early Learning & French Immersion

- P. Barron  
- J. Nieckarz  
- 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 Jones, Maxim and Sundell attended the meeting virtually from Stewart, Thornhill and Prince George respectively. We are honoured to work with their children and privileged to live on these lands.

A warm welcome was shared with meeting guests who joined in person and virtually noting the Board was pleased to be in Kitimat to conduct its Regular Board Meeting. Special thanks were extended to the staff and students at Nechako Elementary 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 also livestreamed via CMSSD's YouTube Channel.



Board Chair Warcup spoke to the deep sadness regarding the tragic event that occurred at the Lapu Lapu Festival in Vancouver on April 26, 2025 which has had a profound impact on the Filipino community. On behalf of Coast Mountains School District, the Board extended its heartfelt condolences to all those affected by this tragedy.

While the event took place outside of our immediate region, we recognize that students, families, and staff within school communities may be feeling its effects — whether directly or indirectly. We encourage everyone to continue to be mindful, supportive, and attentive to those who may be experiencing grief, anxiety, or uncertainty during this time.

Board Chair Warcup noted that our District Safe Schools Coordinator, Julia Nieckarz, and team, are available to provide school administrators with additional support should any members of our school communities require it. Should anyone need assistance in offering resources or responding to emerging needs, please do not hesitate to reach out via school administration.

Flags at Coast Mountains' schools and office buildings will be lowered to half-mast commencing April 28 until further notice, to mark the tragic deaths that occurred at the festival.

Board Chair Warcup thanked everyone for the care, compassion, and stability they continue to provide for students and families — especially during challenging times like these.

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 introduced Director Nieckarz to speak to the presentation of Skeena Middle School's new video. Director Nieckarz shared the new video stemmed from an idea of creating a useful tool for the school's neurodiverse learners, so they can become more familiar with the school. Watch the video to see firsthand how the school nurtures curiosity, inspires excellence, and empowers every student to reach their full potential. We hope you enjoy this glimpse into the heart of Skeena Middle School. It is the hope that the students and/or parents who have worries attending school will watch the video and will see how amazing Skeena Middle School is, where we believe in nurturing the minds and hearts of all students.

The vibrant communities at all Coast Mountains' schools are dedicated to fostering inclusive schools, a love for learning and encouraging creativity through collaboration and care. The Skeena Middle School video provides a glimpse of the dynamic classrooms, innovative programs, and the wonderful experiences that make Skeena Middle School unique, where every student can thrive on a journey of discovery, growth and success.

Access the school district's website at <https://cmsd.bc.ca/> to view Skeena Middle School's new video.

**1. CALL TO ORDER**

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

**2. DECLARATION OF QUORUM**

A quorum was declared.

**3. APPROVAL OF AGENDA**

Motion #8803

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

Carried  
All in Favour

**4. APPROVAL OF MINUTES OF PRIOR MEETING**

**4.1 Regular Meeting, February 26, 2025**

Motion #8804

**THAT** the minutes of the Regular Meeting of the Board held February 26, 2025 be approved as amended.

Carried  
All in Favour

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

**5.1 Summary of In Camera Meeting, February 26, 2025**

Motion #8805

**THAT** the Summary of the In Camera Meeting of the Board held February 26, 2025 be approved.

Carried

In Favour 6 / Abstained 1 (Trustee Maxim)

**6. BUSINESS ARISING FROM THE MINUTES**

**6.1 2024/2025 Hazelton French Immersion Consultation Follow-Up**

Motion #8806

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

Carried

All in Favour

**7. CORRESPONDENCE**

There was no correspondence received.

**8. SUPERINTENDENT OF SCHOOLS' MONTHLY REPORT – APRIL 2025**

Motion #8807

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

Carried

All in Favour

**9. INDIGENOUS EDUCATION REPORT – MARCH/APRIL 2025**

Motion #8808

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

Carried  
All in Favour

**10. STANDING COMMITTEE REPORTS**

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

**10.1.1 Business Committee Meeting Minutes, April 9, 2025**

Motion #8809

**THAT** the minutes of the Business Committee Meeting held on April 9, 2025 be received for information.

Carried  
All in Favour

**10.1.2 Ministry Estimated Operating Grants 2025/2026 Announcement**

Motion #8810

**THAT** the Board receive the Ministry of Education's Estimated Operating Grants 2025/2026 announcement as presented for information.

Carried  
All in Favour

**10.1.3 Ministry Response to Annual Five-Year Capital Plan Submission  
2025/2026 & Capital Bylaw 2025/2026 – CPSD82-01**

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

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

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

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

NOW THEREFORE the Board enacts as follows:

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

Motion #8811

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

Carried  
All in Favour

Motion #8812

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

Carried  
All in Favour



*Unanimous consent was received and confirmed by Board Chair Warcup prior to proceeding to third reading of the Capital Bylaw No. 2025/26-CPSD82-01 - Capital Plan 2025/26.*

Motion #8813

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

Carried  
All in Favour

**10.2 Education Committee Report** (Trustee Angie Maitland)

**10.2.1 Education Committee Meeting Minutes, April 15, 2025**

Motion #8814

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

Carried  
All in Favour

**10.2.2 Board/Authority Authorized Course: Resiliency Grade 12, North Coast Distance Education Program (NTETC).**

Motion #8815

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

Carried  
All in Favour



## 11. NEW BUSINESS

### 11.1 Maintenance & Facilities Department Replacement Vehicles

Motion #8816

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

Carried  
All in Favour

## 12. TRUSTEE REPORTS

### 12.1 Board Chair Report – April 2025

Motion #8817

**THAT** the Board receive for information the Board Chair Report for April 2025 noting an addition to the report that a Board Chairs Call was requested by the Minister of Infrastructure, Bowinn Ma on May 1, 2025.

Carried  
All in Favour

### 12.2 Trustee Reports

Trustee Maxim reported on his attendance and participation at the BCSTA Annual General Meeting (AGM) held April 24-26, 2025 in Vancouver.

## 13. QUESTION PERIOD

Chief Councillor Colin Sutherland-Wilson did not have a question noting it was good to meet everyone. He shared he was attending the meeting as a friendly observer and wanted to introduce himself as he was one of the two representatives designated by the Kispiox First Nation with respect to the Indigenous Education Council. Board Chair Warcup thanked Chief Councillor Sutherland-Wilson for joining the virtual meeting noting we look forward to meeting him in person.

Michelle Hall, a member of the Mount Elizabeth Middle/Secondary School (MEMSS) Parent Advisory Council (PAC), attended the meeting regarding the status of the infrastructure of the MEMSS building including comments that many MEMSS teachers will be retiring at the end of this school year, particularly for Grade 9. The MEMSS PAC has written to Superintendent MacMillan, the Board and Minister of Education and Child Care regarding their concerns relating to the MEMSS infrastructure.

Director Schibli spoke to the Ministry of Infrastructure process for allocating funding to schools which are provided in three streams: Major Capital Projects, Minor Capital Projects and the Annual Facilities Grant (AFG). He noted the Capital Bylaw passed at this meeting was the only Minor Capital funding received (\$800,000) for 2025/2026 which is significantly down from previous years. The AFG is a small pool of money (\$2.5 million) self-directed for upgrades to schools. This funding was used to complete the required upgrades and engineering assessments at MEMSS.

Director Schibli reiterated Board Chair Warcup's comments that we have put all the school district's priorities forward to the Ministry of Infrastructure, including MEMSS which has been at the top of the school district's list for the past several years.

Superintendent MacMillan noted she attended a District Parent Advisory Council meeting with Director Schibli and the district further responded to the MEMSS PAC Chair twice with detailed information regarding the MEMSS infrastructure.

David Mills, Principal of Nechako Elementary School, asked whether the student enrolment impacts the school district's request for funding with the Ministry. Director Schibli noted MEMSS is too large, it had a capacity of 1,300 students, but now the student enrolment is less than 500 students. It is not a strong argument when we go to the Ministry for funding, when other school districts are using portables.

Michelle Hall, MEMSS PAC representative, asked about the large number of teachers retiring at MEMSS. Superintendent MacMillan indicated the school district is presently going through the staffing process as we speak. We are involved in several different recruitment/retention initiatives with universities and career fairs right across the country including recruiting virtually. The school district increased its partnerships with universities to encourage teachers to complete their practicums with our school district as a possible retention initiative. The upcoming school year is looking positive - out of one group of 20 we are hiring 11. We are constantly recruiting the very best teachers we can with increased advertising, postings to the district website, and working with the province's Make a Future and Education Canada. The school district is always open to new ideas and suggestions. It is a top priority with the school district recruiting the best qualified teachers in CMSD.

Ms. Hall asked what happens when the school district cannot recruit teachers. Superintendent MacMillan shared the school district will work with its leadership team and school administration to find a solution by doing its best to have qualified teachers. She indicated this is not only happening in our school district, noting there is also a teacher shortage right across the country.

#### 14. ADJOURNMENT

The next hybrid Regular Board of Education Meeting will be held on Wednesday, May 28, 2025 at Bear Valley School in Stewart.

The meeting was adjourned at 6:30 p.m.

\_\_\_\_\_  
Board of Education Chair

\_\_\_\_\_  
Secretary Treasurer



## Coast Mountains Board of Education School District 82

### MEETING AGENDA ITEM #5.1

Action: X

Information:

Meeting: Regular

Meeting Date: May 28, 2025

Topic: **Summary of In Camera Meeting of the Board, April 30, 2025**

#### **Background/Discussion:**

Summary as attached.

#### **Recommended Action:**

**THAT** the Summary of the In Camera Meeting of the Board held April 30, 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 APRIL 30, 2025  
PURSUANT TO SECTION 72(3) OF THE *SCHOOL ACT***

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The Board of Education:

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



## Coast Mountains Board of Education School District 82

### MEETING AGENDA ITEM #7.1

|          |   |               |              |
|----------|---|---------------|--------------|
| Action:  | X   | Information:  |              |
| Meeting: | Regular   | Meeting Date: | May 28, 2025 |
| Topic:   | <b>Response Letter from the Board to the Inter-Tribal Education Committee<br/>re: Change to Electoral Boundaries within Coast Mountains School District</b> |               |              |

#### **Background/Discussion:**

The attached response letter was issued on May 21, 2025 by Board Chair Margaret Warcup, on behalf of the Board, in follow up to the Inter-Tribal Education Committee's recent correspondence and advocacy regarding a change to the electoral boundaries within Coast Mountains School District 82.

#### **Recommended Action:**

**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.

Presented by: Board Chair Warcup





## Coast Mountains Board of Education School District 82

3211 Kenney Street, Terrace, BC V8G 3E9  
Tel. (250) 635-4931 or 1-855-635-4931 • [www.cmsd.bc.ca](http://www.cmsd.bc.ca)

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May 21, 2025

Inter-Tribal Education Committee (ITEC)  
- Via Email to ITEC Committee Members

Dear Members of the Inter-Tribal Education Committee,

Thank you for your recent correspondence and advocacy regarding a change to electoral boundaries within Coast Mountains School District 82. The Board of Education deeply values your leadership and continued commitment to ensuring Indigenous voices are represented and heard in all areas of education.

At the same time, it is important to clarify that decisions regarding electoral boundary changes are not within the authority of the Board of Education. This responsibility lies with the Ministry of Education and Child Care and Elections BC.

The Board is supportive of Indigenous participation. One consideration to be explored with the recent implementation of Bill 40, is the Indigenous Education Council (IEC) establishing a role for having Indigenous representatives formally connected to the Council and the Board of Education. This can be further explored as the IEC becomes established and assumes responsibility for setting how they conduct the Council's business. The IEC will determine formally how they are connected to the Board of Education.

With respect and appreciation, we look forward to working together and welcome further dialogue and collectively moving forward.

Sincerely,

Margaret Warcup  
Chairperson, Board of Education

cc: Coast Mountains Board of Education School District 82

- Board of Education Trustees
- Tracey MacMillan, Superintendent of Schools
- Ginger Fuller, Secretary Treasurer

Honourable Lisa Beare, Minister of Education and Child Care  
City of Terrace, Mayor Sean Bujtas  
District of Kitimat, Mayor Phil Germuth  
Regional District Kitimat-Stikine, Chair Cyra Yunkws, Electoral Area B



## Coast Mountains Board of Education School District 82

### MEETING AGENDA ITEM #8.

|          |   |               |              |
|----------|---|---------------|--------------|
| Action:  | X   | Information:  |              |
| Meeting: | Regular   | Meeting Date: | May 28, 2025 |
| Topic:   | <b>Superintendent of Schools' Monthly Report – May 2025</b> |               |              |

#### **Background/Discussion:**

Attached for reference is the Superintendent of Schools' Monthly Report for presentation at the May 28, 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 May 28, 2025 be received as presented.

Presented by: Superintendent of Schools

# Superintendent's Report to the Board

## May 2025



### A Message from the Superintendent

Ama Sah / Good Day,

As we close out May and look ahead to the final month of the school year, the team at Coast Mountains School District continues to be filled with pride for the incredible learning, growth, and leadership happening across the district. This report reflects the energy and engagement of students, staff, and community partners — from the inspiring stories of student voice and inclusive education, to international student connections and regional collaborations that open new pathways for learners.

At the same time, it is important to acknowledge the challenges that persist in our classrooms. As we work through our budget allocations for the upcoming year, both quantitative and qualitative data — such as the Provincial Foundation Skills Assessment, the Aboriginal *How Are We Doing?* Report, and school-level assessments — as well as anecdotal feedback from educators, clearly indicate that many students continue to struggle with foundational literacy and numeracy. In response, we have made a commitment to develop a district-wide Numeracy Framework beginning in the next academic year. This will guide our efforts in improving mathematics instruction and outcomes across all grade levels. We will also continue to enhance and expand our current literacy initiatives, recognizing early reading success as foundational to learner confidence and long-term achievement.

Many of the meaningful initiatives featured in this month's report would not have been possible without the support of our community partners, organizations, and parent volunteers. Equally, I want to acknowledge the staff across the district who continually go the extra mile — organizing events, building relationships, and creating opportunities that connect students to real-world learning. From students engaging with Elders and Knowledge Holders on the land, to high school learners practicing medical procedures during career exploration events — these powerful experiences are made possible through the shared efforts of a dedicated team of educators and community members. We are deeply grateful for this collective commitment to helping all learners thrive — in their classrooms, in their communities, and beyond.

As we enter June, a month that honours both Indigenous History and Pride, we are reminded of the strength in our diversity and the importance of continued collaboration in service of all learners.

With gratitude and appreciation,

Tracey MacMillan  
Superintendent



*Autumn Hayden, Grade 11 student at Hazelton Secondary School, demonstrates to Superintendent MacMillan how to intubate an infant during the Adventures in Health Care Day at the Kysen Hospital.*



#### Upcoming Dates:

May 29 – Grade 7 Maker Day, Terrace  
June 1 – National Indigenous History Month Begins  
June 1 – Pride Month Begins  
June 11 – Grade 7 Maker Day, Kitimat  
June 11 – Business & Education Committee Meetings  
June 18 – School Board Hybrid Meeting (Terrace)

# Superintendent's Report to the Board

## May 2025



### Rotary's Adventures in Health Care Northwest

Forty-one grade 10-12 students from Bear Valley, Caledonia Secondary, Centennial Christian, Charles Hayes Secondary, Hazelton Secondary, and Mount Elizabeth Middle/Secondary Schools participated in **Rotary's Adventures in Health Care Northwest** on May 13-15, 2025, a short exploratory program that aims at inspiring high school students to explore health science education and careers.



*Grade 10-12 students from Terrace, Kitimat, Hazelton and Prince Rupert schools participated in Rotary's Adventures in Health Care Northwest, May 13-15, in a short exploratory program which aims at inspiring high school students to explore health science education and careers.*

**May 13** students engaged in an ice breaker as an opportunity to get comfortable with each other. The morning was dedicated to nursing laboratories and wet labs where students received instruction on the utilization and underlying principles of lifts, vital sign monitoring, and laboratory equipment. The afternoon was an opportunity to gain experience about occupational therapy, pharmacy and naloxone training (received certificates and kits), and students identified issues to discuss during a social work session.



**May 14** was a full day at the new Kysen Hospital (formerly Terrace Mills Memorial Hospital). There were many hands-on activities to try in the simulation labs (how to deliver a baby, CPR, respiratory therapy, etc.), a visit to the Intensive Care Unit to try life-saving equipment, a whirl-wind tour through diagnostics including using an ultrasound to check out internal organs, everything you needed to know about physiotherapy in a hospital setting, and wound care. Students were impressed by the lab's size and diverse activities. During the lunch hour there were two guest speakers - a doctor who grew up in Terrace and a third-year medical student, both discussing their journeys to where they are today.

**May 15** the students had an opportunity to go to the Cedar Coast Dental Office. Students practiced plaque removal on teeth models, drilled eggshells, injected anesthesia into oranges, sutured turkey drumsticks, and observed a real patient procedure. At the University of Northern British Columbia (UNBC) campus, paramedics did a mock call-out and showcased the ambulance. Nursing instructors gave an in-depth demonstration and explanation of CPR, simulator babies were given baths, a social worker presentation on racial equity, a brain/pain discussion followed by dissecting a sheep's brain, and a hands-on demonstration of traditional cultural medicine.



**A successful program due to the tremendous partner support - three former Adventures in Health Care students, Cedar Coast Dental Office, Coast Mountain College, Coast Mountains School District, First Nations Health Authority, Northern Health, and UNBC. Thank you, Rotary Club of Terrace, Rotary Club of Terrace Skeena Valley, Rio Tinto, BC Nurses Union and LNG Canada, for the invaluable financial support. Special thanks to the Northwest Trades & Employment Centre (NTETC) Staff - Cory Redl, Discovery/Dual Credit Teacher bused Kitimat students daily to Terrace; Kim Hoekstra, District Careers Coordinator organized dinners and evening events for the dorm students; Dan Hamel, NTETC Principal provided chaperone duties at the dorms for a few nights.**



# Superintendent's Report to the Board

## May 2025



### Student Voice

Over the last several weeks, Phillip Barron, Director of Instruction, Learning Services, spent time with groups of students from grades 8–12, hearing about a wide variety of topics important to today's youth. Their energy, honesty, and deep sense of justice bring fresh perspectives that challenge traditional thinking and push for meaningful change. These experiences remind us time and again that young people are not just the future — they are powerful leaders of the present.



*A group of students at Caledonia Secondary School stand together, smiling and energized, after wrapping up a meaningful student voice session. Their expressions reflect pride, unity, and a shared sense of purpose from having their voices heard and valued.*

High school students are much more than just learners in the classroom — they are insightful observers, active participants in their communities, and future leaders in the making. Elevating student voice in our schools isn't just about giving them a platform; it's about recognizing them as essential partners in the education process.

When students are empowered to share their ideas, feedback, and lived experiences, schools benefit from a clearer understanding of what's working and what isn't. From classroom instruction to school culture, no one experiences the daily realities of education more directly than the students themselves.

Hearing directly from students gives schools access to:

- **Authentic Feedback:** Students offer firsthand insight into teaching practices, school safety, mental health needs, and campus culture. Their perspectives help identify both strengths and areas for growth that adults may overlook.
- **Creative Solutions:** Young people often think outside the box. When invited into conversations about school improvement, they bring fresh ideas and innovative approaches.
- **Greater Engagement:** When students feel heard and valued, they become more invested in their education. This can lead to higher motivation, better attendance, and stronger academic performance.
- **Equity and Inclusion:** Student voice is especially vital for ensuring all students — including those from historically marginalized backgrounds — are seen, heard, and represented in decision-making.



### Creating Space for Student Voice

Fostering student voice requires more than occasional surveys or student council meetings. It means building systems where students are invited to co-create their educational experience. This includes:

- Involving students in school improvement planning.
- Creating leadership opportunities within and beyond the classroom.
- Holding regular listening sessions and focus groups.
- Encouraging student-led initiatives and peer mentoring.
- Supporting journalism, civic engagement, and storytelling opportunities.



*Students at Skeena Middle School actively engaged in their Student Voice session – sharing ideas and collaborating to drive positive change in their school community.*

***Students are our schools' most valuable source of insight — and when we truly listen, we show them that their voices matter. In doing so, we build stronger schools, more inclusive communities, and a better future for all.***

# Superintendent's Report to the Board

## May 2025



### CMSD International Student Program

In its inaugural year, the Coast Mountains' International Student Program has made remarkable strides. This year, we welcomed 32 students from Spain, Germany, Brazil, Vietnam, Mexico, Switzerland, and Japan to Caledonia Secondary School, Mount Elizabeth Middle/Secondary School, and Bear Valley School. Students participated in programs ranging from one year to one semester, and even three months. We deeply appreciate the host families who open their homes, as their generosity is essential in making this experience possible. The program has generated numerous heartwarming stories, reflecting the lasting connections being built among participants.

In September 2025, we are welcoming 30 students from Germany, Spain, Andorra, Vietnam, Netherlands, Brazil, and Italy. Then 10 more students will arrive in January from Brazil.



Students take part in eulachan harvest at Kincolith.



Hiking at Estew Falls with Caledonia Secondary School Administrators, Joe Dominguez and Spencer Edwards.



First time making a snow man!



Brazilian students first time ice skating at Lakelse Lake.

**CMSD International Students engaged in local Indigenous culture, sports and more, gaining a deeper appreciation for the local way of life in Northwest BC.**



Welcoming students to Coast Mountains School District with host families.



Group picture at Shames Mountain Ski Hill.

Quotes from students and a host family:

- Arthur from Germany shared, "For my birthday, I asked my parents to buy me a plane ticket next year so I can go back to Stewart and visit my host family".
- Lena who left after the first semester noted, "When I become a doctor, I will be moving back to Terrace. This is where I want to live."
- Jen (host mother) is going to Germany in a couple years to celebrate Lena's graduation in Germany.
- Francisco from Spain shared, "I was supposed to go to California for this experience, but I am so happy that I ended up in Terrace. I am thankful for Darrin and Roanna and my respite family Len and Colleen."



# Superintendent's Report to the Board

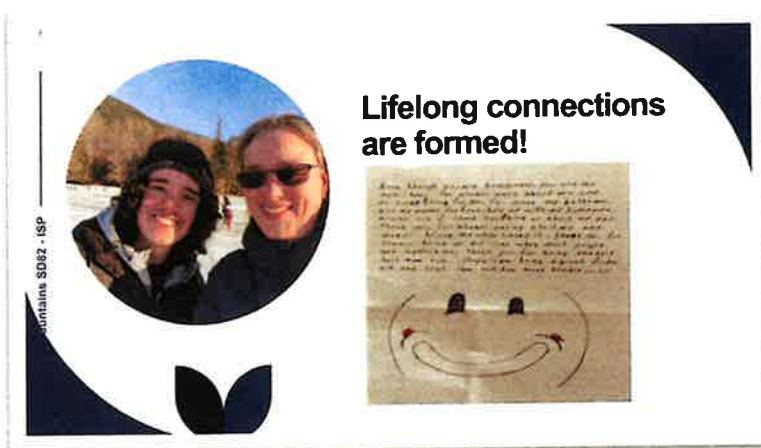
## May 2025



### Lifelong Connections are Formed!

A heartwarming note that was shared with Joe Dominguez, Administrator for CMSD's International Student Program by Nicole Kriegl who is hosting a student and she is also a Teacher at Caledonia Secondary School. As displayed to the right, this is Eduardo's (a Brazilian student attending Caledonia Secondary School) Mother's Day note to her. In case you cannot read it, here is what it says:

*"Even though you are temporary, you are my mom too. You always care about me and do everything for me. You clean my bathroom, give me money for food, help me with my homework, always ask if I need anything or about my day. Thank you for always caring about me and always helping me when I need it. Thank you for always being on my side when most people are against me. Thank you for being the best host mom ever. I hope I am being a great kid and that I am not too much trouble ... lol" (Eduardo)*



### Navigating the World of Counselling from a Legal Perspective

On May 12, the Inclusive Education Department hosted an in-service session regarding "Navigating the world of counselling from a legal perspective" held at the School District Board Office. The focus of the in-service session was for school counsellors with invitations extended to the Integrated Child and Youth Teams (ICYT), Child & Youth Mental Health (CYMH) and Ministry of Children and Family Development (MCFD) for their participation. The student-counsellor relation is a unique and meaningful one that can have a lasting positive impact on students' lives.

The session was facilitated by Warren Woodhurst, a lawyer with Harris & Company based in Vancouver. Warren's practice is focused on education law in the K-12 and post-secondary sectors. His experience in the K-12 sector is bolstered by his time spent as a director of labour relations for the British Columbia Public School Employers' Association (BCPSEA) and he comes from a family of public educators.

The in-service presentation addressed the following topics including both lecture and case-study components:

- Recent changes to the *Health Professions Act* which classify "psychotherapy" as a health profession;
- Issues of consent including the mature minor doctrine;
- The privacy and confidentiality of student information;
- A counsellor's duties to report and warn; and
- Record-keeping requirements.



An in-service session with a focus for school counsellors titled, "Navigating the world of counselling from a legal perspective" was held May 12 at the School District Board Office facilitated by Warren Woodhurst, a lawyer with Harris & Company.

For more information regarding this in-service session, please contact Julia Nieckarz, Director of Instruction for Inclusive Education at [julia.nieckarz@cmsd.bc.ca](mailto:julia.nieckarz@cmsd.bc.ca).

# Superintendent's Report to the Board

## May 2025



### Inclusive Education Student Success Story

This school year, Giuliana Reniero, the district's Speech Language Pathologist initiated a pilot of the ImpAACt program with the support of the district's Behaviour Interventionist, Bobbie Pastershank and Education Assistant Mentor, Maiya Dominguez, as a way to begin building more capacity in the school district's Education Assistants and to help create more inclusive and meaningful opportunities for students with complex communication profiles.

This six-week pilot program was specifically developed to support students who use Augmentative and Alternative Communication (AAC) and the Education Assistants who work closely with them. Students from multiple primary and elementary schools in Terrace attended once per week at Cassie Hall Elementary School's multipurpose room. The primary goal of ImpAACt is to foster meaningful connection, collaboration, and skill development among students using AAC and their support teams. The program created dedicated opportunities for students to come together, socialize, and see others like themselves using AAC devices in a communicative and empowered way. This peer interaction proved to be both validating and encouraging for the students. Equally important was the professional development aspect for the Education Assistants.

Through shared experiences, modeling sessions, and guided practice, Education Assistants were able to build confidence and capacity in supporting AAC users. Many reported feeling more skilled in using aided language stimulation and more connected to a network of colleagues who share similar roles and challenges.

The feedback from staff has been positive and the excitement from students who attended each day has shown how successful this pilot program has been. The ImpAACt program provided a valuable space for learning, and community building.

***Giuliana strongly believes that programs like ImpAACt play a critical role in advancing communication equity and in supporting the diverse learning needs in Coast Mountains School District.***



*CMSD students from multiple primary and elementary schools in Terrace participated in the six-week ImpAACt pilot program specifically developed to support students who use Augmentative and Alternative Communication (AAC) and the Education Assistants who work closely with them. Students attended once per week at Cassie Hall Elementary School's multipurpose room. The primary goal of ImpAACt is to foster meaningful connection, collaboration, and skill development among students using AAC and their support teams.*





# Superintendent's Report to the Board

## May 2025



### DHH Connections Day!

The British Columbia Provincial Outreach Program for Deaf and Hard of Hearing (POPDHH) hosts an annual DHH Proud Day for all their students. This year, Coast Mountains School District received an invitation to join them for a Friendship Day at the Vancouver Aquarium on April 8. While we truly appreciated the invitation, most of our youth are unable to attend events in the lower mainland. In light of this, POPDHH graciously offered to help sponsor a regional event, allowing the opportunity to create a gathering for our students to connect. Coast Mountains School District 82 (CMSD) and Prince Rupert School District 52 (PRSD) came together to celebrate our first Deaf and Hard of Hearing Connections Day. Alisha Cameron and Chiara Young, District Teachers for the Deaf and Hard of Hearing for CMSD and PRSD respectively, agreed it would be beneficial to bring their students together. Students from Hazelton, Terrace, Kitimat, and Prince Rupert joined at Maxxed Out Laser Tag in Terrace for a day filled with games and connection.



Hazelton, Terrace, Kitimat and Prince Rupert students from Coast Mountains School District and Prince Rupert School District joined in a regional Deaf and Hard of Hearing (DHH) Proud Day held at Maxxed Out Laser in Terrace. This event was all about making new friends, sharing experiences, and having fun!



Students of all ages bonding and have fun at the DHH Proud Day! It is the hope to make this an annual tradition.

This event was all about making new friends, sharing experiences, and having fun! Special thanks to Jacob Liubomudrov, a Grade 10 student from Caledonia Secondary School, for his efforts in helping plan the event and create invitations for all the students. Thank you to Chiara for organizing and bringing her students from Prince Rupert to Terrace. It was heartening to see students of all ages bonding and having fun!

***Alisha is grateful for the support from CMSD and POPDHH in providing our students with such valuable opportunities. The event was successful, as students from various schools formed friendships, which was one of our primary goals — encouraging connections and sharing experiences. It is hoped this event will be an annual tradition.***

A new Deaf Education Terminology poster (see next page) developed by Claudia Piccinin, Team member with the Auditory Outreach Provincial Resource Program (AOPRP), was created to bring awareness to the language that people use around Deaf and Hard of Hearing individuals, and that they are offensive and outdated. Lora Baker, Principal & Speech Language Pathologist with the AOPRP recently visited CMSD and shared the following feedback:

- *I just wanted to send you a quick note about how wonderful my time in the region was and also to commend Alisha for exemplary support for the Deaf and Hard of Hearing students in your district.*
- *Having visited many districts and Teachers of the Deaf and Hard of Hearing, I was so impressed with Alisha who has tackled this challenging new role with enthusiasm and dedication. She is an exceptional advocate for her students — consistently demonstrating deep care, tireless dedication, and a thoughtful approach to supporting each learner's unique needs.*
- *What truly sets her apart is her inspiring thirst for continued learning and professional growth. Whether it's through seeking out new strategies, engaging in professional development, or reaching out to our community of professionals, Alisha exemplifies the very best of lifelong learning and reflective practice.*
- *A huge thank you Alisha for a wonderful visit to the Coast Mountains School District!*

# Superintendent's Report to the Board May 2025



## New Deaf Education Terminology Poster

A new Deaf Education Terminology poster, as shared below, was created by Claudia Piccinin, Team member with the Auditory Outreach Provincial Resource Program to bring awareness to the language that people use around Deaf and Hard of Hearing individuals, and that they are offensive and outdated.

The Province of British Columbia, in addition to the regular block of funds allocated to school districts and independent schools for education, also funds a group of education alternatives known as [Provincial Resource Programs](#). These programs help public and independent schools meet the educational needs of students in exceptional circumstances. Auditory Outreach, in collaboration with provincial centres, local audiologists and other service providers, assists public and independent schools throughout the province address the needs of school-aged students with hearing loss. The Auditory Outreach loans assistive listening devices to public school districts, and group 1 and 2 independent schools, for individual students with hearing loss identified as needing this technology for school use. Visit the [Auditory Outreach website](#) to learn more.



# DEAF

## Education Terminology

Terminology changes over the years and sometimes outdated terminology can become offensive. One of my favourite quotes by Maya Angelou states "when you know better, do better". So, here is a list of terminology to make sure we are doing the best we can. To continue to stay up to date and know better so that you can do better, we encourage you to continue to speak with members of the d/Deaf, d/Deafblind and Hard of Hearing communities, do research online and other places to stay up to date with the most current and appropriate terminology to ensure we are creating safe, inclusive and welcoming spaces.

|   |  |
|---|--|
| <b>Deaf (Capital D)</b><br>A term used to encompass deaf individuals regardless of their hearing threshold who participate in Deaf culture, <b>identity</b> and mode of communication. Sign language is often the preferred language.   | <b>Hard of Hearing</b><br>This term is used by individuals who most commonly use hearing and spoken language as their primary language in communication with. It is used by individuals with various hearing thresholds.   |
| <b>deaf</b><br>This term can refer to individuals who have little or no functional hearing, however it can also be used by anyone who has reduced hearing. This is often a medical term but may also be used by individuals who do not identify with the Deaf community.  | <b>deafened/late-deafened</b><br>Individuals who acquired a hearing difference after birth. These individuals may not identify with either the Deaf or Hard of Hearing communities.  |
| <b>d/Deafblind</b><br>d/Deafblind individuals experience a combination of reduced vision and functional hearing. These individuals will have varying degrees of hearing and vision which affects communication, learning, social interactions, mobility and access to information. This disability is considered an information gathering disability. These students need support beyond what is provided solely to d/Deaf or Hard of Hearing individuals or those with a visual impairment. Students only work with teachers who are DBA with specialized training to support the unique needs of d/Deafblind individuals. | <b>Hearing Impaired (unacceptable)</b><br>This is no longer considered an appropriate term as when entering a d/Deaf or Hard of Hearing community, this is a term that is used internally in the medical world but does not account for the social difference between d/Deaf and Hard of Hearing individuals and it is a rather inclusive term. When adequate support is given, there will always be hearing differences but that does not mean they are impaired.             |
| <b>d/Deaf-plus (unacceptable)</b><br>Previously used when referring to d/Deaf people with additional disabilities. However, preferred terms now include Deafblind, Deaf with CP, etc.   | <b>deaf and dumb (unacceptable)</b><br>This term is not appropriate. It originates from the medieval times and the idea that since some deaf individuals did not speak, they were incapable of cognitive functions. This is a vocabulary not the case and this terminology should never be used.   |
| <b>deaf-mute (unacceptable)</b><br>This term is not appropriate. Regardless of if a d/Deaf person chooses to speak or sign, this does not make them "mute". This term prohibits verbal modes of communication and makes it seem as though d/Deaf individuals who do not speak cannot communicate. However, not language also comes in the form of visual and tactile, not just auditory.  | <b>Listening and Spoken Language</b><br>Listening and spoken language is often used by deaf individuals and those who consider themselves hard of hearing. Individuals do not have to choose between a sign language or listening and spoken language. There is no disadvantage of learning multiple languages, however there are many benefits.   |
| <b>Sign Language</b><br>The official language of Deaf communities. There are rich and full languages with unique grammar and syntax that span across the globe. There are over 300 different sign languages across the globe. The most common sign language in North America is American Sign Language.   | <b>Teacher of the d/Deaf and Hard of Hearing:</b> This term is more inclusive than the term Hearing Resource Teacher (HRT). The title "Teacher of the d/Deaf and Hard of Hearing" recognizes that there are multiple modalities of communication and that <b>hearing is not the only or main focus</b> for our students. Teacher of the d/Deaf and Hard of Hearing is the term recommended by the Canadian Association of Educators of the d/Deaf and Hard of Hearing (CAEDH). |

If you have any questions please reach out to claudia.piccinin@ed47.bc.ca, TDH for Auditory Outreach. Please note: none of these definitions are my own, they came from many wonderful sources and are meant to reflect the thoughts and feelings of the d/Deaf, d/Deafblind and Hard of Hearing communities.

# WHAT TO DO

## When someone uses outdated language

When someone uses outdated offensive language, it's best to address it directly. Calmly explain why the term is problematic and suggest a more appropriate alternative, while focusing on educating them about the harmful connotations of the language. If you feel uncomfortable confronting them directly, you should report the issue to a relevant person to support you.

|   |  |
|---|--|
| <b>Choose the right moment</b><br>Pick a time when you can privately talk to the individual about their language choice.                                    | <b>Start with empathy</b><br>Acknowledge the person might not have intended to offend, but explain that the language they used is considered outdated and offensive. |
| <b>Explain the issue</b><br>Briefly explain why the term is problematic, highlighting its historical context and the negative impact it can have on people. | <b>Offer an alternative</b><br>Suggest a more inclusive and respectful term to use instead.  |
| <b>Focus on education</b><br>It's important to be aware of how language can impact others, and updating our vocabulary is part of that.                     | <b>Stay informed</b><br>Keep yourself updated on current terminology and evolving social norms related to sensitive language.  |

"Hey, I just wanted to mention that the term '\_\_\_\_' is considered offensive and outdated. It might be helpful to use '\_\_\_\_' instead."

"Did you know that '\_\_\_\_' is a harmful stereotype? Perhaps we can rephrase that using a more accurate description, such as '\_\_\_\_'."

"I understand you might not have meant anything by it, but using '\_\_\_\_' can be hurtful to some people. Let's try to be more inclusive with our language. The term '\_\_\_\_' is more up to date with the community."

If you have any questions please reach out to claudia.piccinin@ed47.bc.ca, TDH for Auditory Outreach. Please note: none of these definitions are my own, they came from many wonderful sources and are meant to reflect the thoughts and feelings of the d/Deaf, d/Deafblind and Hard of Hearing communities.



# Superintendent's Report to the Board May 2025



## Richmond Early Learning Conference



Three Early Childhood Educators from Coast Mountains School District attended the Early Childhood Educators of BC (ECEBC) Conference "Honouring our Roots and Nourishing our Connections" from May 8-10 in Richmond.

Joanne Mueller (StrongStart Coordinator, Kildala Elementary School), Amanda Annibal (StrongStart Coordinator, Suwilaawks Community School), and Cindy Hall (Strengthening Early Years to Kindergarten Transitions (SEY2KT) Coordinator and Preschool Instructor, Cassie Hall Elementary School) had the opportunity to enhance their learning with a variety of sessions such as Speak with Presence: how words shape young minds in Early Childhood and Pathways to Creating Culturally Reflective Policies and Procedures. The sessions were numerous, and wonderful educators presented their experiences with our team of Early Learners.



Amanda Annibal (l), StrongStart Coordinator, Suwilaawks Community School is pictured with Jared Qwustenuxun Williams (r), an ECEBC Conference presenter who shared his story about his relationship with his grandmother and the teachings that she passed onto him. Jared is known for his TedTalks on Indigenous food.

## Changing Possibilities for Young Children (CP4YC)

On May 14, our dedicated group of Early Childhood Educators attended the CP4YC (Changing Possibilities for Young Children) Provincial Network Meeting held at the School District Board Office with virtual guest speakers Dr. Jean Clinton (Child Psychiatrist/Knowledge Translator), Monique Gray Smith (acclaimed writer of children's and young adult literature), Denise Augustine (retired Superintendent of Indigenous Education for B.C.), Sharon Jeroski (researcher & author) and Dr. Kimberly Schonert-Reichl (UBC Director of the Human Early Learning Partnership in the School of Population and Public Health). Some of the big takeaways included:



CMSD Early Childhood Educators participate in the CP4YC Provincial Network Meeting on May 14 at the School District's Board Office.

- "Do we correct before we connect?" - Dr. Jean Clinton
- "We are gardeners." - Denise Augustine
- "Do nothing without joy!" - Dr. Kimberly Schonert-Reichl
- There are dandelion children and orchid children. Dandelion children can grow anywhere no matter the context. Whereas orchid children are sensitive to their context. We are the gardeners that can create these atmospheres to help our children grow. - Dr Schonert-Reichl
- "What are you favourite places to go to dream? What do you like to dream about?" - Monique Gray Smith



Working together to support children, families, and educators in the early years.

During the afternoon session, each educator presented their "Wonder Child" to the group. Each educator is tasked with identifying a student that they wonder about and select one of the 7 facets (Building Relationships, Kindness and Empathy, Personal Well-Being, Sense of Identity, Self-Regulation, Contributing to the Classroom Community, or Sense of Personal Agency) to help discover who their student is as a person and learner.

**The most important message of the work Early Childhood Educators do is to never stop wondering about the children we teach, but more importantly, to never stop wondering for ourselves.**

# Superintendent's Report to the Board

## May 2025



### Preschool Releasing Butterflies

The Just B4 Preschool program at Thornhill Primary School released butterflies they took care of from the caterpillar stage until they blossomed into beautiful butterflies. Jeff Coroghly, the Early Childhood Educator instructor for the pre-school program, facilitated this learning experience with the students on Thursday, May 22. *The epitome of joy!*



### Concours d'art Oratoire Provincial

Concours d'art oratoire is a longstanding public speaking competition hosted by Canadian Parents for French for youth who are learning French in schools. The contest is open to students in every province and territory and in a wide range of age/grade categories and French abilities. Thousands of students participate every year in communities big and small. This year, the Concours Provincial was held in Vancouver on May 3.



Audrey Arsenault, Skeena Middle School student, placed third in the Grade 9 French category during the Provincial Concours held May 3 in Vancouver. Congratulations Audrey!

***Congratulations to Audrey Arsenault, a Grade 9 Skeena Middle School Student, for placing third in the Grade 9 French Immersion category at the Concours Provincial.***

Sila Katz Kuperman, a Grade 7 home-schooled student registered with Majagaleehl Gali Aks Elementary School, and Hannah Johnston, a Grade 12 student from Caledonia Secondary School, also travelled on their own to participate in the Concours Provincial.

***Sila finished third in the Grade 7 French Immersion category at the Concours Provincial. Congratulations Sila!***



Sila Katz Kuperman, homeschooled student registered with Majagaleehl Gali Aks Elementary School, placed third in the Grade 7 French category during the Provincial Concours held May 3 in Vancouver. Congratulations Sila!



# Superintendent's Report to the Board May 2025



## 2025 BC YOUTH Vaping Survey

The McCreary Centre Society's BC Health and Wellness Youth Advisory Council (BC YAC) are leading a survey developed by youth in Grades 8-12 who are members of the provincial YAC (officially known as the BC Youth Health and Wellness Advisory Council, and whose mandate is to provide advice to the Ministries of Health and Education about youth substance use and other health related topics).

The survey will give youth a chance to share their views and experiences with vaping and nicotine pouches, as well as have their voice heard about how schools and community services can better support young people in these areas.

The McCreary Centre Society is supporting the provincial YAC to hear from as many youth as possible who use these products, as well as those who don't. Coast Mountains School District has shared the anonymous Vaping Survey with students in Grades 8-12 to give them the opportunity to have their say.



What you should youth know about the survey:

- It is about vaping and nicotine pouches.
- The survey is for any youth ages 12-19 in BC, including those who have and have not vaped/used nicotine pouches.
- The survey is anonymous, confidential, and voluntary.
- It takes about 10-15 minutes to complete.
- Youth can be entered into a \$50 gift card draw if they participate.

**The provincial YAC are collecting surveys until June 10, 2025 and will then be coming together from across the province to analyze the data and get a report together which will be shared publicly. The 2025 BC Youth Vaping Survey is displayed above which has a QR code that takes youth directly to the survey.** For more information about the BC YAC and the survey visit [mcs.bc.ca/bcyac](https://mcs.bc.ca/bcyac) or email [mcreary@mcs.bc.ca](mailto:mcreary@mcs.bc.ca).

## Follow Coast Mountains School District on Social Media



@CoastMountainsSchoolDistrict



@CoastMountainsSchools



@CoastMtnSD





## Coast Mountains Board of Education School District 82

### **MEETING AGENDA ITEM #9.**

Action: X Information:

Meeting: Regular Meeting Date: May 28, 2025

Topic: **Indigenous Education Report – May 2025**

#### **Background/Discussion:**

Attached for reference is the Indigenous Education Report for presentation at the May 28, 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 May 2025.

Presented by: Superintendent of Schools



## Indigenous Education Report May 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.

### Spinning into Christmas – Student Film Project (April Release)

Spinning Into Christmas is a student-led film project inspired by the classic Hallmark-style holiday movie format. Chosen by the students at Hazelton Secondary School in teacher Lee Corneau's class, the film follows the journey of a young Indigenous woman who, after leaving her community for a fast-paced corporate life in Vancouver, rediscovers the importance of her cultural identity and connection to the land.

The project engaged 20–30 students, offering hands-on experience in the film industry and an opportunity to develop storytelling, filming, and production skills. Students were involved in all aspects of the filmmaking process, from script development to post-production.

To celebrate their achievement, a red-carpet premiere was hosted at the school with community members in attendance. The film was also screened at the local theatre to an audience of approximately 70 people and has since reached over 300 views on YouTube, with an estimated total viewership of 600–700.

Through this initiative, the school was able to purchase camera and audio equipment, laying the groundwork for future film projects. The process proved to be a highly meaningful and educational experience for many students. The filmmaking team is now working on a new project — a psychological thriller inspired by a Gitxsan legend about river otter people.

Video Link: [Spinning into Christmas \[HSS Filmmakers\]](#)



### IN THIS ISSUE:

- Film Production & Performance Art at Hazelton Secondary
- Nature Walk at Skeena
- Balm Making at Hazelton Secondary
- Red Dress Day at Suwilaawks
- Cultural Understanding at Caledonia
- Land-Based Learning & Drum making at Hazelton Secondary
- Nation2Nation - KCH
- Celebrating Identity Through Art at Skeena
- Cooking with Suwilaawks
- New Director of Instruction – Indigenous Education



## Grade 9 Studio Art Students Host Plant Walk on Howe Creek Trail

On May 13th, I had the privilege of joining Ms. Vanessa Gill's Grade 9 Studio Art class on a plant walk along the scenic Howe Creek Trail. The sun was shining, the air was crisp, and the morning was filled with learning, laughter, and connection. It was a wonderful opportunity to engage with students and staff beyond the classroom—students chatted and laughed together, clearly enjoying the time spent on the land. The walk was led by Carly Nabess, Two-spirit Métis Artist, Métis Elder Sandra Conlon, and Gitksan Artist Frances Campbell.



Carly led us through the forest with care and intention, reminding us of the importance of building a respectful relationship with the land. We had the chance to learn about morel mushrooms, a seasonal delicacy that grows in the region. Carly explained

how to identify them properly, and the environments in which they grow. It was fascinating to learn how this prized mushroom connects to ecological understanding and the local environment.



Artists and Walk Leaders: (L-R) Frances Campbell, Carly Nabess, and Sandra Conlon



Superintendent MacMillan, Gr. 9 Students, and 'Grandfather Devil's Club' is growing in the background.





Ms. Gill enjoying the walk with her Gr. 9 students!



We also learned that Carly always hikes with a safety kit that includes plant identification books, which highlights the importance of being prepared and staying safe outdoors.

This experience was part of a broader school community art initiative—the Grade 9 Mural Project—which will be unveiled in a celebration ceremony at the end of June. The plant walk and the mural project are deeply connected, each supporting student learning, fostering relationships with the land, and highlighting the importance of cultural connection. I would like to thank Ms. Gill and the Grade 9 students for the warm invitation—it

was truly a memorable and enriching experience. I am also deeply grateful to Carly, Sandra, and Frances for leading the walk.

What a great day of learning and connecting with both land and community!

Tracey MacMillan, Superintendent



A morel mushroom.

## Hazelton Secondary School: Balm Making



Hazelton Secondary School was privileged to welcome Tiffany Smith, a Gitxsan Artist, for a special hands-on workshop with Grade 10 students in Ms. Brown's class, focusing on traditional balm making. This project beautifully blended land-based learning with cultural knowledge and science.

In the weeks leading up to Tiffany's visit, students gathered balsam buds from nearby cottonwood trees.

These buds were then submerged in olive oil and gently infused over time using a crock pot water bath method. When Tiffany arrived, the class was prepared to take the next step: combining the infused oil with melted beeswax to create their own balms.



Under Tiffany's guidance, students experimented with the oil-to-wax ratio to produce different consistencies, from soft to firm balms. The experience was highly engaging, with students expressing pride in creating something meaningful with their own hands. Several shared that they planned to show their finished products to their aunts or Geets, highlighting the personal and cultural connections fostered through the activity.

This accessible and rewarding project not only deepened students' connection to the land and traditional practices but also fostered a sense of accomplishment and community. We are grateful to the Indigenous 131 Funds and the Role Model Program for making this valuable learning opportunity possible.





## Honouring Red Dress Day



To honour Red Dress Day and raise awareness for Missing and Murdered Indigenous Women, Girls, and Two-Spirit People (MMIWG2S), Suwilaawks Community School, held a meaningful school-wide event on May 5, 2025 led by Indigenous Support Workers Roxanne Wright, Charity Spalding, and Marissa Harris.

In preparation for the day, students created red dress pins to wear in solidarity. The entire school participated in a community walk around the block, with Indigenous Support Workers drumming as students walked in remembrance and reflection. Upon their return to the school, students were welcomed by Ms. Wright, who offered a sage smudge to those who wished to participate. Staff explained the purpose and significance of smudging as a traditional cleansing and grounding practice.

The event was both educational and heartfelt. Many students expressed appreciation for the opportunity to learn, reflect, and honour the lives of those impacted by this difficult part of Canada's history. The collective walk and ceremony fostered a strong sense of community, awareness, and cultural respect among all participants.



## Caledonia Secondary: Cultural Appropriate vs. Appreciation

On May 2, 2025, Jessica McCallum, a Gitksan-Cree Artist and Jeweler, attended Caledonia Secondary School to speak on the important topic of Cultural Appropriation vs. Cultural Appreciation. This learning opportunity was supported by Stephanie Louie, Indigenous Support Worker and Sam Thom, Teacher, who helped coordinate and facilitate the session.

Jessica provided clear and meaningful insights into the difference between appropriation—using elements of culture without understanding or respect—and appreciation, which involves learning from, seeking permission, and honouring the origins of Indigenous traditions and practices.

Drawing on her own experiences and cultural knowledge, Jessica helped students and staff reflect through empathetic observation, considering the values, beliefs, and perspectives of First Peoples. The session emphasized the importance of respectful engagement, acknowledgment, and understanding.



This experience was both educational and inspiring. Students left with a deeper awareness of how to approach Indigenous cultures thoughtfully and respectfully. We are grateful to Jessica, Stephanie, and Sam for creating a space of learning, reflection, and cultural respect.

## Outdoor Education, Plants and Medicine Workshop



On April 29, 2025, students participated from Hazelton Secondary School in a one-day Outdoor Education and Indigenous Plants & Medicine Workshop led by Role Model Ross McRae, a Gitksan Knowledge Holder.

Ross shared his extensive knowledge of traditional plant use, connecting medicine, social responsibility, relationships, and ceremonial practices to plant knowledge. The workshop guided students through the full process of identifying local plants, understanding their traditional uses, and gathering them in respectful and sustainable ways.

This learning experience emphasized the importance of intent and personal connection when working with medicinal plants, including their spiritual significance and the responsibilities involved in traditional gathering. Ross offered teachings rooted in Indigenous perspectives, highlighting the deep relationship between land, culture, and community well-being. Students engaged in hands-on exploration and left with a greater appreciation for Indigenous land stewardship, traditional ecological knowledge, and the role of plants as medicine—both physically and spiritually.



## Nation2Nation Women's Gathering

Students from Kitimat City High, accompanied by Indigenous Support Worker Debbie Dilg, attended the 3rd annual **Nation2Nation Women's Gathering** held in Kitimat, BC. The event, themed "*Taking Chances*," brought together a diverse group of mentors, leaders, and entrepreneurs to inspire and empower women across the Northwest.



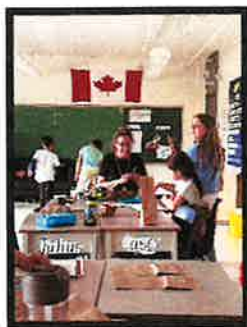
Held on the traditional and unceded territory of the Haisla Nation, the gathering featured panel discussions, keynote speakers, workshops, and networking opportunities. Topics included women in leadership, intergenerational mentorship, trauma-informed care, and Indigenous cultural celebration.



This valuable experience supported students in building personal and professional resilience, fostering meaningful connections, and developing a deeper understanding of leadership and identity within Indigenous contexts.

## Weaving Cedar Baskets – Honouring Culture Through Hands-On Learning

*Cassie Hall Elementary – Ms. Jay's Class*



Students in Ms. Jay's class at Cassie Hall Elementary had the meaningful opportunity to engage in traditional cedar weaving, supported by a strong circle of cultural and educational leaders. Under the guidance of Language & Culture Teacher Jenine Klein, Indigenous Support Workers Krystal Conway and Drieanne Porter, Indigenous Teacher Mentor Anna Ashley, and Tsimshian-Nisga'a Role Model Julie Bradford, students prepared cedar smgān and gained valuable hands-on experience weaving cedar baskets.

This activity not only deepened students' understanding of Indigenous culture and traditional knowledge, but also promoted patience, respect, and connection to the land. The collaborative environment offered a rich opportunity for mentorship, learning, and community building within the classroom.





## Celebrating Identity Through Art: Collaborative Mural Project

*Skeena Middle School – Ms. Gill’s Class*



Students in Ms. Gill’s class launched a vibrant mural project that celebrates student identity, cultural expression, and community collaboration with Carly Nabess, a Two-Spirit Métis Artist, and Frances Campbell-Sam, a Gitxsan Alumni Artist from the Freda Diesing School of Northwest Coast Art and Design. This project was guided with cultural insight and support from Ts’msyen Elder Sharon Bryant of the Kitsumkalum, Laxgibuu, and Métis Elder Sandra Conlon.

The mural, themed “Identity,” emerged from a meaningful and inclusive process. Students were involved in every stage—from conception and design to painting and celebration—sharing their stories, symbols, and ideas during collaborative workshops that reflected a wide range of personal and cultural perspectives. The final design was developed with the guidance of Carly Nabess and Frances Campbell-Sam, who supported the artistic process while centering student voices. The mural stands as a vibrant expression of the students’ collective vision and identity.

This initiative brought together Indigenous and Métis students, international students, and both francophone and French immersion learners. Aligned with the BC Arts Curriculum, it fostered collaboration, cultural and historical awareness, and encouraged students to reflect on the relationships between identity, place, and culture. It also provided students with a unique opportunity to engage with artists and to connect with Indigenous mentors from the community who supported students in expressing their stories through visual art.

More than just a mural, this project represents a transformational learning journey. With guidance from Métis mentors and the support of Kitsumkalum traditional territory holders, students were encouraged to reflect on their own identities and to build respect and appreciation for the identities of others. A plant walk with Carly Nabess and Sandra Conlon further enriched the experience, linking artistic symbolism with Métis traditional knowledge of plants, nature, and healing.

To respectfully conclude the project, Skeena Middle School hosted a closing gathering on May 23, 2025, where students, Artists, and Elders shared a meal and exchanged gifts of appreciation. The school remains committed to honoring Indigenous traditions through thoughtful and respectful actions.

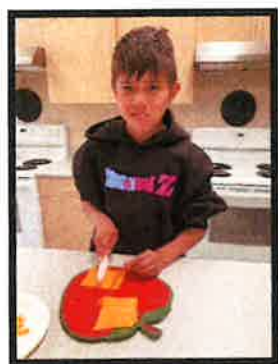
Students were gifted a smaller replica of the mural which is now displayed at Skeena Middle School.



Photo: L-R are: Carly Nabess, Frances Campbell-Sam, Sandra Conlon, Vanessa Gill, Jenine Klein, Sharon Bryant, and Emily Bryant.

This mural stands not only as a stunning artistic achievement, but as a lasting symbol of identity, inclusivity, and community strength. It embodies the spirit of learning, respect, and collaboration that continues to flourish at Skeena Middle School.

## Cooking at Suwilaawks



Suwilaawks Community School is pleased to share their weekly cooking group, led by Indigenous Support Worker Roxanne Wright.

Every Thursday, a group of students gathers in the kitchen to learn essential cooking skills in a supportive, hands-on environment. Originally held twice a week with different groups, the program now runs

every Thursday and continues to be a much-anticipated part of the school week. In our most recent session, the group made macaroni salad — a simple yet engaging recipe that allowed each student to actively participate. Using child-safe knives, students chopped vegetables, mixed ingredients, and worked together to create a delicious dish they were proud of.



These sessions offer more than just cooking skills; they help build confidence, encourage teamwork, and nurture a sense of responsibility and independence. Roxanne's leadership creates a space where students can connect, learn, and grow in ways that are both practical and empowering

### ***Finished Product***



May 8, 2025

### **ANNOUNCEMENT**

Coast Mountains School District is pleased to announce the appointment of Donna Mortimer to the position of Director of Instruction, Indigenous Education. Donna will assume her new position on August 1, 2025.

Donna brings more than 17 years of dedicated service in education, with a proven track record of leadership in Indigenous and inclusive education. A fluent speaker of her first language, Naskapi, from the Naskapi First Nation of Kawawachikamach, Quebec, Donna is also developing conversational proficiency in the language of the Tahltan Nation in British Columbia — an expression of her deep commitment to Indigenous language revitalization.



Throughout her career in British Columbia and Yukon Territory, Donna has held a range of impactful roles including Classroom Teacher, Learning Support Educator, Equity in Action District Lead, and District Vice Principal of Indigenous Education and Learner Support. She is widely respected for her passion, integrity, and unwavering dedication to student success.

Her leadership at both district and provincial levels has consistently advanced Indigenous education and inclusive practices. Donna has led innovative project-based initiatives grounded in Indigenous language, culture, and values, and is deeply committed to the Truth and Reconciliation Commission's Calls to Action. Her work reflects a thoughtful balance of cultural knowledge, educational expertise, and collaborative leadership.

Donna holds a Master of Education degree in Multiliteracies with a focus on Indigenous Education from the University of Western Ontario, and a Bachelor of Education degree from the University of Regina. She has also completed specialized training in Special Education and Level B Assessments from Queen's University of Ontario, as well as Crisis Intervention Training.

Coast Mountains School District extends its sincere appreciation to the members of the Inter-Tribal Education Committee for their thoughtful engagement throughout the selection process. Donna's appointment reflects a shared vision and commitment to excellence in Indigenous education through strong, values-based leadership. Her experience, insight, and integrity will be instrumental in deepening relationships, advancing equity, and fostering student success across the district.

We extend our warm congratulations to Donna and look forward to welcoming her and her family to our educational community.

A handwritten signature in black ink, reading "Tracey MacMillan". The signature is fluid and cursive, with a long horizontal flourish extending to the right.

Tracey MacMillan  
Superintendent of Schools



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

| School                  | Project   | Knowledge Keeper/Elder   |
|-------------------------|---|--|
| Caledonia Secondary     | <ul style="list-style-type: none"> <li>Indigenous Photo Shoot – Indigenous Makeup Artist</li> <li>Indigenous Photo Shoot – Indigenous Hair Design</li> <li>Indigenous Artist</li> </ul> | <ul style="list-style-type: none"> <li>Samantha Wesley</li> <li>Stefany Godfrey</li> <li>Jessica McCallum</li> </ul> |
| Cassie Hall Elementary  | <ul style="list-style-type: none"> <li>Monthly Drumming</li> </ul>  | <ul style="list-style-type: none"> <li>Vivian Carlick,</li> <li>Chris Peal</li> <li>Roxanne Woods</li> </ul>         |
| Hazelton Secondary      | <ul style="list-style-type: none"> <li>Knowledge Plants and Balm Making</li> </ul>  | <ul style="list-style-type: none"> <li>Tiffany Smith</li> </ul>  |
| New Hazelton Elementary | <ul style="list-style-type: none"> <li>Land based learning about frogs, learn about the Frog clan, crests, cultural history, and stories.</li> </ul>                                    | <ul style="list-style-type: none"> <li>Kitty Mowatt</li> </ul>   |
| District                | <ul style="list-style-type: none"> <li>Blessing of Drums in each community</li> </ul>   | <ul style="list-style-type: none"> <li>Anne McDames</li> </ul>   |
| Thornhill Primary       | <ul style="list-style-type: none"> <li>Oral Storytelling</li> </ul>   | <ul style="list-style-type: none"> <li>Shalane Pauls</li> </ul>  |

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

**Hazelton Secondary School:**

- Haida Potato Cultivate
- Cultural Day
- Indigenous Grad Photo Shoot
- Herring Eggs for Seasonal Rounds Teachings

**Kitwanga Elementary School:**

- Land Based Learning / Salmon Moonlit Creek





## Coast Mountains Board of Education School District 82

### **MEETING AGENDA ITEM #10.1.1**

Action: X

Information:

Meeting: Regular

Meeting Date: May 28, 2025

Topic: **Minutes of the Business Committee Meeting, May 14, 2025**

#### **Background/Discussion:**

Minutes as attached.

#### **Recommended Action:**

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

Presented by: Secretary Treasurer



## BUSINESS COMMITTEE MEETING

Wednesday May 14, 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

## 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. <b>Previous Meeting Minutes</b><br>- April 9, 2025   | 1. The minutes of the previous Business Committee Meeting held on April 9, 2025 were accepted as presented.   |
| 2. <b>Human Resources</b><br>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 six-Step 1 grievances, two-Step 2 grievances, and five-Step 3 grievances.<br><b>Information only; no action required.</b>  |
| 3. <b>Facilities/Transportation/OH&amp;S</b><br>3.1 Monthly Facilities Report, May 2024   | 3.1 Director Schibli provided an update on facilities administration, noting that roofing contracts have been awarded to A&J Roofing for Thornhill Primary and to CIMS Limited Partnership for Nechako Elementary. Both projects were awarded under budget, with the remaining funds allocated toward additional roofing projects. He also reported that the tender for Phase 1 of the Uplands Elementary Building Envelope project has closed, and the contract will be awarded to Technicon Industries Ltd. |



|  |  |
|--|--|
| 3.1 Monthly Facilities Report, May 2025 (Continuation)   | <p>3.1 Director Schibli provided an update on current facilities and transportation projects. He noted that the District is in the contracting phase of the season, coordinating summer work and securing contractors for key projects such as roofing, new siding installations, and flooring. Planning is also underway for a four-classroom addition at Suwilaawks Community, with detailed design work in progress. Stucco repairs and painting of the exterior of Hazelton Secondary is scheduled to start this month. Current maintenance efforts are focused on outdoor work that does not disrupt students, including field improvements, fencing repairs, backstop installations, and the placement of new picnic tables. Preparations are ongoing for summer renovations, including cabinetry for the Caledonia Art Room.</p> <p>Director Schibli reported a meeting with the Provincial Director of Standard Bus Lines to review automated student tracking systems and to discuss future student transportation contracts which are set to expire in 2027.</p> <p>A temporary grounds worker has been hired to provide coverage for the full-time grounds position in Terrace currently on Parental Leave.</p> <p><b>Information only; no action required.</b></p> |
| 3.2 District Joint OH&S Committee Meeting Minutes – April 24, 2025   | <p>3.2 Lindsay Harder provided the District Joint OH&amp;S Committee Meeting Minutes of April 24, 2025.</p> <p><b>Information only; no action required.</b></p>  |
| <b>4. Board Representations</b><br>4.1 BCPSEA<br>4.2 BCSTA   | <p>4.1 No Report</p> <p>4.2 No Report</p>  |
| <b>5. Outstanding Items from Previous Meeting</b>  | <p>5. There were no outstanding items from the previous meeting.</p>   |
| <b>6. Finances</b><br>6.1 Monthly Financial Statements, March 31, 2025 & Quarterly Summary<br><br>6.2 February 2025 Adjusted Funding Allocations | <p>6.1 Secretary Treasurer Fuller spoke to the March 31, 2025 Monthly Financial Statements, there were no areas of concern.<br/><b>Action: Forward for information the March 31, 2025 Monthly Financial Statements &amp; Quarterly Summary to the next Regular Board Meeting on May 28, 2025.</b></p> <p>6.2 Secretary Treasurer Fuller shared the February 2025 Adjusted Funding Allocations, which are updated twice throughout the school year in February and May respectively.<br/><b>Action: Forward for information the February 2025 Adjusted Funding Allocations to the next Regular Board Meeting on May 28, 2025.</b></p>   |
| <b>7. Next Meeting</b>   | <p>7. The next Business Committee Meeting is scheduled on Wednesday, June 11, 2025, from 10:30 a.m. to 12:00 p.m.</p> <p>The meeting was adjourned at 11:10 a.m.</p>   |



## Coast Mountains Board of Education School District 82

### MEETING AGENDA ITEM #10.1.2

Action: X

Information:

Meeting: Regular

Meeting Date: May 28, 2025

Topic: **Quarterly Financial Statements, March 31, 2025**

#### **Background/Discussion:**

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

Attached for the Board's consideration is the Quarterly Financial Statements as at March 31, 2025 for Coast Mountains School District 82.

The Business Committee reviewed the Quarterly Financial Statements at its meeting held on May 14, 2025 and brings forward to the Board for information.

#### **Recommended Action:**

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

Presented by: Secretary Treasurer



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

|   | 2024/2025<br>Actual Revenue and<br>Expenses | 2024/2025<br>Amended Annual<br>Budget | Percent<br>Remaining or<br>Available |
|---|---|---------------------------------------|--------------------------------------|
| <b>Revenue (Schedule A2)</b>            |   |                                       |                                      |
| Provincial Grants, MOE                  | 38,146,990                                  | 56,070,026                            | 0.32                                 |
| Federal Grants                          | 134,895                                     | 370,800                               | 0.64                                 |
| Tuition                                 | 476,686                                     | 465,000                               | (0.03)                               |
| Other Fees And Revenue                  | 4,359,147                                   | 6,621,918                             | 0.34                                 |
| Rentals & Leases                        | 603,488                                     | 700,000                               | 0.14                                 |
| Investment Income                       | 104,541                                     | 174,000                               | 0.40                                 |
|   | <u>43,825,747</u>                           | <u>64,401,744</u>                     | <u>0.32</u>                          |
| <b>Expense (Schedule A3)</b>            |   |                                       |                                      |
| Salaries                                |   |                                       |                                      |
| Teachers                                | 16,066,851                                  | 22,941,885                            | 0.30                                 |
| Principals and Vice Principals          | 3,065,037                                   | 4,096,341                             | 0.25                                 |
| Educational Assistants                  | 3,688,710                                   | 5,506,374                             | 0.33                                 |
| Support Staff                           | 4,499,570                                   | 6,330,784                             | 0.29                                 |
| Other Professionals                     | 1,934,771                                   | 2,577,325                             | 0.25                                 |
| Substitutes                             | 1,600,847                                   | 2,250,925                             | 0.29                                 |
|   | <u>30,855,786</u>                           | <u>43,703,634</u>                     | <u>0.29</u>                          |
| Employee Benefits                       | 6,973,464                                   | 10,230,564                            | 0.32                                 |
| Services & Supplies                     | 7,105,761                                   | 11,587,428                            | 0.39                                 |
|   | <u>44,935,011</u>                           | <u>65,521,626</u>                     | <u>0.31</u>                          |
| <b>Net Revenue/Expenditure</b>          | <u><b>(1,109,264)</b></u>                   | <u><b>(1,119,882)</b></u>             |                                      |
| <b>Interfund Transfers</b>              |   |                                       |                                      |
| Capital Asset Purchases                 | -   | -                                     |                                      |
| Local Capital                           | -   | -                                     |                                      |
| <b>Prior Year Surplus Appropriation</b> | 1,119,884                                   | 1,119,882                             |                                      |
| <b>Balance Surplus/(Deficit)</b>        | <u><b>10,620</b></u>                        | <u><b>-</b></u>                       |                                      |

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

|   | 2024/2025<br>Actual Revenue and<br>Expenses | 2024/2025<br>Amended Annual<br>Budget | Percent<br>Remaining |
|---|---|---------------------------------------|----------------------|
| <b>Provincial Grants, Ministry of Education</b> |   |                                       |                      |
| Operating Grant, MOE                            | 36,871,077                                  | 52,925,415                            | 0.30                 |
| Other Ministry of Education Grants              |   |                                       |                      |
| Pay Equity                                      | 265,126                                     | 1,160,795                             | 0.77                 |
| Carbon Tax Reimbursement                        |   |                                       | -                    |
| FSA Exam Funding                                | 8,187                                       | 8,187                                 | -                    |
| Graduated Adult Enrollment (EG)                 | 747   | 1,067                                 |                      |
| Economic Stability Dividend                     |   |                                       |                      |
| Support Staff Prov. Extended Health Care Plan   | 58,465                                      | 58,465                                | -                    |
| Student Transportation                          | 390,450                                     | 557,786                               | 0.30                 |
| Student Learning Grant                          |   |                                       |                      |
| Early Learning Grant                            |   | -                                     | -                    |
| Next Generation Network (NGN)                   | 24,737                                      | 24,736                                | (0.00)               |
| Labour Settlement Funding                       | 364,543                                     | 518,695                               | 0.30                 |
| Teacher Benefit Enhancement                     |   | -                                     | -                    |
| Integrated Child and Youth Grant                |   | 501,993                               | 1.00                 |
| Equity Grant                                    |   |                                       |                      |
| Child Care Funding                              | 118,132                                     | 198,387                               | 0.40                 |
|   | <u>38,101,464</u>                           | <u>55,955,526</u>                     | <u>0.32</u>          |
| <b>Provincial Grants - Other Ministries</b>     |   |                                       |                      |
| ITA   | 35,580                                      | 79,500                                | 0.55                 |
| MCFD  | 9,946                                       | 35,000                                | 0.72                 |
|   | <u>45,526</u>                               | <u>114,500</u>                        | <u>0.60</u>          |
| <b>Federal Grants</b>                           |   |                                       |                      |
| Indigenous Services Canada                      | 134,895                                     | 370,800                               | 0.64                 |
|   | <u>134,895</u>                              | <u>370,800</u>                        | <u>0.64</u>          |
| <b>Tuition</b>                                  |   |                                       |                      |
| International and Out of Province Students      | 476,686                                     | 465,000                               | (0.03)               |
|   | <u>476,686</u>                              | <u>465,000</u>                        | <u>(0.03)</u>        |
| <b>Other Fees and Revenue</b>                   |   |                                       |                      |
| Summer School Fees                              |   |                                       | -                    |
| Continuing Education                            |   |                                       |                      |
| Local Education Agreements                      | 4,069,729                                   | 5,813,898                             | 0.30                 |
| Miscellaneous (Specify)                         |   |                                       |                      |
| Miscellaneous                                   | 49,860                                      | 50,000                                | 0.00                 |
| ArtStarts                                       | 17,165                                      | 15,000                                | (0.14)               |
| City of Terrace REM Lee Theatre Grant           | 12,000                                      | 12,000                                | -                    |
| District of Kitimat Grant in Aid Theatre        | 38,496                                      | 76,992                                | 0.50                 |
| REM Lee Theatre User Levy Fees                  | 6,852                                       | 5,000                                 | (0.37)               |
| Shared Services - SD 92                         | 57,150                                      | 104,145                               | 0.45                 |
| Extended Health Premium Surplus Refund          |   | 350,000                               | 1.00                 |
| Early Learning Revenue                          | 107,895                                     | 194,883                               | 0.45                 |
|   | <u>4,359,147</u>                            | <u>6,621,918</u>                      | <u>0.34</u>          |
| <b>Rentals and Leases</b>                       | <u>603,488</u>                              | <u>700,000</u>                        | <u>0.14</u>          |
| <b>Investment Income</b>                        | <u>104,541</u>                              | <u>174,000</u>                        | <u>0.40</u>          |
| <b>TOTAL OPERATING REVENUE</b>                  | <u>43,825,747</u>                           | <u>64,401,744</u>                     | <u>0.32</u>          |

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

|                                      | 2024/2025<br>Actual Revenue and<br>Expenses | 2024/2025<br>Amended Annual<br>Budget | Percent<br>Available |
|--------------------------------------|---|---------------------------------------|----------------------|
| <b>Salaries</b>                      |   |                                       |                      |
| Teachers                             | 16,066,851                                  | 22,941,885                            | 0.30                 |
| Principals and Vice Principals       | 3,065,037                                   | 4,096,341                             | 0.25                 |
| Educational Assistants               | 3,688,710                                   | 5,506,374                             | 0.33                 |
| Support Staff                        | 4,499,570                                   | 6,330,784                             | 0.29                 |
| Other Professionals                  | 1,934,771                                   | 2,577,325                             | 0.25                 |
| Substitutes                          | 1,600,847                                   | 2,250,925                             | 0.29                 |
|                                      | 30,855,786                                  | 43,703,634                            | 0.29                 |
| <b>Employee Benefits</b>             | 6,973,464                                   | 10,230,564                            | 0.32                 |
| <b>Total Salaries &amp; Benefits</b> | 37,829,250                                  | 53,934,198                            | 0.30                 |
| <b>Services and Supplies</b>         |   |                                       |                      |
| Services                             | 1,562,768                                   | 2,525,983                             | 0.38                 |
| Student Transportation               | 1,810,890                                   | 2,516,633                             | 0.28                 |
| Professional Development and Travel  | 416,134                                     | 790,669                               | 0.47                 |
| Rentals and Leases                   | -   | 2,500                                 | 1.00                 |
| Dues and Fees                        | 96,049                                      | 92,450                                | (0.04)               |
| Insurance                            | 263,690                                     | 253,680                               | (0.04)               |
| Supplies                             | 1,180,699                                   | 3,332,074                             | 0.65                 |
| Furniture and Equipment              | 176,987                                     | 198,767                               | 0.11                 |
| Computer Equipment                   | 322,043                                     | 274,672                               | (0.17)               |
| Bad Debt                             | -   | -                                     | -                    |
|                                      | 5,829,260                                   | 9,987,428                             | 0.42                 |
| <b>Utilities</b>                     |   |                                       |                      |
| Electricity                          | 388,886                                     | 500,000                               | 0.22                 |
| Gas-Heat                             | 510,296                                     | 550,000                               | 0.07                 |
| Propane-Heat                         | 224,438                                     | 350,000                               | 0.36                 |
| Garbage/Water/Sewer                  | 107,881                                     | 140,000                               | 0.23                 |
| Carbon Offsets                       | 45,000                                      | 60,000                                | 0.25                 |
|                                      | 1,276,501                                   | 1,600,000                             | 0.20                 |
| <b>Total Service &amp; Supplies</b>  | 7,105,761                                   | 11,587,428                            | 0.39                 |
| <b>TOTAL OPERATING EXPENSE</b>       | 44,935,011                                  | 65,521,626                            | 0.31                 |



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

|                                     |                                      | Total<br>Salaries    | Employee<br>Benefits | Total Salaries<br>and Benefits | Services and<br>Supplies | Total<br>Expenses    | 2024/2025<br>Amended Annual Budget | Percent<br>Available |
|-------------------------------------|--------------------------------------|----------------------|----------------------|--------------------------------|--------------------------|----------------------|------------------------------------|----------------------|
| <b>1 INSTRUCTION</b>                |                                      |                      |                      |                                |                          |                      |                                    |                      |
| 1.02                                | Regular Instruction                  | 13,858,271           | 3,104,772            | 16,963,043                     | 822,089                  | 17,785,132           | 25,588,376                         | 0.30                 |
| 1.03                                | Career Programs                      | 282,568              | 59,479               | 342,047                        | 145,730                  | 487,777              | 454,576                            | (0.07)               |
| 1.07                                | Library Services                     | 871,010              | 211,769              | 1,082,779                      | 36,212                   | 1,118,991            | 1,631,000                          | 0.31                 |
| 1.08                                | Counseling                           | 942,800              | 205,554              | 1,148,154                      | -                        | 1,148,154            | 1,682,143                          | 0.32                 |
| 1.10                                | Special Education                    | 5,560,691            | 1,319,324            | 6,880,015                      | 386,533                  | 7,266,548            | 10,574,291                         | 0.31                 |
| 1.31                                | Aboriginal Education                 | 1,231,655            | 276,235              | 1,507,890                      | 170,468                  | 1,678,358            | 3,977,664                          | 0.58                 |
| 1.41                                | School Administration                | 3,198,746            | 690,035              | 3,888,781                      | 77,316                   | 3,966,097            | 5,696,877                          | 0.30                 |
| 1.62                                | International & Out of Prov Students | 49,130               | 10,270               | 59,400                         | 185,692                  | 245,092              | 391,583                            | 0.37                 |
|                                     | <b>Total Function 1</b>              | <b>25,994,671</b>    | <b>5,877,438</b>     | <b>31,812,709</b>              | <b>1,824,040</b>         | <b>33,696,149</b>    | <b>49,996,510</b>                  | <b>0.33</b>          |
| <b>4 DISTRICT ADMINISTRATION</b>    |                                      |                      |                      |                                |                          |                      |                                    |                      |
| 4.11                                | Educational Administration           | 384,613              | 65,245               | 449,858                        | 81,571                   | 531,429              | 1,027,153                          | 0.48                 |
| 4.40                                | School District Governance           | 80,099               | 4,067                | 84,166                         | 58,989                   | 143,155              | 358,518                            | 0.60                 |
| 4.41                                | Business Administration              | 844,392              | 185,479              | 1,029,871                      | 542,891                  | 1,572,762            | 1,887,547                          | 0.17                 |
|                                     | <b>Total Function 4</b>              | <b>1,309,104</b>     | <b>254,791</b>       | <b>1,563,895</b>               | <b>683,451</b>           | <b>2,247,346</b>     | <b>3,273,218</b>                   | <b>0.31</b>          |
| <b>5 OPERATIONS AND MAINTENANCE</b> |                                      |                      |                      |                                |                          |                      |                                    |                      |
| 5.41                                | Operations and Maintenance Admin     | 383,366              | 73,241               | 456,607                        | 299,708                  | 756,315              | 966,246                            | 0.22                 |
| 5.50                                | Maintenance Operations               | 2,949,420            | 716,108              | 3,665,528                      | 987,740                  | 4,653,268            | 6,533,262                          | 0.29                 |
| 5.52                                | Maintenance of Grounds               | 179,791              | 44,473               | 224,264                        | 180,346                  | 404,610              | 312,016                            | (0.30)               |
| 5.56                                | Utilities                            | -                    | -                    | -                              | 1,301,861                | 1,301,861            | 1,810,000                          | 0.28                 |
|                                     | <b>Total Function 5</b>              | <b>3,512,577</b>     | <b>833,822</b>       | <b>4,346,399</b>               | <b>2,769,655</b>         | <b>7,116,054</b>     | <b>9,621,524</b>                   | <b>0.26</b>          |
| <b>7 TRANSPORTATION AND HOUSING</b> |                                      |                      |                      |                                |                          |                      |                                    |                      |
| 7.41                                | Transportation and Housing Admin     | 19,798               | 4,476                | 24,274                         | -                        | 24,274               | 32,838                             | 0.26                 |
| 7.70                                | Student Transportation               | 19,636               | 2,937                | 22,573                         | 1,828,615                | 1,851,188            | 2,597,536                          | 0.29                 |
|                                     | <b>Total Function 7</b>              | <b>39,434</b>        | <b>7,413</b>         | <b>46,847</b>                  | <b>1,828,615</b>         | <b>1,875,462</b>     | <b>2,630,374</b>                   | <b>0.29</b>          |
| <b>TOTAL FUNCTIONS 1 - 7</b>        |                                      |                      |                      |                                |                          |                      |                                    |                      |
|                                     |                                      | <b>\$ 30,855,786</b> | <b>\$ 6,973,464</b>  | <b>\$ 37,769,850</b>           | <b>\$ 7,105,761</b>      | <b>\$ 44,935,011</b> | <b>\$ 65,521,626</b>               | <b>0.31</b>          |



**MEETING AGENDA ITEM #10.1.3**

Action: X

Information:

Meeting: Regular

Meeting Date: May 28, 2025

Topic: **Ministry Adjusted Funding Allocations, February 2025**

**Background/Discussion:**

Reference the attached Interim Operating Grants Overview following the February 2025 Enrolment Count for the 2024-2025 school year for Coast Mountains School District 82 as received from the Ministry of Education and Child Care's Funding and Allocation Branch.

An updated 2024-2025 Ministry Operating Grants Summary for Coast Mountains School District 82 is also provided reflecting the changes based on the adjusted funding allocations.

The Business Committee reviewed the February 2025 Adjusted Funding Allocations at its meeting held on May 14, 2025 and brings forward to the Board for information.

**Recommended Action:**

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

Presented by: Secretary Treasurer

**Interim Operating Grants Overview - 2024/25 School Year**  
(Following the February 2025 Enrolment Count)

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

\*Note: Highlighted sections are estimated and will be updated following the May enrolment count

**School District 82 (Coast Mountains)**

| July 2024 Enrolment Count   |           |                  |           |                     |
|---|-----------|------------------|-----------|---------------------|
|   | Enrolment | Funding<br>Level | Funding   | Total Supplement    |
| Summer Learning Grade 1-7   | 0         | \$255            | \$0       |                     |
| Summer Learning Grade 8-9   | 0         | \$255            | \$0       |                     |
| Summer Learning Grade 10-12   | 0         | \$505            | \$0       |                     |
| Supplemental Summer Learning Funding  |           |                  | \$0       |                     |
| Cross-Enrolment, Grade 8 and 9  | 0         | \$505            | \$0       |                     |
| <b>Summer Learning, Total</b>   |           |                  |           | <b>\$0</b>          |
| February 2025 Enrolment Count   |           |                  |           |                     |
|   | Enrolment | Funding<br>Level | Funding   | Total Supplement    |
| School-Age FTE - Continuing Education                                       | 0.0000    | \$8,915          | \$0       |                     |
| Adult FTE - Continuing Education  | 0.0000    | \$5,690          | \$0       |                     |
| K-Gr 9 School-Age FTE - Online Learning                                     | 0.0000    | \$3,600          | \$0       |                     |
| Gr 10-12 School-Age FTE - Online Learning                                   | 45.0000   | \$7,200          | \$324,000 |                     |
| Adult FTE - Online Learning   | 0.5000    | \$5,690          | \$2,845   |                     |
| Level 1 Inclusive Education Enrolment Growth                                | 0         | \$25,365         | \$0       |                     |
| Level 2 Inclusive Education Enrolment Growth                                | 12        | \$12,035         | \$144,420 |                     |
| Level 3 Inclusive Education Enrolment Growth                                | 0         | \$6,080          | \$0       |                     |
| Newcomer Refugees   | 0.0000    | \$4,458          | \$0       |                     |
| ELL Supplement - Newcomer Refugees  | 0         | \$898            | \$0       |                     |
| Youth Train in Trades   | 0.7500    | \$8,915          | \$6,686   |                     |
| Health Careers Dual Credit  | 0.0000    | \$8,915          | \$0       |                     |
| <b>February 2025 Enrolment Count, Total</b>                                 |           |                  |           | <b>\$477,951</b>    |
| May 2025 Enrolment Count*   |           |                  |           |                     |
|   | Enrolment | Funding<br>Level | Funding   | Total<br>Supplement |
| School-Age FTE - Continuing Education                                       | 0.0000    | \$8,915          | \$0       |                     |
| Adult FTE - Continuing Education  | 0.0000    | \$5,690          | \$0       |                     |
| K-Gr 9 School-Age FTE - Online Learning                                     | 0.0000    | \$2,400          | \$0       |                     |
| Gr 10-12 School-Age FTE - Online Learning                                   | 0.0000    | \$7,200          | \$0       |                     |
| Adult FTE - Online Learning   | 0.0000    | \$5,690          | \$0       |                     |
| <b>May 2025 Enrolment Count, Total</b>                                      |           |                  |           | <b>\$0</b>          |
| Indigenous Education Councils   |           |                  |           | \$172,395           |
| <b>2024/25 Full-Year Estimated Total</b>                                    |           |                  |           | <b>\$58,772,269</b> |
| Estimated 2024/25 Operating Grant from Indigenous Services Canada           |           |                  |           | \$5,775,809         |
| Estimated 2024/25 Operating Grant from Ministry of Education and Child Care |           |                  |           | \$52,996,460        |

## SD 82 2024-2025 MINISTRY OPERATING GRANTS SUMMARY

| FUNDING SOURCE                       |                   |                                    |                                |                               |
|--------------------------------------|-------------------|------------------------------------|--------------------------------|-------------------------------|
|                                      | 2023-2024 Actual  | 2024-2025 Preliminary (March 2024) | 2024-2025 Interim (April 2025) | Change from 24-25 Preliminary |
|                                      | 4,207,3750        | 4,124,0000                         | 4,202,6875                     | 78,6875                       |
| <b>Enrollment Based Funding</b>      |                   |                                    |                                |                               |
| school age - reg                     | 34,874,109        | 35,294,485                         | 35,753,050                     | 458,565                       |
| continuing education                 |                   |                                    |                                | -                             |
| school age - alt                     | 1,371,375         | 1,417,485                          | 1,283,760                      | (133,725)                     |
| dist learn                           | 34,800            | 43,200                             | 19,800                         | (23,400)                      |
| home school                          | 5,500             | 5,500                              | 7,250                          | 1,750                         |
| course challenge                     | -                 | -                                  | -                              | -                             |
| <b>sub-total</b>                     | <b>36,285,784</b> | <b>36,760,670</b>                  | <b>37,063,860</b>              | <b>303,190</b>                |
| <b>Special Education</b>             |                   |                                    |                                |                               |
| level 1                              | 245,350           | 253,650                            | 202,920                        | (50,730)                      |
| level 2                              | 5,144,880         | 5,054,700                          | 5,608,310                      | 553,610                       |
| level 3                              | 129,360           | 97,280                             | 145,920                        | 48,640                        |
| <b>sub-total</b>                     | <b>5,519,590</b>  | <b>5,405,630</b>                   | <b>5,957,150</b>               | <b>551,520</b>                |
| <b>ACE-IT</b>                        |                   |                                    |                                |                               |
| <b>Newcomer Refugees</b>             |                   |                                    |                                |                               |
| <b>Enrollment Based</b>              |                   |                                    |                                |                               |
| July                                 | -                 | -                                  | -                              | -                             |
| Feb                                  | 428,601           | 80,575                             | 477,951                        | 397,376                       |
| May                                  | 59,666            | -                                  | -                              | -                             |
| <b>sub-total</b>                     | <b>488,267</b>    | <b>80,575</b>                      | <b>477,951</b>                 | <b>397,376</b>                |
| <b>Special Needs Growth</b>          |                   |                                    |                                |                               |
| English Language Learning            | 619,395           | 698,255                            | 741,335                        | 43,080                        |
| Aboriginal Education                 | 3,384,090         | 3,272,730                          | 3,405,480                      | 132,750                       |
| Adult Education                      | 2,753             | 2,845                              | 711                            | (2,134)                       |
| Salary Differential                  | 534,386           | 512,111                            | 862,859                        | 350,748                       |
| Enrollment Decline                   |                   | 184,121                            | 36,171                         | (147,950)                     |
| Unique Geographical Factor           | 9,353,848         | 9,645,953                          | 9,645,953                      | -                             |
| Formula Transition                   |                   |                                    |                                | -                             |
| Funding Protection                   |                   |                                    |                                | -                             |
| Holdback Allocation                  |                   |                                    |                                | -                             |
| Holdback Allocation (April)          |                   |                                    |                                | -                             |
| Holdback Allocation (June)           |                   |                                    |                                | -                             |
| Vulnerable Students                  |                   |                                    |                                | -                             |
| Equity of Opportunity Supplement     | 334,560           | 367,921                            | 370,538                        | 2,617                         |
| Curriculum and Learning Support Fund | 37,363            | 37,866                             | 37,866                         | -                             |
| Indigenous Education Councils        |                   | 172,395                            | 172,395                        | -                             |
| <b>TOTAL</b>                         | <b>56,560,036</b> | <b>57,141,072</b>                  | <b>58,772,269</b>              | <b>1,631,197</b>              |





## Coast Mountains Board of Education School District 82

### **MEETING AGENDA ITEM #10.2.1**

|          |   |               |              |
|----------|---|---------------|--------------|
| Action:  | X   | Information:  |              |
| Meeting: | Regular   | Meeting Date: | May 28, 2025 |
| Topic:   | <b>Minutes of the Education Committee Meeting, May 14, 2025</b> |               |              |

#### **Background/Discussion:**

Minutes as attached.

#### **Recommended Action:**

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

Presented by: Superintendent of Schools



## EDUCATION COMMITTEE MEETING

Wednesday, May 14, 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
- Anya Carrel, Teacher, Skeena Middle School (CMTF representative)
- Jocelynn Drew, Principal, Bear Valley School (CMAA representative)
- Trustee Wayne Jones
- Tracey MacMillan, Superintendent of Schools
- Julia Nieckarz, Director of Instruction, Inclusive Education
- Troy Peters, Chairperson, District Parent Advisory Council (DPAC representative)
- Stacey Rodriguez, Vice Principal, Mount Elizabeth Middle-Secondary School (CMAA representative)
- 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)
- Annette McAlpine, Principal, Uplands Elementary School (CMAA representative)
- Trustee Julia Sundell

### Guests:

- Tina McDonald, District Principal, Curriculum Support
- Taylor Murrell, Vice Principal, Hazelton Secondary School
- Richard Pezik, Teacher, Hazelton Secondary School

### Recording Secretary:

- Carole Gagnon, Executive Assistant

## MEETING MINUTES

| Items   | Action   |
|---|--|
| The virtual meeting was called to order at 4:04 p.m. chaired by Trustee Karen Jonkman, Committee Chairperson. |  |
| 1. <b>Acknowledgement of the Territories, Introductions &amp; Welcome</b>                                     | <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. Chairperson Jonkman spoke to the National Day of Awareness for Missing and Murdered Indigenous Women, Girls &amp; Two-Spirit People which is held annually on May 5 noting that Coast Mountains School District recognized both Red Dress Day and the National Day of Awareness for Missing &amp; Murdered Indigenous Women, Girls &amp; Two-Spirit Peoples. 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. Chairperson Jonkman noted that Mental Health Week, May 5-11 was celebrated across Canada, and this year's theme is "unmasking Mental Health" – getting real about mental health – breaking down stigma, addressing hidden struggles, and encouraging open, honest conversations. Everyone was encouraged to join the Canadian Mental Health Association during Mental Health Week as we show compassion to ourselves, others and our community.</p> |



|  |  |
|--|--|
| <b>2. Previous Meeting Minutes, April 15, 2025</b>   | <p>The meeting minutes of the previous Education Committee Meeting held April 15, 2025 were received.</p> <p><b>Information only; no action required.</b></p>  |
| <b>3. Board Approval in Principle: Level 5 Field Trip – Out-of-Country Field Trip, Tour of Europe: Mainly Czech Republic &amp; Poland, Hazelton Secondary School 2027 Grade 12 Graduation Class, May 21-30, 2027</b> | <p>Director Barron shared in accordance with Policy 1080: Field Trips and Outdoor Education, "Board approval in principle" is required for all Level Five Field Trips prior to initiating, planning or fundraising and prior to promoting with students or the community.</p> <p>Level Five Field Trips encompasses all trips regardless of duration that travel outside of provincial and national jurisdiction. Final Board approval is required for all level Five Field Trips with the submission of the completed Field Trip application to the Board within the following timelines: a) within Canada – 60 days, b) International – 120 days.</p> <p>The following "Board Approval in Principle" submission was presented by Hazelton Secondary School staff members – Richard Pesik, Teacher and Taylor Murrell, Vice Principal to the Education Committee for approval recommendation to the Board:</p> <ul style="list-style-type: none"><li>• Out-of-Country Field Trip: Tour of Europe: Mainly Czech Republic &amp; Poland, Hazelton Secondary School 2027 Grade 12 Graduation Class, May 21-30, 2027</li></ul> <p><b>Action:</b> The Education Committee reviewed the aforementioned submission with a recommendation to forward to the Board for consideration and approval at the May 28, 2025 Regular Board Meeting.</p>  |
| <b>4. Kindergarten-Grade 3 and Grades 4-6 Literacy Framework Overview</b>  | <p>District Principal McDonald shared two power point presentations (as attached) encompassing an overview of the Kindergarten-Grade 3 and Grades 4-6 Literacy Framework Overview for committee members' information.</p> <p>District Principal McDonald indicated that following a consultative process held in May 2023 with teachers, literacy leads, and administrators from Coast Mountains School District 82, the idea of creating a literacy framework emerged. The initial process began in Kindergarten-Grade 3 during the three phases of literacy. There was such an interest in the older grades that this work evolved to include Grades 4-6 as well.</p> <p>With many classrooms currently having teachers on Letters of Permission, the school district wanted to create a tool to support all educators looking for a more structured approach to teaching literacy. A group of dedicated educators and administrators from the district's school communities were invited to participate. The group met over a dozen times during the last two years to create the Literacy Frameworks for Kindergarten-Grade 3 and Grades 4-6.</p> <p>The literacy frameworks were developed as a resource for teachers to support the implementation of comprehensive Tier 1, 1.5 and 2 literacy instruction that is intentional, explicit, and systematic.</p> <p>Over the next school year, the Literacy Framework Group will evolve to include Grades 7-9 teachers and administrators to ensure that their voices are heard and represented in the work we are doing.</p> <p>The two literacy frameworks are filled with live links and other resources to enhance and support teachers in their planning and literacy instruction. The frameworks will be provided to teachers in September 2025 through a three-year plan roll out.</p> |





|  |  |
|--|--|
| <b>4. Kindergarten-Grade 3 and Grades 4-6<br/>Literacy Framework Overview (cont'd)</b> | <p>Committee members were invited to participate in break-out rooms for their feedback pertaining to the Literacy Frameworks. Breakout room questions included the following:</p> <ul style="list-style-type: none"><li>• How can community members support the district's literacy initiatives?</li><li>• How can the district support families with struggling readers?</li><li>• According to the How Are We Doing Report? and our Foundation Skills Assessment (FSA) data, our Indigenous learners are struggling with reading more than our non-Indigenous students. What are ways in which we can better support our Indigenous learners bridge this gap?</li><li>• What are some of the ways that you remember worked best for you when learning to read?</li></ul> <p>Breakout groups reported out on their feedback. The four breakout groups expressed they really enjoyed the conversations.</p> <p>Superintendent MacMillan thanked Committee members for their great comments noting a written summary of feedback responses will be compiled and shared with the Literacy Framework Group and schools.</p> <p><b>Information only; no action required.</b></p> |
| <b>5. Next Meeting &amp; Adjournment</b>   | <p>Chairperson Jonkman thanked everyone for their participation in the meeting noting the good discussions. The next Education Committee Meeting will be held virtually on Wednesday, June 11, 2025 from 4:00 p.m. to 5:30 p.m. via Zoom.</p> <p>The meeting was adjourned at 5:30 p.m.</p>  |



# COAST MOUNTAINS SCHOOL DISTRICT 90-MINUTE LITERACY BLOCK FRAMEWORK: KINDERGARTEN- GRADE 3

*This framework was developed as a resource for teachers to support the implementation of comprehensive Tier 1, 1.5 & 2 literacy instruction that is intentional, explicit, and systematic.*



# FRAMEWORK OVERVIEW

## 90 Minute Daily Literacy Block

**Word Study**

30+ minutes

**Morning Meeting**

15+ minutes

**Small Groups**

25+ minutes

**Writing**

20+ minutes

*Note: this framework is a guideline. The time allocations are minimums and can be extended and applied into other areas of learning. Times and structure of block are also flexible and can be adapted to student interest, student needs and curricular connections to other areas of learning.*



# The 5 Pillars of Reading

**Phonemic  
Awareness**

**Phonics**

**Fluency**

**Vocabulary**

**Comprehension**

The National Reading Panel, 2000



Depending on  
the needs of  
your class:  
choose 1+ of  
these stages\*



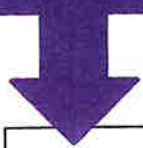
# WORD STUDY

|                                | Instructional Routines   | Resources   |
|--------------------------------|--|---|
| <b>Review</b>                  | Class wide review -intervention for lagging foundational skills <b>if needed**</b> | <ul style="list-style-type: none"> <li>• <u>Heggerty</u> (phonemic awareness)</li> <li>• Code Breaking Club (spelling)               <ul style="list-style-type: none"> <li>◦ <u>Teacher guide; workbook</u></li> </ul> </li> </ul> |
| <b>Stage 1</b><br>Introductory | Explicit instruction and practice in phonemic awareness, phonics, and spelling     | <ul style="list-style-type: none"> <li>• <u>UFLI Foundations</u></li> <li>• <u>Secret Stories</u> (enhancement to UFLI)</li> </ul>  |
| <b>Stage 2</b><br>Advanced     | Explicit instruction and practice in advanced phonics, morphology, and spelling    | <ul style="list-style-type: none"> <li>• <u>Word Connections</u> (multisyllabic word reading program)</li> <li>• <u>Advanced Word Study</u> (advanced phonics)</li> <li>• <u>The Morphology Project</u> (morphology).</li> </ul>    |

\* If doing more than one at a time, instruction may need to be done on alternating days.

\*\* Can be a Tier 2 small group or pull-out intervention too

This column lists 3 parts of a morning meeting (con't to next pages)



# MORNING MEETING



|                   | Instructional Routines  | Resources  |
|-------------------|---|--|
| <b>1. Opening</b> | <p>Greeting and Sharing:</p> <ul style="list-style-type: none"> <li>Students greet each other and share orally and listen (everyone can have a turn daily or it can rotate with a few students sharing each day)</li> <li>Strive for five meaningful back-and-forth conversations between teacher and students</li> </ul> <p>Morning Message</p> <ul style="list-style-type: none"> <li>Reading and discussing a daily note to the class posted by their teacher</li> </ul> | <p>Greeting and Sharing</p> <ul style="list-style-type: none"> <li>Strategy: <a href="#">circle sharing prompts</a></li> <li>Strategy: <a href="#">Show and tell connected to current topics</a></li> <li>Strategy: <a href="#">Rhyme bags</a></li> <li>Article: <a href="#">Strive for Five</a> conversation model</li> <li>Article: About <a href="#">Morning Meetings</a></li> </ul> <p>Morning Message</p> <ul style="list-style-type: none"> <li>Strategy: <a href="#">Morning message ideas</a></li> </ul> |

# MORNING MEETING (CON'T)



|   | Instructional Routines  | Resources   |
|---|---|---|
| <b>2.<br/>Listening-<br/>to -<br/>Reading</b><br>At least 1<br>(Read Aloud<br>or Listening<br>Activities) | Read Aloud <ul style="list-style-type: none"> <li>• Read complex text to students modelling fluent reading</li> <li>• Include read aloud with direct connection to other content areas (especially Social Studies and Science)</li> </ul> | <ul style="list-style-type: none"> <li>• Book suggestions: <a href="#">Adrienne Gear</a>, <a href="#">Strong Nations</a>, <a href="#">The Text Project</a></li> <li>• Strategy: <a href="#">Read Aloud Routine for Improving Vocabulary and Comprehension</a></li> <li>• Strategy: <a href="#">First Chapter Fridays</a></li> <li>• Unit example: <a href="#">Important Canadians</a></li> <li>• Article: <a href="#">Harnessing the Power of Read-Alouds</a> (planning and thinking aloud guidance)</li> <li>• Article: Using <a href="#">Text Sets</a> to build background knowledge</li> </ul> |
|   | Listening Activities <ul style="list-style-type: none"> <li>• Podcasts, songs, audiobooks</li> </ul>  |   |

# MORNING MEETING (CON'T)



|  | Instructional Routines   | Resources  |
|--|--|--|
| <b>3.<br/>Responding<br/>-to-Reading</b> | <ul style="list-style-type: none"> <li>During listening to reading, have a couple instructional focuses modelled through <u>thinking aloud</u>; e.g. print concepts (if needed) teaching new vocabulary, text features, fiction vs non-fiction, fluency retelling, summarizing, characters, literary problem, inferring, progress monitoring</li> <li>During and after reading, invite students to respond orally during and after listening (or in writing for older or more capable students*) to the instructional focus</li> </ul> | <ul style="list-style-type: none"> <li>Strategy: <u>Read Aloud Routine for Improving Vocabulary and Comprehension</u></li> <li>Resource: <u>Reading Power</u> (if using this consider abbreviating lessons; ensure you work towards modelling and applying the strategies/powers together in context and other areas like Social Studies)</li> </ul> |

\* Can be integrated into writing time or small group time for more advanced students.



# SMALL GROUP




| Instructional Routines   | Resources   |
|--|---|
| <ul style="list-style-type: none"> <li>Differentiate small group Zones or Centers directly connected to the Morning Meeting focus or Word Study lesson.</li> </ul> <p>Notes</p> <ul style="list-style-type: none"> <li>Can be supported with Literacy Teachers and ISW (Tier 2)</li> <li>Students reading well below benchmark (red in Acadience) should work in a small group with their teacher daily, below benchmark (yellow) 3 times per week, at benchmark (green) and above (blue) 1-2 times. See the sample on the next page.</li> </ul> | <p>Differentiated small group <u>activities</u> by need; e.g.</p> <ul style="list-style-type: none"> <li>extra UFLI word chains (listed in the manual)</li> <li><u>word mapping/blending</u>,</li> <li>additional <u>fluency practice</u> with a focus on an <u>element of fluency</u></li> <li>review of the word study lesson using <u>reinforcement strategies</u></li> <li>build it sentences</li> <li><u>UFLI roll and read</u></li> <li>irregular/heart <u>practice</u>,</li> <li><u>multisensory tracing</u>,</li> <li><u>reading apps</u>,</li> <li><u>rainbow sounds</u></li> <li><u>games to reinforce</u> lesson concepts</li> <li><u>UFLI games</u></li> <li><u>vocabulary maps</u>, more</li> <li><u>reading connected text</u></li> <li>dictation</li> <li><u>enrichment</u></li> </ul> |

### Sample Planning for Small-Group Supplemental Support

|  | Monday   |   | Tuesday  |  | Wednesday   |                | Thursday                           |  | Friday   |   |
|--|--|---|--|--|---|----------------|------------------------------------|--|--|---|
|  | Who  | What  | Who  | What   | Who   | What           | Who                                | What   | Who  | What  |
| <b>Review /ä/</b><br>(4-5 min)                                   | Daniel<br>Lizette<br>Josiah<br>Zoe<br>Lesandra<br>Ava<br>Olivia<br>Antonio | Visual<br>Drill<br><br>Word<br>chain<br>with<br>magnetic<br>letters | Daniel<br>Lizette<br>Josiah<br>Zoe                                     | Blending<br>Drill                            |   |                | Daniel<br>Lizette<br>Josiah<br>Zoe | Read<br>and spell<br>words<br>from list      | Daniel<br>Lizette<br>Josiah<br>Zoe                                     | Auditory<br>drill<br><br>Word<br>chain<br>with<br>magnetic<br>letters |
| <b>Review /i/</b><br>(4-5 min)                                   | Lauren<br>Olivia   | Auditory<br>Drill<br><br>Word<br>chain<br>with word<br>work mat     | Lauren<br>Olivia<br>Daniel<br>Antonio<br>Lesandra<br>Kristyn<br>Andrea | Blending<br>Drill                            |   |                | Lauren<br>Olivia                   | Read<br>and spell<br>words<br>from list      | Lauren<br>Olivia<br>Daniel<br>Antonio<br>Lesandra<br>Kristyn<br>Andrea | Visual<br>Drill<br><br>Word<br>chain<br>with<br>magnetic<br>letters   |
| <b>Review<br/>Irregular<br/>Words</b><br>(3-5 min)               |  |   |  |  | Olivia<br>Daniel<br>Antonio<br>Lizette<br>Amelia  | Spell<br>words |                                    |  | Olivia<br>Daniel<br>Antonio<br>Lizette<br>Amelia                       | Read<br>words   |
| <b>Sentence<br/>dictation</b><br>(8-10 min)                      | Josiah<br>Antonio<br>Kristyn<br>Ava<br>Amelia<br>Matteo                    | Sentence<br>3   |  |  | Olivia<br>Lizette<br>Lesandra<br>Andrea<br>Daniel | Sentence<br>2  |                                    |  |  |   |
| <b>Review this<br/>Week's<br/>New<br/>Concepts</b><br>(5-10 min) |  |   | As<br>needed   | Word<br>chain<br>with<br>magnetic<br>letters |   |                | As<br>needed                       | Word<br>chain<br>with<br>magnetic<br>letters | ALL  | Word<br>chain<br>with<br>magnetic<br>letters                          |

# WRITING



|  | Instructional Routines  | Resources  |
|--|---|--|
| <b>1.</b><br><b>Instruction</b><br>10 mins | <p>Explicit Teaching</p> <ul style="list-style-type: none"> <li>• I Do, We Do, You Do model</li> <li>• Connect to Word Study and/or Morning Meeting</li> </ul>  | <ul style="list-style-type: none"> <li>• <a href="#">SRSD</a> (can be an overall framework)</li> <li>• <a href="#">Writing Power</a></li> <li>• Journal writing (sharing about personal experiences, learning, <a href="#">writing prompts</a> and/or responding to texts from Word Study or Morning Meeting)</li> <li>• Picture Word Induction Model (<a href="#">PWIM</a>)</li> <li>• <a href="#">Sentence patterning charts</a></li> <li>• <a href="#">Fine motor skills</a> (K)</li> <li>• <a href="#">BC Performance Standards</a> (assessment)</li> </ul> <p>Conventions</p> <ul style="list-style-type: none"> <li>• <a href="#">Handwriting Without Tears</a></li> <li>• <a href="#">Printing Like a Pro</a></li> <li>• <a href="#">Big Sentences for Little Learners</a> (K)</li> <li>• <a href="#">Syntax Project</a></li> <li>• <a href="#">Mentor sentences</a></li> <li>• Sentence patterning charts</li> <li>• <a href="#">Sentence skills activities</a> (upper primary)</li> </ul> |
| <b>2.</b><br><b>Application</b><br>10 mins | <p>Independent Practice</p> <ul style="list-style-type: none"> <li>• Student application of instruction</li> <li>• Include opportunities for personal, informational and literary writing</li> <li>• Teacher gives feedback to their writing</li> </ul> <p>Notes for Early/Kindergarten Writers</p> <ul style="list-style-type: none"> <li>• Focus may need to be on letter/word writing</li> <li>• Write-down written response for kids before they can write words</li> <li>• Drawing and/or orally narrating first helps students generate ideas before writing</li> <li>• Consider periodic fine motor skills practice</li> </ul> |  |

# CURRICULAR CONNECTIONS

1

## Word Study

**Comprehend and Connect:** *Language Features, structures, and Conventions.*

- Create and Communicate
- Foundational concepts of Print, oral and visual texts
- Letter knowledge
- Phonemic and phonological awareness
- Letter formation

2

## Morning Meeting

**Strategies and Processes:** *Story*

- Reading strategies
- Engage actively as listeners, viewers, and readers.
- Structure of story
- Exchange ideas
- Literacy elements and devices
- Reading strategies
- Phonemic Awareness

3

## Small Group

**Comprehend and Connect - Create and Communicate**  
(*demonstrate the reciprocity between reading and writing.*)

- Engage actively as listeners, viewers, and readers.
- Foundational concepts of Print, oral and visual texts
- Letter formation
- Phonemic awareness
- Structure of story

4

## Writing

**Create and Communicate:**  
*Language Features, structures, and Conventions.*

- Foundational concepts of Print, oral and visual texts
- Letter formation
- Phonemic awareness
- Structure of story



# MTSS – Inclusion

## Tier 1 Supports

- Provided to **ALL students** in academics, social-emotional, and behavior.
- Schools plan and deliver high-quality instruction students need to meet grade level expectations.
- Teachers differentiate to support student access to content.
- Teachers provide reteaching and reinforcement.

## Tier 2 Supports

- Provided to **some students** who may need more support *in addition to* Tier 1 Supports.
- Intervention is provided to small groups on a specific skill.
- Progress is monitored on the skill.

## Tier 3 Supports

- Provided *in addition to* Tier 1 Supports and Tier 2 Supports.
- The **greatest level** of support.

# EFFECTIVE LITERACY PILARS LINKS

1

## Word Study

- Oral Language
- Phonemic Awareness/Phonics
- Fluency

2

## Morning Meeting

- Vocabulary (Background Knowledge)
- Oral Language
- Comprehension

3

## Small Group

All Pillars

4

## Writing

- Oral Language
- Phonemic Awareness/Phonics
- Vocabulary
- Comprehension



# **COAST MOUNTAINS SCHOOL DISTRICT 90-MINUTE LITERACY BLOCK FRAMEWORK: GRADE 4 – 6**

*This framework was developed as a resource for teachers to support the implementation of comprehensive Tier 1, 1.5 & 2 literacy instruction that is intentional, explicit, and systematic.*





# FRAMEWORK OVERVIEW

## 90 Minute Daily Literacy Block

**Word Study & Vocab**

30+ minutes

**Oral Language / Fluency**

15+ minutes

**Writing**

15+ minutes

**Comprehension**

30+ minutes

*Note: this framework is a guideline. The time allocations are minimums and can be extended and applied into other areas of learning. Times and structure of block are also flexible and can be adapted to student interest, student needs and curricular connections to other areas of learning.*



# The 5 Pillars of Reading

**Phonemic  
Awareness**

**Phonics**

**Fluency**

**Vocabulary**

**Comprehension**

The National Reading Panel, 2000

# WORD STUDY



|                 | Instructional Routines   | Resources   |
|-----------------|--|---|
| Review / Tier 2 | Review or intervention for lagging foundational skills if needed**                                     | <ul style="list-style-type: none"> <li>• <a href="#">Haggerty Bridge the Gap &amp; UFLI</a></li> <li>• <a href="#">Code Breakers Spelling</a></li> <li>• <a href="#">STARl (6-9 focus)</a></li> <li>• <a href="#">Precision Reading and Writing</a></li> <li>• <a href="#">Rewards</a></li> </ul> |
| Word parts      | Explicit systematic instruction of word parts (e.g. phonics, multisyllabic words, morphology, meaning) | <ul style="list-style-type: none"> <li>• <a href="#">Word Connections</a></li> <li>• <a href="#">Morphology Project</a></li> <li>• <a href="#">Building Knowledge Through Words</a></li> <li>• <a href="#">Advanced Word Study</a></li> <li>• <a href="#">Morphographs</a></li> </ul>             |
| Vocabulary      | Explicit instruction and practice in advanced morphology, and spelling                                 | <ul style="list-style-type: none"> <li>• <a href="#">Text Project</a></li> <li>• <a href="#">DictionarySquared</a></li> </ul>   |

# WORD STUDY CON'T



| Instructional Routines  | Resources   |
|---|---|
| Word study tools (e.g. dictionaries, spell check, thesaurus, morpheme maps, personalized student dictionaries)                        | <ul style="list-style-type: none"><li>• <a href="#">Longmans dictionary</a> (good for students with longer form definitions with simple and clear vocabulary)</li><li>• <a href="#">Student personal dictionary template</a></li></ul>  |
| Word work activities for practice and reinforcement (e.g. Daily 5 Word Work, Word Sorts, Word Ladders, Games, crosswords Maze/Clozes) | <ul style="list-style-type: none"><li>• <a href="#">Free word ladder template</a> and <a href="#">word ladders for advanced phonics</a></li><li>• <a href="#">Free word sorts</a> and <a href="#">advanced word sorts</a></li><li>• <a href="#">Daily Word Ladders</a> by Tim Rasinski</li><li>• <a href="#">Maze reading passage generator</a></li><li>• <a href="#">Cloze reading passage generator</a></li><li>• <a href="#">Word of the day template</a></li><li>• Games<ul style="list-style-type: none"><li>◦ <a href="#">Kahoot</a></li><li>◦ <a href="#">Jeopardy</a></li><li>◦ <a href="#">Bingo</a></li></ul></li></ul> |



# ORAL READING AND FLUENCY



|    | Instructional Routines   | Resources  |   |
|----|--|--|---|
| 1. | Explicit systematic instruction of oral language skills and fluent reading                                     | <ul style="list-style-type: none"> <li>Speedy Reads (part of word connections)</li> <li>Read Naturally</li> <li>The Six Minute Solution</li> </ul>   |   |
| 2. | Modelling of fluent reading (e.g. interactive teacher read alouds and listening to podcasts and audiobooks)    | <p>Reading aloud text sources</p> <ul style="list-style-type: none"> <li>Microsoft Reading Coach</li> <li>Lexia PowerUp Fluency passages: advanced primary, intermediate, upper intermediate</li> <li>Epic Books</li> <li>Readers' Theatre scripts</li> <li>Poems                             <ul style="list-style-type: none"> <li>Grade 4</li> <li>Grade 5</li> <li>Upper intermediate</li> </ul> </li> </ul> | <p>Speaking and listening text sources</p> <ul style="list-style-type: none"> <li>Gear's book lists</li> <li>Book talk template</li> <li>Morning meeting routine</li> <li>6 Minute Podcast</li> </ul> |
| 3. | Opportunities to practise repeated reading aloud with a purpose (accuracy, pace, expression, phrasing, retell) |  | <p>Tier 2 Intervention:</p> <ul style="list-style-type: none"> <li>STARI (6-9 focus)</li> <li>Precision Reading and Writing</li> <li>Decodable passages</li> <li>Syllasense</li> </ul>                |
| 4. | Opportunities to practise speaking and listening   |  |   |



# WRITING



|                   | Instructional Routines  | Resources  |
|-------------------|---|--|
| 1.<br>Instruction | <p>Explicit systematic instruction of conventions, style, form, and meaning (voice/ideas), and the writing process</p> <ul style="list-style-type: none"> <li>• I Do, We Do, You Do model</li> <li>• Connect to Word Study, Oral Language and Comprehension</li> </ul>      | <p>Process</p> <ul style="list-style-type: none"> <li>• <u>SRSD</u> (can be an overall framework)</li> <li>• <u>Writing Power</u></li> <li>• <u>Picture Word Induction Model (PWIM)</u></li> <li>• <u>Graphic organizers</u></li> <li>• <u>BC Performance Standards</u> (assessment)</li> </ul> <p>Conventions</p> <ul style="list-style-type: none"> <li>• <u>Syntax Project</u></li> <li>• <u>The Writing Revolution</u> <ul style="list-style-type: none"> <li>◦ <u>Summary</u></li> <li>◦ <u>Lessons</u></li> <li>◦ <u>Templates</u></li> </ul> </li> <li>• <u>Mentor sentences</u></li> </ul> <p>Tier 2</p> <ul style="list-style-type: none"> <li>• <u>Precision Reading and Writing</u></li> <li>• <u>Handwriting Without Tears</u></li> <li>• <u>Printing Like a Pro</u></li> <li>• <u>Sentence skills activities</u> (upper primary)</li> </ul> |
| 2.<br>Application | <p>Independent Practice</p> <ul style="list-style-type: none"> <li>• Student application of instruction</li> <li>• Include opportunities for personal, informational and literary writing throughout the year</li> <li>• Teacher gives feedback to their writing</li> </ul> |  |

# COMPREHENSION



| Instructional Routines   | Resources  |   |
|--|--|---|
| <p>Explicit systematic instruction of comprehension skills: e.g.</p> <ul style="list-style-type: none"><li>• Summarizing texts</li><li>• Use of context clues and sentence unity</li><li>• Monitoring comprehension</li><li>• Making connections to text</li><li>• Visualizing</li></ul> | <p>Programs</p> <ul style="list-style-type: none"><li>• <a href="#">SRA Reading Lab</a></li></ul> <p>Text sources</p> <ul style="list-style-type: none"><li>• <a href="#">Gear book lists</a></li><li>• <a href="#">Epic Books</a></li></ul> <p>Tier 2 Intervention:</p> <ul style="list-style-type: none"><li>• <a href="#">STARl (6-9 focus)</a></li><li>• <a href="#">Precision Reading and Writing</a></li></ul> | <p>Comprehension skills</p> <ul style="list-style-type: none"><li>• <a href="#">Reading Power*</a></li><li>• <a href="#">Context clue packages</a><ul style="list-style-type: none"><li>◦ <a href="#">Example 1</a></li><li>◦ <a href="#">Example 2</a></li></ul></li><li>• Summarizing<ul style="list-style-type: none"><li>▪ <a href="#">Gist</a></li><li>▪ <a href="#">SWBS</a></li></ul></li><li>• <a href="#">Comprehension monitoring</a></li></ul> |

\* Lessons should be shortened and integrate multiple Powers into instruction and application as soon as possible -- [research](#) suggests strategy instruction should be no more than 5 to 10 hours in total.

# COMPREHENSION CON'T



| Instructional Routines   | Resources  |
|--|--|
| Embedded frequent opportunities to respond to text/ ask and answer questions related to texts read in class. | <ul style="list-style-type: none"><li>• Retell cards</li><li>• Question and answer relationships<ul style="list-style-type: none"><li>◦ <u>lesson notes</u></li><li>◦ <u>template</u></li></ul></li></ul>  |
| Background knowledge building  | <ul style="list-style-type: none"><li>• Close reading<ul style="list-style-type: none"><li>▪ <u>notes</u></li><li>▪ <u>lesson plan template</u></li></ul></li><li>• Integrate reading into other curricular areas (e.g. social studies)</li><li>• Use <u>text sets</u> to develop background knowledge</li><li>• Show short clips of video or audio related to a text prior to reading</li><li>• Review and teach key, new and complicated vocabulary before reading</li></ul> |



# COMPREHENSION CON'T



| Instructional Routines                                 | Resources   |
|--|---|
| Extended discussion of text meaning and interpretation | <ul style="list-style-type: none"><li>• Literature circle process and templates</li><li>• Book talk template</li><li>• Novel studies with just right books that stretch students but are not frustrating</li></ul>  |
| Focused silent reading                                 | <ul style="list-style-type: none"><li>• Practising a skill that was taught followed by a reflection (requiring students to find and define one new word from their text each day)</li><li>• Should include student choice monitoring for engagement, accountability tasks, teacher-student interaction</li><li>• Suggestions for reimagining silent reading</li></ul> |



# EFFECTIVE LITERACY PILLARS LINKS

1

## Word Study

- Oral Language
- Phonemic Awareness/Phonics
- Fluency

2

## Oral language

- Vocabulary (Background Knowledge)
- Fluency
- Comprehension

3

## Writing

- Oral Language
- Phonemic Awareness/Phonics
- Vocabulary
- Comprehension

4

## Comprehension

- Vocabulary
- Comprehension

# CURRICULAR CONNECTIONS

1

## Word Study

### Curricular Competencies

- Comprehend and connect (reading, listening, viewing)
- Create and communicate (writing, speaking, representing)

### Content

- Language features, structures, and conventions

2

## Oral Language

### Curricular Competencies

- Comprehend and connect (reading, listening, viewing)
- Create and communicate (writing, speaking, representing)

### Content

- Strategies and processes
- Language features, structures, and conventions

3

## Writing

### Curricular Competencies

- Create and communicate (writing, speaking, representing)

### Content

- Strategies and processes
- Language features, structures, and conventions

4

## Comprehension

### Curricular Competencies

- Comprehend and connect (reading, listening, viewing)

### Content

- Strategies and processes
- Story/text

# MTSS - Inclusion

## Tier 1 Supports

- Provided to **ALL students** in academics, social-emotional, and behavior.
- Schools plan and deliver high-quality instruction students need to meet grade level expectations.
- Teachers differentiate to support student access to content.
- Teachers provide reteaching and reinforcement.

## Tier 2 Supports

- Provided to **some students** who may need more support in addition to Tier 1 Supports.
- Intervention is provided to small groups on a specific skill.
- Progress is monitored on the skill.

## Tier 3 Supports

- Provided in addition to Tier 1 Supports and Tier 2 Supports.
- The **greatest level** of support.



**MEETING AGENDA ITEM #10.2.2**

Action: X Information:

Meeting: Regular Meeting Date: May 28, 2025

Topic: **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

**Background/Discussion:**

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

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

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

The Education Committee reviewed the above-mentioned Field Trip submission for Board approval in principle at its May 14, 2025 meeting and forwards to the Board with a recommendation for approval.

**Recommended Action:**

**THAT** the Board approve in principle the Out-of-Country Field Trip 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.

Presented by: Superintendent of Schools





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## BOARD APPROVAL IN PRINCIPLE – LEVEL FIVE FIELD TRIPS

School Name: Hazelton Secondary School

Class / Group: GR 12 Graduation class of 2027

School Administrator: Louise Ormerod

Destination: Europe - The Czech Republic and Poland

Approx. Departure Date: May 21, 2027

Approx. Return Date: May 30, 2027

Lead Teacher: Richard Pesik Contact Telephone Number: (250) 842-5214

Number of Students & Chaperones Participating in Field Trip (provide breakdown):  
Students 25, Chaperones 5+

Estimated Field Trip Anticipated Cost per Student:  
\$5,500

Anticipated Sources of Funding: Fundraising, Community support, Grants

Fundraising Plans: The students will participate in fundraising activities, various community support using grants

Plan(s) in place for students wishing to participate who have financial restrictions:  
Student will participate in fundraising activities, possible support from various communities  
events and financial grants

How will all students have equal access for the selection process to participate in this Field Trip ensuring a fair/equal access?:  
It will be opened to all grads students in 2027

Board Approval in Principle Received: \_\_\_\_\_ (Yes / No)

Board Meeting Date & Motion: \_\_\_\_\_

## **Hazelton Secondary School**

**Tour of Europe: Mainly the Czech Republic and Poland  
Group Leader – Richard Pesik**

1. A departure date of May 21, 2027, and a return date of May 30, 2027 have been requested. They will be finalized later. The proposed schedule is preliminary, and it may change depending on EF accommodation. We are in the process of finalizing the schedule with EF representatives.

### **2. Proposed schedule:**

**Day 1:** Fly overnight to Berlin

**Day 2:** Berlin: Meet your Tour Director at your destination, Take a walking tour of Berlin

**Day 3:** Berlin: Take a guided tour of Berlin; With your expert local guide you will see:

Brandenburg Gate

Kurfürstendamm

Remains of the Berlin Wall

Checkpoint Charlie

Visit the Topography of Terror Museum

Participating in a Cold War Panel Discussion

**Day 4:** Berlin • Terezin • Prague: Travel to Prague via Terezin

Excursion to Terezin

**Day 5:** Prague; Take a guided tour of Prague with your expert local guide you will see:

St. Vitus Cathedral

Wallenstein Palace Gardens (April - October)

Lennon Wall

Charles Bridge

Old Town Square

Supervised exploration time in Prague

**Day 6:** Prague • Krakow Poland visiting Auschwitz

**Day 7:** Back to Prague

**Day 8:** Day Visit of UNESCO site Cesky Krumlov

**Day 9: Tour of Prague:**

Vysehrad

Vaclavske Namesti

Nacional Museum

or visit Strahov-Monastery-Klementinum

**Day 10: Depart for home**

3. Our travel partner is EF (Education First) Tours. The purpose of the travel is to provide access to other cultures, peoples, and world views. A debriefing / feedback meeting will be held after our return.
4. There is space for a maximum of **25-30 2027 graduating students**. The ratio for students to chaperone is 6:1. EF provides one free chaperone for every 6 students. All chaperones would be Hazelton Secondary teachers or CMSD employees, except for possible parents/guardians that would be traveling with us (they will have to obtain a Criminal record check)
5. This tour has been in the planning stages since late spring, 2025. Approval in principle is needed. Upon the Approval in principle the students and parents/guardian will be informed about details of the trip. Students will complete an application. The final selection of the students would be based on:
  - a. Attendance during the 2025-2027 school year (number of unexcused days)
  - b. Passing all classes during the 2025-2027 school year
  - c. Participation in fundraising activities
  - d. Acceptable behavior during the 2025-2027 school year
  - e. Graduation in 2027
  - f. No prior issues/concerns on trips/school activities
  - g. Passport ready before the trip
  - h. Parents/guardians permission
  - i. Attend all relevant meetings
6. The cost is approximately \$5500 per student. This includes plane fare, hotels, breakfast, most dinners, and admission to all attractions, travel within the countries we visit, a 24/7 tour director, and travel insurance. EF has a "Cancel for Whatever Reason" policy. Every traveler has a personal account with EF and can look at all the details of every aspect of the trip online.
7. All students are eligible to apply. Students will actively participate in fund raising activities for this trip. Chaperones will be at no cost to the students as some school days will be missed.

I am available via cell (250.730-1982) should you need more information and would be happy to speak to you.

Thank you.

Richard Pesik



## Coast Mountains Board of Education School District 82

### **MEETING AGENDA ITEM #11.1**

Action: X

Information:

Meeting: Regular

Meeting Date: May 28, 2025

Topic: **District Equity Scan of Secondary School Courses**

#### **Background/Discussion:**

A District Equity Scan of Secondary School Courses in Coast Mountains School District (CMSD) was requested by Trustees for their information.

The attached power point titled, "High School Course Equity Scan" will be presented to Trustees at the Regular Board Meeting on May 28, 2025 by Phillip Barron, Director of Instruction, Learning Services.

A review by the Education Committee was not required as the request was received from the Board to provide a District Equity Scan of Secondary School Courses in CMSD for Trustees' information.

#### **Recommended Action:**

**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.

Presented by: Superintendent of Schools



# HIGH SCHOOL COURSE EQUITY SCAN



Coast Mountains Board of Education School District 82



WE ARE EXAMINING COURSE OFFERINGS IN GRADES 10, 11 AND 12

IN ORDER TO MEET GRADUATION REQUIREMENTS AND BE AWARDED A BRITISH COLUMBIA CERTIFICATE OF GRADUATION (DOGWOOD DIPLOMA), STUDENTS MUST EARN A MINIMUM OF 80 CREDITS AND WRITE PROVINCIAL ASSESSMENTS OF NUMERACY (Gr. 10) AND LITERACY (GRADE 10 AND 12).

THE 80 CREDITS INCLUDE 52 CREDITS FOR REQUIRED COURSES (INCLUDING 8 CREDITS OF CAREER EDUCATION COURSES) AND A MINIMUM OF 28 ELECTIVE CREDITS.



# GRADUATION IN BC SCHOOLS

In order for a student to graduate, there are specific course requirements that must be completed.

- Language Arts 10, 11 and 12 (4 credits each)
- Social Studies 10 and either 11 or 12 (4 credits each)
- Mathematics 10 and either 11 or 12 (4 credits each)
- Science 10 and either 11 or 12 (4 credits each)
- Physical and Health Education 10 (4 credits)
- Arts Education and/or an Applied Skills, Design and Technologies 10, 11 or 12 (4 credits each)
- Career Life Education Grade 10 (4 credits)
- Career Life Connections Grade 12 (4 credits)
- Indigenous Focused (4 credits)
- Capstone Project in Grade 12



## HIGH SCHOOL ENROLMENT IN CMSD

We have 7 schools in our district that offer high school courses:

|  |          |                 |                               |
|--|----------|-----------------|-------------------------------|
| 1. Caledonia Senior Secondary                        | Terrace  | Grades 10 – 12  | 575 Students all grades 10-12 |
| 2. Mount Elizabeth Middle/<br>Secondary              | Kitimat  | Grades 8 – 12   | 468 Students (228 in 10-12)   |
| 3. Hazelton Secondary                                | Hazelton | Grades 8 – 12   | 349 Students (210 in 10-12)   |
| 4. Bear Valley                                       | Stewart  | Grades Kg. – 12 | 48 students (11 in 10-12)     |
| 5. Parkside Secondary                                | Terrace  | Grades 8 – 12   | 76 Students (68 in 10-12)     |
| 6. Kitimat City High                                 | Kitimat  | Grades 10 – 12  | 60 Students all grades 10-12  |
| 7. Northwest Trades & Employment<br>Training Program | Terrace  | Grades 8 – 12   | * see below                   |

\* Work Experience (WEX) – 100+ students, Career Life Connections (CLC) - 240 students, Dual Credit – 34 students, Trades Samplers – 46 students, Career Exploration (K-12) – connecting with close to 2000 students



# CALEDONIA SECONDARY (CAL)

Caledonia Senior Secondary offers all required courses for graduation.

Math – Foundations 10, 11, 12, Pre-Calculus 11, 12, Workplace Math 10, 11, Calculus 12

English – 10, 11, 12 English First Peoples 10, 11, 12

Science – 10, 11, 12, Physics 11, 12, Chemistry 11, 12

Electives – Foods, Woodwork, Metalwork, Automotive, Art, Outdoor Education 11 and 12

Fine Arts – Musical Theatre, Choir, Concert Band, Jazz band, Drama Engineering, Drafting, Media Arts, Studio Arts, Photography, Textiles

French 10, 11, French Immersion 10, 11 and 12

Physical and Health Education 10, Fitness and Conditioning 11 and 12

Flexibility – students are supported with Distance Learning courses if needed

Dual credit programs, Trades Sampler Program, Work Experience







## HAZELTON SECONDARY SCHOOL (HSS)

HSS offers all required courses for graduation.

Math – Foundations of Math and Pre-Calculus 10, Workplace Math 10 & 11, Foundations of Math 11 & 12, Pre-Calculus 11 & 12

English – English First Peoples 10, 11 and 12, New Media 11

Science – Science 10, Chemistry 11 & 12, Physics 11 & 12, Life Science 11, Anatomy & Physiology 12, Environmental Science 11

Sometimes grade level courses are combined such as Chemistry 11 & 12

Periodically, Math 12 and Chemistry 12 have been offered every second year but this has not been the case for the last few years

Electives – Outdoor Education, Metalwork, Autowork, Woodwork, Foods, Art, Photography, Guitar, Drama, Gitxsanimaax 10-12, Technology Courses, French, Yearbook, Media Design, Psychology, Social Justice, Elite Basketball, Emergency Medical Responder (E.M.R.) program

French Immersion Program Grades 8-12

If there are courses students want that are not offered at Hazelton Secondary (such as a Physical Education course, Spanish or French 12), the school supports this with online course offerings through Distance Learning.

# Hazelton Secondary School

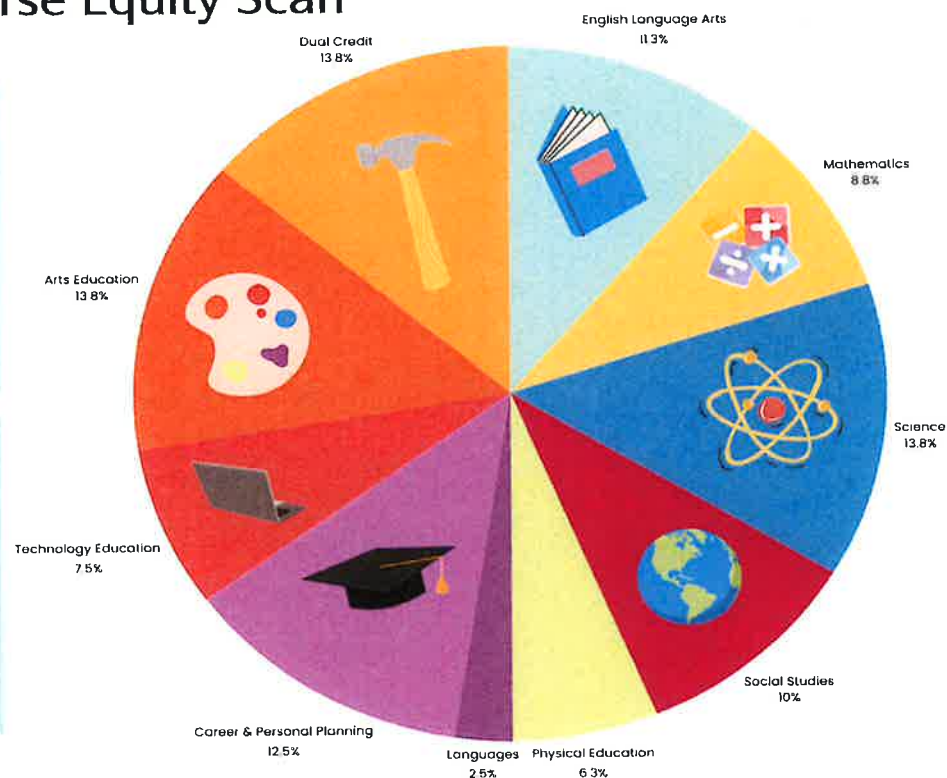
## 2025-2026 Course Equity Scan

### # of Courses/ Subject Area

- English Language Arts – 9
- Mathematics – 7
- Science – 11
- Social Studies – 8
- Physical Education – 5
- Languages – 2
- Career & Personal Planning – 10
- Technology Education – 6
- Arts Education – 11
- Dual Credit – 11

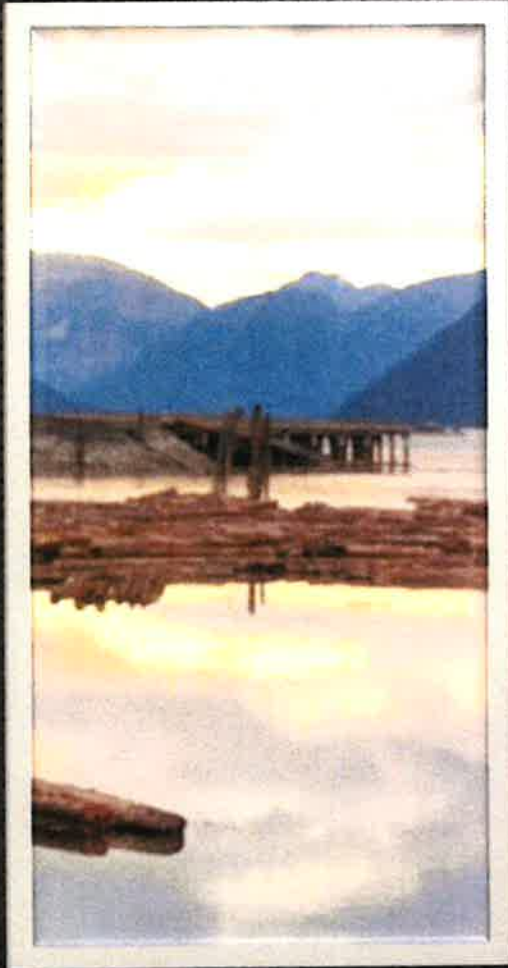
### Additional Credit Opportunities Not Included in Scan, Supported by HSS

- External Sport,
- On the Land Learning,
- Traditional Song & Dance,
- Special Community Projects,
- Internships,
- Distance Learning Programs,
- and more!





## BEAR VALLEY



Bear Valley offers a significant number of in person courses required for graduation.

- Social Studies 10, 11 and 12 and English 10,11 and 12
- Science 10 and 11
- Social Justice
- Math 10 in person (Math 11 and 12 DL with NTETC)
- Physical Health and Education in person
- BC First Peoples 12 – English or Social Studies
- Trades – Metalwork, Woodwork, Work Experience, Foods, Photography, Leadership, and Independent Study Offerings

Other Science courses through Distance Learning

Wish List – Grade 11 & 12 Math and Physics

Challenges – Staffing levels recognizing the size of the school

Any courses that are not offered in person, students are able to pick up those courses online through Distance Learning



# PARKSIDE SECONDARY

## Self-Paced Programs for Learners

Parkside Secondary offers all required courses for graduation

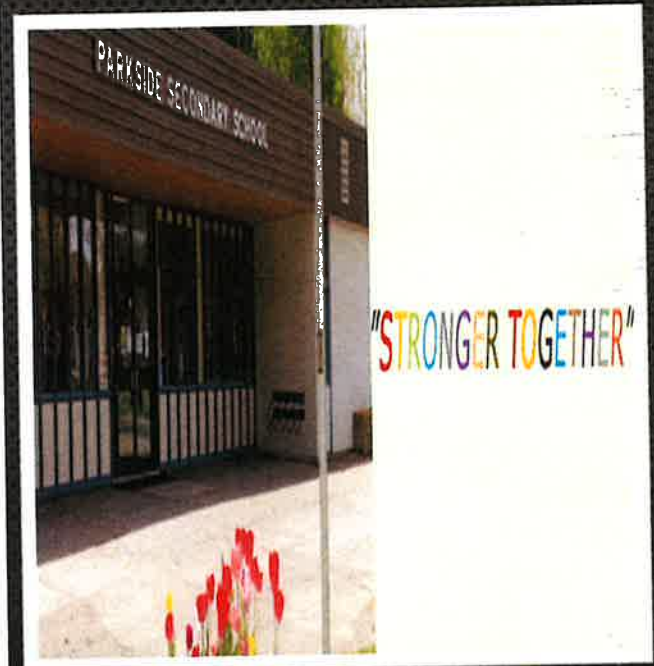
- English - 10, English First Peoples 10, 11 and 12
- Social Studies – 10, 11, 12 (multiple offerings)
- Math 10, 11, 12 (Workplace, Foundations, Pre-Calculus)
- Physical and Health Education - 10, 11 and 12
- Science 10, Life Science 11, Earth Science, Anatomy 12
- Career Life Education & Career Life Connections (project based)
- Work Sampler through NTETC

\* Some Distance Learning support available for learners

\* Work experience credits, Trades support

Electives – offering Outdoor Education, Foods and Art, Equine Studies 10

Students would benefit from more Applied Skills offerings such as Woodwork, Metalwork, Textiles. The staff at Parkside Secondary is constantly working on creative solutions to address this need.





# KITIMAT CITY HIGH SCHOOL

## Self-Paced Programs for Learners

Teachers design assignments with each learner - 2 electives and 2 academic assignments each week

English – Grade 10, 11, 12 and English First Peoples 12

Math – Workplace 10 & 11 – Foundations and Pre Calculus 10 & 11

Physical and Health Education 10, Active Living 11 & 12

Social Studies 10

Science – 10 & 11 Life Science 11, Environmental Science 11, Psychology 11 & 12

Electives - Robotics 10 & 11, Outdoor Education 10, 11, 12, Foods 10, 11, 12, Textiles 10 – 12, Photography 10 – 12, Art 10 – 12, Child Development, Relationships 11, Social Justice 12, Leadership (Sept. 2025)

Careers 10

Students also have opportunities to gain credit in a Teacher Assistant (TA) role

Support to purchase a mini-bus for Outdoor Education programming would be beneficial for students.





# MOUNT ELIZABETH MIDDLE SECONDARY SCHOOL (MEMSS)

OFFERS ALL REQUIRED COURSES FOR GRADUATION IN GRADES 10, 11 AND 12

ENGLISH – ENGLISH 11, 12 – ENGLISH FIRST PEOPLES – 10, 11, 12, ENGLISH STUDIES 12

MATH - FOUNDATIONS OF MATH AND PRE-CALCULUS 10, WORKPLACE MATH 10 & 11, PRE-CALCULUS 11 & 12, PRE CALCULUS 12, CALCULUS 12

SCIENCE 10, EARTH SCIENCE 11, LIFE SCIENCES 11, CHEMISTRY 11 & 12, PHYSICS 11 & 12, SOCIAL STUDIES – SOCIAL JUSTICE, LAW 12, PSYCHOLOGY, HISTORY

ELECTIVES – ART, DRAFTING, FOODS, PHOTOGRAPHY, DRAMA, TEXTILES, ACTIVE LIVING 11, 12  
PHYSICAL AND HEALTH EDUCATION 10, ACTIVE LIVING 11 & 12, SUPERFIT BASKETBALL  
METALWORK, WOODWORK, FORENSICS, OUTDOOR EDUCATION 11 & 12

JUNIOR BAND AND SENIOR BAND

SECOND LANGUAGE – FRENCH 10 AND 11, FRENCH IMMERSION 10 – 12

CAREER LIFE CONNECTIONS, CAPSTONE, WORK EXPERIENCE





# NORTHWEST TRADES & EMPLOYMENT TRAINING CENTRE (NTETC)

## NCDES (North Coast Distance Education Program)

Distance Learning Courses supporting 30 + students

\*Offering courses in Grades 10-12 and Adult Education

English 12, English First Peoples 12

Math 10 – Foundations 10 and Pre-Calculus 10

Math 11 – Workplace 11, Foundations 11, Pre-Calculus 11

Math 12 – Foundations 12, Pre-Calculus 12

Career Life Education

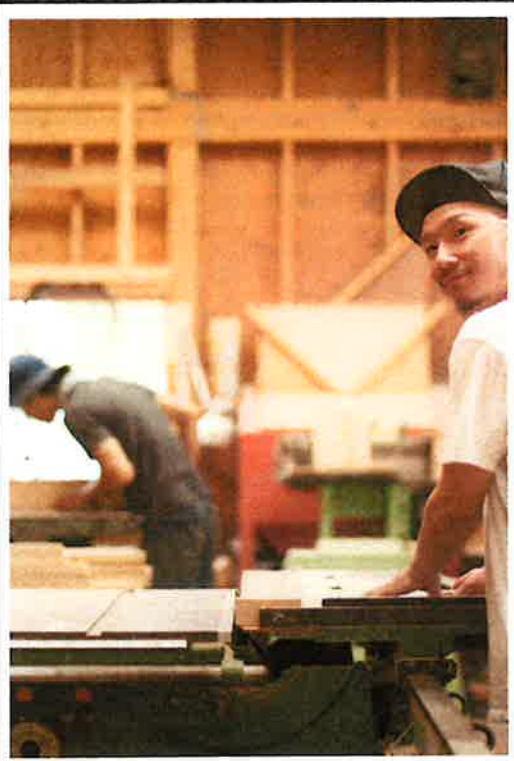
Career Life Connections at Caledonia and MEMSS

Physical & Health Education 10

Work Experience 12 (100 students)

Dual Credit (Trades Foundations) – Automotive, Carpentry, Electrical, Hairstylist, Heavy Duty Mechanical, Professional Cook, Piping, Welding, Millwright (occasionally)

Dual Credit – Early Childhood Care and Education (E.C.C.E.)





## IMPORTANT OBSERVATIONS

1. Each of our Secondary and Alternate Schools are offering all required courses for graduation with a significant amount of choice and flexibility for learners.
2. The Elective and Exploratory course offerings at each school are rich and diverse – they align with Ministry guidelines and are structured towards the strengths and training of staff, student interest and community context.
3. Our smaller secondary schools have developed creative ways to provide additional course offerings to students such as Distance Learning courses and Board Approved/Authorized courses.
4. North Coast Distance Education provides an additional layer of support for students who require courses or who want to adjust their course load i.e. a student could choose to take PE 10 through distance learning and would then be able to select another course or elective at their school.



## IMPORTANT OBSERVATIONS

5. Northwest Trades & Employment Training Centre (N.T.E.T.C.), continues to provide increased opportunities for learners from Kindergarten through to Grade 12. Maker Days, Youth Work in Trades Programs, Dual Credit opportunities, Trades Samplers and Adventures in Health Care are some of the opportunities available to students in Grades 10 – 12.

6. D2L BrightSpace – we are implementing this new platform for the 2025-2026 school year. This will help us modernize our distance learning offerings across the district. D2L also allows teachers to share materials and lessons across schools and from one district to another. \* Additional Information on subsequent slides.

7. With the exception of Bear Valley School, (Grade 11 & 12 Math and Physics in person), none of the schools reported having courses they wished to offer - or that students were requesting – that they were unable to provide. \* Students at Bear Valley do get these courses via Distance Learning.



## IMPORTANT OBSERVATIONS

- \* Hazelton Secondary School indicated that Trades opportunities can sometimes be challenging because of proximity and travel costs but everyone works hard to come up with ways to support this. Trades opportunities and other practicable offerings i.e. "Adventures in Health Care", are happening more frequently and student involvement and participation continue to increase.
- \* Kitimat City High would like to explore options to purchase a mini-bus to help with Outdoor Education programs.
- \* Bear Valley recognizes the need for Distance Learning support given the small number of students in grades 10 – 12. The support for Math from North Coast Distance Learning was recognized.
- \* Parkside Secondary School – developing creative ways to provide students with more Applied Skills opportunities such as woodwork, metalwork, textiles.

# About D2L (Desire2Learn)



## About D2L Brightspace

D2L Brightspace (Desire2Learn), is a Learning Management System (LMS) used in schools, universities, and corporate training environments to manage online and blended learning experiences.

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



## D2L - BRIGHTSPACE

Think of D2L as a digital classroom where everything related to your class is organized in one place and that you can access anywhere at any time.

**Teachers** can use D2L to organize and deliver courses, post course materials, assignments, quizzes and grades – it can also be used to communicate with students and track progress.







## D2L - BRIGHTSPACE

Students can use D2L to:

1. Access course materials (like videos, readings, and slides)
2. Submit assignments
3. Take quizzes and exams
4. Participate in discussions
5. Check their grades and receive feedback



THANK  
YOU





## Coast Mountains Board of Education School District 82

### **MEETING AGENDA ITEM #12.1**

|          |                                      |               |              |
|----------|--------------------------------------|---------------|--------------|
| Action:  | X                                    | Information:  |              |
| Meeting: | Regular                              | Meeting Date: | May 28, 2025 |
| Topic:   | <b>Board Chair Report – May 2025</b> |               |              |

#### **Background/Discussion:**

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

Presented by: Board Chair





**BOARD CHAIR REPORT**

**MAY 28, 2025 REGULAR BOARD OF EDUCATION MEETING**

Summer Break is around the corner with approximately five weeks left of school. Schools are busy with spring and year-end events. I had the privilege of spending a half-day at Suwilaawks Community School and enjoyed the artwork by students which includes what they want to see in their new playground. Some very creative and interesting ideas. I plan to visit as many schools as I can in the next month. In making this commitment, I reflect on how busy this year has been and how quickly time has passed.

The British Columbia School Trustees Association's (BCSTA) provincial Annual General Meeting (AGM) took place before the April 30 Regular Board Meeting, therefore, at the May 28 Regular Board Meeting we will report out on the motions that were passed at the AGM. The BCSTA AGM provided a valuable opportunity for provincial trustee advocacy for public education in B.C.

One discussion that is getting more attention is the cost of in-person meetings. There is also the increasing cost of travel for northern school districts. The use of virtual meetings and analyzing the value and expense of in-person meetings is occurring. This is an area that may be considered in the 2025-2026 Annual Operating Budget process to be finalized in early June. In early July 2026, the National Gathering & Congress for the Canadian School Boards Association will be held in Whistler, B.C. and consideration of attending will be reviewed.

Following the May Regular Board Meeting, at the end of this month, Trustees will be participating in a two-day Trustee Orientation in Terrace on the role and functions of a Board of Education. This will be facilitated by Gordon Li, Director Education Services with BCSTA.

The University of Northern British Columbia graduation ceremony for this year's Bachelor of Education (B.Ed.) cohort will take place on June 3 in Terrace. Unfortunately, I will miss the ceremony. However, on behalf of the Board, I would like to extend our congratulations to the graduating B.Ed. students. We warmly welcome you as new educators. Members of our District Education Team will be attending on the Board's behalf and sharing in the celebration of this accomplishment.

Respectfully submitted by,

Trustee Margaret Warcup  
Board Chair

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



**MEETING AGENDA ITEM #12.2**

|          |   |               |              |
|----------|---|---------------|--------------|
| Action:  | X   | Information:  |              |
| Meeting: | Regular   | Meeting Date: | May 28, 2025 |
| Topic:   | <b>Provincial Council Delegate Report - BCSTA 2025 AGM Disposition of Motions</b> |               |              |

**Background/Discussion:**

The British Columbia School Trustees Association's (BCSTA) Annual General Meeting was held April 24-26, 2025 in Vancouver at the Westin Bayshore Hotel.

Trustee Julia Sundell attended the Annual General Meeting (AGM) with CMSD Trustees, Superintendent MacMillan and Secretary Treasurer Fuller. Trustee Sundell also attended the Provincial Council Meeting held during the AGM as the Provincial Councillor representative for the Board.

The BCSTA AGM 2025 Disposition of Motions is attached for Trustees' reference.

Information regarding the BCSTA AGM is also available for Trustees on the BCSTA portal.

**Recommended Action:**

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

Presented by: Provincial Council Trustee

# BCSTA AGM 2025

## DISPOSITION OF MOTIONS

20  
25





## Motions from BCSTA AGM 2025

|   |   |         |
|---|---|---------|
| <b>P1 - A2025P1:<br/>Rules of Order</b>   | That the Annual General Meeting Rules of Order be adopted as presented.   | Carried |
| <b>P2 - A2025P2:<br/>Credential<br/>Committee's<br/>Report - April 25,<br/>2025</b> | That the Credential Committee's Report of April 25, 2025 be adopted as presented.   | Carried |
| <b>P3 - A2025P3:<br/>Legislative<br/>Committee's<br/>Report</b>                     | That the Legislative Committee's report be adopted as presented and the motions as found in the 2025 AGM Handbook be added to the Agenda. | Carried |
| <b>P4 - A2025P4:<br/>Credential<br/>Committee's<br/>Report - April 26,<br/>2025</b> | That the Credential Committee's Report of April 26, 2025 be adopted as presented.   | Carried |
| <b>P5 - A2025P5:<br/>Legislative<br/>Committee's<br/>Report of Late<br/>Motions</b> | That the Legislative Committee's Report of Late Motions be accepted.  | Carried |
| <b>P6 - A2025P6:<br/>Destroy the Ballots</b>  | That the ballots be destroyed.  | Carried |
| <b>P7 - A2025P7:<br/>Adjournment</b>  | That the meeting be adjourned.  | Carried |

## Extraordinary Motions

|  |  |                    |
|--|--|--------------------|
| <b>E1 - A2025E1:<br/>Bylaw 1 -<br/>Membership</b>  | That BCSTA amend Bylaw 1 (Membership) as per the amended attached document.                        | Carried as amended |
| <b>E2 - A2025E2:<br/>Bylaw 2 (Officers)<br/>and Bylaw 3<br/>(Board of<br/>Directors)</b> | That BCSTA amend Bylaw 2 (Officers) and Bylaw 3 (Board of Directors) as per the attached document. | Carried            |

|  |  |         |
|--|--|---------|
| <b>E3 - A2025E3:<br/>Bylaw 15<br/>(Elections of<br/>Officers), Bylaw 4<br/>(Vacancies on the<br/>Board of<br/>Directors), and<br/>Bylaw 5 (Board of<br/>Directors' Duties<br/>and Power)</b> | That BCSTA amend Bylaw 15 (Elections of Officers), Bylaw 4 (Vacancies on the Board of Directors), and Bylaw 5 (Board of Directors' Duties and Power) as per the attached document. | Carried |
| <b>E4 - A2025E4:<br/>Bylaw 7<br/>(Provincial<br/>Council Duties<br/>and Powers)</b>  | That BCSTA amend Bylaw 7 (Provincial Council Duties and Powers) as per the attached document.  | Carried |
| <b>E5 - A2025E5:<br/>Bylaw 10<br/>(Submission of<br/>Motions)</b>  | That BCSTA amend Bylaw 10 (Submission of Motions) as per the attached document.  | Carried |
| <b>E6 - A2025E6:<br/>Bylaw 9<br/>(Delegates and<br/>Voting Powers at<br/>General Meeting)</b>  | That BCSTA amend Bylaw 9 (Delegates and Voting Powers at General Meeting) as per the attached document.  | Carried |
| <b>E7 - A2025E7:<br/>Bylaw 11<br/>(Committees)</b>   | That BCSTA amend Bylaw 11 (Committees) as per the attached document.   | Carried |
| <b>E8 - A2025E8:<br/>Bylaw 12 (Annual<br/>Dues), Bylaw 13<br/>(Suspension of<br/>Member Boards),<br/>Bylaw 17 (Seal),<br/>Bylaw 21<br/>(Association<br/>Records)</b>                         | That BCSTA amend Bylaw 12 (Annual Dues), Bylaw 13 (Suspension of Member Boards), Bylaw 17 (Seal), Bylaw 21 (Association Records) as per the attached document.                     | Carried |

|   |   |                           |
|---|---|---------------------------|
| <b>E9 - A2025E9:<br/>Bylaw 19 (District Branch Associations),<br/>Bylaw 22 (Rules of Order), Bylaw 23 (Association Policies and Operational Guidelines)</b> | <p>That BCSTA amend Bylaw 19 (District Branch Associations), Bylaw 22 (Rules of Order), Bylaw 23 (Association Policies and Operational Guidelines) as per the attached document.</p>  | <p>Carried</p>            |
| <b>E10 - A2025E10:<br/>Indigenous Education Committee Name Change</b>   | <p>That BCSTA change the Indigenous Education Committee to Indigenous Education Advisory Council.</p>   | <p>Carried</p>            |
| <b>E11 - A2025E11:<br/>1.2 FS Values</b>  | <p>That BCSTA amend 1.2 FS as follows:</p> <p><i>BCSTA aspires to embody and work in support of anti-racism, diversity, equity, and inclusion in the public schools of British Columbia.</i></p> <p><i>BCSTA strives to:</i></p> <ul style="list-style-type: none"> <li>• <i>eliminate discrimination in policies, procedures, programs, and services (<del>anti-racism</del>).</i></li> <li>• <i>value human differences within the organization (<del>diversity</del>).</i></li> <li>• <i>ensure that factors such as ancestry, skin colour, place of residence, socio- economic or educational background, sex, gender identity or expression, physical <del>condition</del>, intellectual or cognitive <u>disabilities, etc and/or protected grounds under the British Columbia Human Rights Code</u>, do not determine the outcomes a person achieves (<del>equity</del>).</i></li> <li>• <i>ensure that people of all backgrounds are welcomed and valued (<del>inclusion</del>).</i></li> </ul> <p><i>To those ends, BCSTA commits to:</i></p> <ul style="list-style-type: none"> <li>• <i>Educating ourselves and our members about <del>anti-racism</del>, diversity, equity, and inclusion and how they may be achieved, <u>and about the harms that result from discrimination of any kind, including, by way of example, from racism or ableism.</u></i></li> <li>• <i>Ensuring that <u>our commitment to</u> <del>anti-racism</del>, diversity, equity, and inclusion are evident in all that we do, <u>including by demonstrating through our actions, our rejection of unlawful discrimination of any kind.</u></i></li> <li>• <i>Ensuring that policies and practices of the organization do not contravene the British Columbia Human Rights Code.</i></li> <li>• <i>Supporting equity through our policies, procedures, programs, and services.</i></li> <li>• <i>Advocating for policies and practices that promote <del>anti-racism</del>, diversity, equity, and inclusion in the public schools of British Columbia.</i></li> <li>• <i>Measuring our progress in <del>ensuring</del> <u>advancing</u> diversity, equity, and inclusion <u>by our actions against discrimination.</u></i></li> </ul> | <p>Carried as amended</p> |



|  |   |                           |
|--|---|---------------------------|
| <p><b>E12 - A2025E12:</b><br/><b>1.1 Foundational Statement Mission, 1.2 Foundational Statement Values</b></p> | <p>Be it resolved that the BCSTA append the following text to section 1.1 FS MISSION, and 1.2 FS VALUES of the Policy Book with the bolded statements appearing below:</p> <p>1.1FS MISSION</p> <p>The mission of the BC School Trustees Association (BCSTA) is to support and advocate for effective public Boards of Education in British Columbia.</p> <p>The mission of BCSTA is driven by the following beliefs:</p> <p>We believe that a high-quality public education system is the foundation of a democratic society.</p> <p>We believe that improving student achievement is the key work of locally elected Boards of Education.</p> <p>We believe that the interests of BC students are best met through local decision-making with an engaged community.</p> <p>We believe that an important role of BCSTA is to provide a strong, representative voice for Boards of Education throughout the province.</p> <p>We believe that an important role of BCSTA is to help build effective Boards of Education by providing development, communications, and support services.</p> <p><b>We believe that an important role of BCSTA is to partner effectively with elected officials and governments by taking a nonpartisan approach to advocacy and the establishment of educational policy.</b></p> <p>1.2 FS VALUES</p> <p>In its advocacy, BCSTA will preserve and promote the following principles:</p> <p>publicly-elected control of education in accordance with principles of co-governance;</p> <p>appropriate local autonomy in decision-making and practice; and</p> <p>public influence and <b>non-partisanship</b> involvement in establishment of education policy.</p> | <p>Carried</p>            |
| <p style="text-align: center;"><b>Substantive Motions</b></p>  |   |                           |
| <p><b>13 - A202513:</b><br/><b>Amend 4.2.6 – Sexual Orientation and Gender Identity</b></p>                    | <p>That BCSTA amend the language of Policy Statement 4.2.6 P as follows:</p> <p>4.2.6 P <del>STUDENT</del> <b>SEXUAL ORIENTATION AND GENDER IDENTITY POLICIES</b></p> <p>BCSTA encourages and supports school district policies that specifically address the safety concerns of, and prohibit discrimination against <b>students who identify as 2SLGBTQIA+ (Two-Spirited, Lesbian, Gay, Bisexual, Transgender Persons, Queer and/or Questioning, Intersex, Asexual, with a plus to encompass other forms of sexual orientation and gender expression, such as gender queer or gender nonconforming persons)</b><del>lesbian, gay, bisexual, and trans-gendered students, as well as students who are questioning their sexual orientation or gender identity</del> and those who are harassed due to perceptions of their gender identity or sexual orientation.</p>  | <p>Carried</p>            |
| <p><b>14 - A202514:</b><br/><b>Amend FS 5.3 and Commitment to Truth and Reconciliation</b></p>                 | <p>That BCSTA review and recommend any required updates to Section 5.3 of the Policy Book to ensure this Foundational Statement and related policies reflect the Association's commitment to truth and reconciliation.</p>  | <p>Carried</p>            |
| <p><b>15 - A202515:</b><br/><b>Board of Directors - Regional Representation</b></p>                            | <p>That BCSTA explore restructuring the board of directors to support representation from each branch and that a report be provided before the 2026 Annual General Meeting extraordinary motion deadline.</p>   | <p>Carried</p>            |
| <p><b>16 - A202516:</b><br/><b>Hybrid Options at BCSTA Meetings</b></p>  | <p>That BCSTA research hybrid opportunities for full participation of all trustees at BCSTA meetings and events.</p>  | <p>Carried as amended</p> |

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| <b>17 - A202517:<br/>Trustee Benefits</b>  | That BCSTA Board of Directors explore options to provide trustee benefits in a cost effective manner and report back before the 2026 Annual General Meeting.   | Carried            |
| <b>18 - A202518: Non-voting Student Delegates at the BCSTA Annual General Meetings</b>                               | That BCSTA ceases further exploration of non-voting student delegates at the BCSTA Annual General Meetings.  | Carried            |
| <b>19 - A202519: Post-Secondary Transition Rates</b>   | That BCSTA requests the Ministry of Education and Child Care to revise the Post-Secondary Institute Transition Rate criteria to include students enrolled in BC public school district "Train in Trades" programs and students transitioning to private training institutions or post-secondary institutions outside of British Columbia.          | Carried            |
| <b>20 - A202520: Student Voice</b>   | That BCSTA conduct an environmental scan of practices for incorporating Student Voice in board governance across all school districts and develop resources to support boards of education in building capacity within their student voice structures.   | Carried            |
| <b>21 - A202521: Action to Address Misogyny &amp; Sexism</b>   | That BCSTA advocate to the Ministry of Education and Child Care to work with the Parliamentary Secretary for Gender Equity to develop, promote, implement and fund a K-12 Action Plan to address misogyny & sexism and to include strategies for educators and students to identify and respond to gender-based biases and sexual harassment.      | Carried            |
| <b>22 - A202522: Development of Climate Action Curriculum</b>  | That BCSTA advocate to the Ministry of Education and Child Care for the development of Climate Action and Sustainability Curriculum and funding for teacher training.  | Carried as amended |
| <b>23 - A202523: Middle Years Development Instrument (MDI) funding by Ministry of Education and Child Care (ECC)</b> | That BCSTA urge the Ministry of Education and Child Care to fund the Middle Years Development Instrument (MDI) for all BC school districts.  | Carried            |
| <b>24 - A202524: Teaching Critical Thinking in K-12</b>  | That BCSTA calls on the Ministry of Education and Child Care to support explicit instruction in critical thinking principles at all levels of the K-12 curriculum and provide adequate resources and training for educators.   | Carried            |
| <b>25 - A202525: Revision to Substance Education Curriculum in Response to the Ongoing Opioid Crisis</b>             | That BCSTA advocate to the Ministry of Education and Child Care to fully fund a review and revision of the Substance Education curriculum.<br><br>Further, that the curriculum incorporates targeted education on harm reduction, substance use prevention and mental health, and where appropriate, integrated across multiple areas of learning. | Carried as amended |

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| <b>26 - A202526:<br/>Coordination of<br/>Non Traditional<br/>Initiatives</b>   | That BCSTA request the Ministry of Education and Child Care to coordinate with the appropriate ministries and professional organizations to provide support to school districts when mandating non-traditional education programs and initiatives.  | Carried            |
| <b>27 - A202527: EAs<br/>in Every Primary<br/>Classroom for the<br/>2025-2026 School<br/>Year</b>                          | That BCSTA urges government to keep their 2024 election promise to staff and provide new funding for each classroom with an education assistant for Kindergarten through to Grade 3 no later than the 2025-2026 school year.  | Carried as amended |
| <b>28 - A202528:<br/>Implementation of<br/>the ECC K-12<br/>Work Force Plan</b>  | That BCSTA urge the Ministry of Education and Child Care to enact the K-12 Workforce Plan given the critical provincial retention and recruitment challenges.   | Carried            |
| <b>29 - A202529: LOP<br/>Process with TRB</b>  | That BCSTA advocate to the Ministry of Education and Child Care to work with the Teacher Regulation Branch to streamline the process for Letters of Permission and that they be valid for a two year period.  | Carried            |
| <b>30 - A202530:<br/>Increased Funding<br/>for Public<br/>Education</b>  | That BCSTA urge the Premier, the Minister of Finance, and the Treasury Board to prioritize education funding and increase the percentage of the Provincial Budget that the Ministry of Education and Child Care receives.   | Carried            |
| <b>31 - A202531:<br/>Coordinated,<br/>Funded Provincial<br/>Approach -<br/>Cybersecurity</b>                               | That BCSTA advocate to the Ministry of Citizens' Services, the Ministry of Education and Childcare, and the Ministry of Finance for a coordinated and fully funded provincial plan to mitigate the risks and challenges districts face in implementing and sustaining cybersecurity measures.                     | Carried            |
| <b>32 - A202532:<br/>Fund Automated<br/>External<br/>Defibrillators<br/>(AED's) in All<br/>Public School<br/>Buildings</b> | That BCSTA advocate to the Minister of Education and Child Care and the Minister of Health that the Provincial Government fully fund the purchase, installation, maintenance and ongoing training for the deployment of Automated External Defibrillators (AEDs) in all public school and district buildings.     | Carried as amended |
| <b>33 - A202533:<br/>SOFI Reporting<br/>Threshold Increase</b>   | That BCSTA request that the Minister of Finance review, for the purpose of increasing, the reporting thresholds applied in the annual Statement of Financial Information (SOFI) Report.   | Carried            |
| <b>34 - A202534:<br/>Adequate Funding<br/>for Costs in<br/>Childcare</b>   | That the BCSTA requests the Ministry of Education and Child Care work with the Parliamentary Secretary for Child Care, to provide dedicated funding directly to boards of education in covering all costs for district childcare facilities, so that these expenses are not funded by the K-12 education budgets. | Carried            |



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| <b>35 - A202535:<br/>Fully Funding<br/>Year End FTE<br/>Staffing Costs</b>   | That BCSTA advocate to the Ministry of Education and Child Care and the Ministry of Finance to fully fund costs based on year-end staff FTE counts for each school year.  | Carried |
| <b>36 - A202536:<br/>Funding and<br/>Support for<br/>Inclusive<br/>Classrooms in<br/>Kindergarten to<br/>Grade Three</b>         | That BCSTA requests the Ministry of Education and Child Care to provide funding and support to students in kindergarten to grade three using a social model instead of a medical model.   | Carried |
| <b>37 - A202537:<br/>Funding &amp;<br/>Support for<br/>Engaging<br/>Community in<br/>Inclusive<br/>Education<br/>Initiatives</b> | That BCSTA advocate to the Provincial Government for sustained funding to engage school districts and public education partners in a coordinated effort to improve community understanding of Sexual Orientation Gender Identity Inclusive education<br><br>AND that BCSTA support member boards in those initiatives.  | Carried |
| <b>38 - A202538:<br/>Funding for Pre<br/>Kindergarten<br/>Programs</b>   | That BCSTA advocate to the Ministry of Education and Child Care to provide sustainable and targeted early learning funding to school districts, ensuring equitable access to pre kindergarten educational opportunities and screening.  | Carried |
| <b>39 - A202539:<br/>Sustainable<br/>Funding for<br/>School District<br/>Benefit Costs</b>                                       | That BCSTA urge the Ministry of Education and Child Care to provide the necessary funding to fully cover the actual School District costs associated with increased extended health and dental benefits premiums incurred as a result of negotiated collective agreement terms.   | Carried |
| <b>40 - A202540: Air<br/>Quality and<br/>Temperature<br/>Facility Funding</b>  | That BCSTA requests that the Ministry of Education and Child Care, the Ministry of Emergency Management and Climate Readiness and the Ministry of Infrastructure provide funding to address issues related to increasing temperature and negative air quality experienced in district facilities.   | Carried |
| <b>41 - A202541:<br/>Funding for<br/>Portables</b>   | That BCSTA request the Ministry of Education and Child Care to work with the Ministry of Infrastructure to protect and prioritize school district operating budgets to ensure funds are directed primarily towards student learning by establishing a separate and distinct funding envelope specifically designated for portables and their related infrastructure costs (including site preparation, moving, furnishing, removal, and decommissioning). | Carried |