



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

**BOARD OF EDUCATION
REGULAR BOARD MEETING**

**HAZELTON SECONDARY SCHOOL
CAFETERIA**

WEDNESDAY, APRIL 24, 2024

5:00 P.M.

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

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



**COAST MOUNTAINS BOARD OF EDUCATION SCHOOL DISTRICT 82
REGULAR MEETING OF THE BOARD OF EDUCATION
WEDNESDAY, APRIL 24, 2024 – 5:00 P.M. – HAZELTON SECONDARY SCHOOL (CAFETERIA)
HYBRID MEETING (IN-PERSON OR VIRTUAL VIA ZOOM)**

A G E N D A

1.	ACKNOWLEDGEMENT OF THE TERRITORIES & CALL TO ORDER			
2.	DECLARATION OF QUORUM			
3.	APPROVAL OF AGENDA	Motion		
4.	APPROVAL OF MINUTES OF PRIOR MEETING			
	4.1 Special Board Meeting, February 27, 2024	Motion	Attachment	Pages 2-6
5.	RECEIPT OF RECORDS OF IN CAMERA MEETING			
	5.1 Summary of Special In Camera Meeting, March 8, 2024	Motion	Attachment	Pages 7-8
	5.2 Summary of Special In Camera Meeting, March 15, 2024	Motion	Attachment	Pages 9-10
6.	BUSINESS ARISING FROM THE MINUTES			
	6.1 Ministry Approval – 2022-2023 Indigenous Education Fund Carry Forward	Motion	Attachment	Pages 11-15
	6.2 Proposed Catchment Review: Suwilaawks Community School & Cassie Hall Elementary School	Motion	Attachment	Page 16
7.	CORRESPONDENCE			
	- There was no correspondence received.			
8.	SUPERINTENDENT OF SCHOOLS' MONTHLY REPORT – APRIL 2024	Motion	Attachment	Pages 17-21
9.	INDIGENOUS EDUCATION REPORT – APRIL 2024	Motion	Attachment	Pages 22-24
10.	STANDING COMMITTEE REPORTS			
	10.1 <u>Business Committee Report</u> (Trustee Ed Harrison)			
	10.1.1 Business Committee Meeting Minutes, April 10, 2024	Motion	Attachment	Pages 25-27
	10.1.2 Ministry Estimated Operating Grants 2024-2025 Announcement	Motion	Attachment	Pages 28-35
	10.1.3 Ministry Response to Annual Five-Year Capital Plan Submission 2024-2025 & Capital Bylaw 2024/25 – CPSD82-01	Bylaw Readings	Attachment	Pages 36-40
	10.2 <u>Education Committee Report</u> (Trustee Karen Jonkman)			
	10.2.1 Education Committee Meeting Minutes, April 10, 2024	Motion	Attachment	Pages 41-63
11.	NEW BUSINESS			
	- There is no new business to report.			
12.	TRUSTEE REPORTS			
	12.1 Board Chair Report – April 2024	Motion	Attachment	Pages 64-65
	12.2 Trustee Reports	Information	Verbal	
13.	QUESTION PERIOD			
14.	ADJOURNMENT			

**SPECIAL MEETING OF THE BOARD OF EDUCATION
OF SCHOOL DISTRICT 82 (COAST MOUNTAINS)
WEDNESDAY, FEBRUARY 27, 2024 – 5:00 P.M.
BOARD OF EDUCATION OFFICE – HYBRID MEETING (IN PERSON OR VIRTUAL)**

PRESENT WERE:

(virtual) Chair - M. Warcup
(virtual) - S. Duncan-Green
- E. Harrison
(virtual) - W. Jones
(virtual) Vice Chair - K. Jonkman
(virtual) - M. Maxim
(virtual) - J. Sundell
- A. Callaghan
- G. Fuller
- C. Gagnon

Superintendent of Schools
Secretary Treasurer
Recording Secretary

DISTRICT STAFF PRESENT:

Director of Human Resources
Director of Instruction, Learner Support
Director of Facility Services
(virtual) - K. Bath
- J. Nieckarz
- R. Schibli

Board Chair Warcup acknowledged with respect the school district's business being conducted on the unceded and traditional territories of the Gitksan, Haisla, Nisga'a, Ts'msyen, Wet'suwet'en and Lheidli T'enneh Peoples noting she was attending the meeting virtually from Smithers and Trustees Duncan-Green, Jones, Jonkman, Maxim and Sundell were attending virtually from Kitimat, Stewart, Terrace and Prince George respectively. We are honoured to work with their children and privileged to live on these lands.

A warm welcome was extended to meeting guests who joined in person and virtually noting the meeting was also livestreamed via CMSD82's YouTube Channel. Board Chair Warcup shared the meeting's main agenda item was the third reading of the 2023-2024 Amended Annual Budget Bylaw.

Board Chair Warcup reminded meeting attendees there are no Committee Meetings or Board Meetings scheduled in March. The next hybrid Board Meeting is scheduled on Wednesday, April 24 at 5:00 p.m. in Hazelton (school venue to be confirmed). On behalf of the Board, she wished everyone a safe and enjoyable Spring Break - please take time to relax, rest and be with family and friends.

1. CALL TO ORDER

Board Chair Warcup called the meeting to order at 5:04 p.m.

2. DECLARATION OF QUORUM

A quorum was declared.

3. APPROVAL OF AGENDA

Motion #8606

THAT the agenda be adopted as circulated.

Trustee Maxim requested an agenda item be added pertaining to correspondence he received from Board Chair Warcup. Board Chair Warcup noted the correspondence was meant for discussion with her. Board Chair Warcup asked Trustees if they wished to amend the agenda to add Trustee Maxim's agenda item. Trustees did not move a motion to add an agenda item.

Carried

In Favour 6 / Opposed 1 (Trustee Maxim)

4. APPROVAL OF MINUTES OF PRIOR MEETING

4.1 Regular Meeting, February 21, 2024

Motion #8607

THAT the minutes of the Regular Meeting of the Board held February 21, 2024 be approved.

Carried

In Favour 6 / Opposed 1 (Trustee Maxim)

5. RECEIPT OF RECORDS OF IN CAMERA MEETING

5.1 Summary of In Camera Meeting, February 21, 2024

Motion #8608

THAT the Summary of the In Camera Meeting of the Board held February 21, 2024 be approved.

Carried

In Favour 6 / Opposed 1 (Trustee Maxim)

6. BUSINESS ARISING FROM THE MINUTES

There was no business arising from the minutes to report.

7. STANDING COMMITTEE REPORT

7.1 Business Committee Report (Trustee Ed Harrison)

7.1.1 2023-2024 Amended Annual Budget Bylaw – Third Reading

A Bylaw of THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 82 (COAST MOUNTAINS) (called the "Board") to adopt the Amended Annual Budget of the Board for the fiscal year 2023-2024 pursuant to section 113 of the *School Act*, R.S.B.C., 1996, c. 412 as amended from time to time (called the "Act").

1. The Board has complied with the provisions of the Act, Ministerial Orders, and Ministry of Education and Child Care Policies respecting the Amended Annual Budget adopted by this bylaw.
2. This bylaw may be cited as School District No. 82 (Coast Mountains) Amended Annual Budget Bylaw for fiscal year 2023-2024.
3. The attached Statement 2 showing the estimated revenue and expense for the 2023-2024 fiscal year and the total budget bylaw amount of \$78,269,272 for the 2023-2024 fiscal year was prepared in accordance with the Act.
4. Statement 2, 4 and Schedules 1 to 4 are adopted as the Amended Annual Budget of the Board for the fiscal year 2023-2024.

Motion #8609

THAT the 2023-2024 Amended Annual Budget Bylaw (Version: 1947-1201-8219) be read a third time, passed and adopted, the 27th day of February, 2024.

Carried
All in Favour

8. TRUSTEE REPORT

8.1 BCSTA Provincial Council Report

Motion #8610

THAT the Board receive for information the BCSTA Provincial Council Report as presented at the February 27, 2024 Special Board Meeting.

Carried
All in Favour

9. QUESTION PERIOD

There were no questions posed.

10. ADJOURNMENT

The meeting was adjourned at 5:14 p.m.

Board of Education Chair

Secretary Treasurer



**SUMMARY OF PROCEEDINGS AND DECISIONS MADE AT THE
SPECIAL IN CAMERA MEETING OF THE BOARD OF EDUCATION
SCHOOL DISTRICT 82 (COAST MOUNTAINS)
HELD MARCH 8, 2024
PURSUANT TO SECTION 72(3) OF THE SCHOOL ACT**

The Board of Education:

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



**SUMMARY OF PROCEEDINGS AND DECISIONS MADE AT THE
SPECIAL IN CAMERA MEETING OF THE BOARD OF EDUCATION
SCHOOL DISTRICT 82 (COAST MOUNTAINS)
HELD MARCH 15, 2024
PURSUANT TO SECTION 72(3) OF THE SCHOOL ACT**

The Board of Education:

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



MEETING AGENDA ITEM #6.1

Action:	X	Information:	
Meeting:	Regular	Meeting Date:	April 24, 2024
Topic:	Ministry Approval – 2022-2023 Indigenous Education Fund Carry Forward		

Background/Discussion:

Reference the attached correspondence received March 26, 2024 from the Deputy Minister of Education and Child Care granting approval pursuant to Section 106.4(2) of the *School Act* for Board of Education for Coast Mountains School District to underspend its 2022-2023 school year Indigenous Education targeted funds in an amount up to \$415,680.

This variation of direction was granted on the condition that these funds will be brought forward and added to the 2023-2024 school year Indigenous Education targeted amount to be expended on Indigenous Education programs as detailed in the Deputy Minister’s letter.

The Board’s letter to the Minister of Education dated September 25, 2023 requesting approval to underspend its targeted Indigenous Education funding for the 2022-2023 school year is attached for information.

The Deputy Minister’s correspondence was received over Spring Break and was inadvertently overlooked for presentation at the Business Committee Meeting held on April 10, 2024, therefore, it is being forwarded directly to the Board for information.

Recommended Action:

THAT the Board receive the Deputy Minister of Education and Child Care’s correspondence granting approval pursuant to Section 106.4(2) of the *School Act* for the Board of Education for Coast Mountains School District 82 to underspend its 2022-2023 school year Indigenous Education targeted funds in an amount up to \$415,680.

Presented by: Secretary Treasurer



March 26, 2024

Ref: 294012

Margaret Warcup, Chair
Board of Education
School District No. 82 (Coast Mountains)
Email: margaret.warcup@cmsd.bc.ca

Dear Margaret Warcup:

I am responding to your letter dated September 25, 2023, requesting approval for the Coast Mountains Board of Education to underspend its targeted Indigenous Education funding amount for the 2022/23 school year. As this is targeted funding under Section 106.4 of the *School Act*, Boards of Education must request permission from the Minister of Education and Child Care to underspend their target on an annual basis. As Deputy Minister of Education and Child Care, I am pleased to respond on the Minister's behalf.

Pursuant to section 106.4(2) of the *School Act*, approval is granted for the Board to underspend its 2022/23 school year Indigenous Education target in an amount up to \$415,680. This variation of direction is granted on the condition that these funds will be brought forward and added to the 2023/24 school year Indigenous Education targeted amount to be expended on Indigenous Education programs. I encourage you to discuss your Indigenous Education targeted funding plans with the District Indigenous Education Council or equivalent to ensure respectful and meaningful engagement with Indigenous Peoples on the use of these funds.

The attachment to this letter contains statistics about your school district's Indigenous student outcomes. I hope we will see you build upon these achievements and strive for strong academic results for all your students in the current and subsequent school years.

If you have any questions or require further information regarding the financial reporting of Indigenous Education expenses, please contact Ian Aaron, Director, School District Financial Reporting, Resource Management Division, by phone at (250) 415-1073 or by email at Ian.Aaron@gov.bc.ca.

.../2

If you have any questions or require further information regarding how the Ministry of Education and Child Care is supporting delivery of Indigenous Education programs, please contact Francis Recalma, Manager, Indigenous Education, System Liaison and Supports Division, by phone at (250) 882-6273 or by email at Francis.Recalma@gov.bc.ca.

Again, thank you for writing.

Sincerely,



Christina Zacharuk
Deputy Minister

Attachment – SD82 (Coast Mountains) Indigenous Student Achievements

cc: Ian Aaron, Director, School District Financial Reporting, Resource Management Division,
Ministry of Education and Child Care
Caroline Ponsford, A/Executive Director, Resource Management Division,
Ministry of Education and Child Care
Amber Shilling, Executive Director, System Liaison and Supports Division,
Ministry of Education and Child Care
Francis Recalma, Manager, Indigenous Education, System Liaison and Supports Division,
Ministry of Education and Child Care
Aaron Callaghan, Superintendent, School District No. 82 (Coast Mountains)
Ginger Fuller, Secretary-Treasurer, School District No. 82 (Coast Mountains)
Robert Clifton, Director of Indigenous Instruction, School District No. 82 (Coast Mountains)

Attachment – SD82 (Coast Mountains) Indigenous Student Achievements

Foundation Skills Assessment

In 2022/23 on the Grade 4 Literacy assessment, 50% of Indigenous students were “On Track” or “Extending” expectations on the revised FSA compared to 67% of Non-Indigenous students in SD82.

In 2022/23 on the Grade 4 Numeracy assessment, 25% of Indigenous students were “On Track” or “Extending” expectations on the revised FSA compared to 54% of Non-Indigenous students in SD82.

In 2022/23 on the Grade 7 Literacy assessment, 31% of Indigenous students were “On Track” or “Extending” expectations on the revised FSA compared to 50% of Non-Indigenous students in SD82.

In 2022/23 on the Grade 7 Numeracy assessment, 17% of Indigenous students were “On Track” or “Extending” expectations on the revised FSA compared to 35% of Non-Indigenous students in SD82.

Six-year Completion Rate

Six-year completion rate for Indigenous students has decreased from 68.6% in 2018/19 to 63.8% in 2022/23.

Six-year completion rate for Non-Indigenous students has increased from 86.4% in 2018/19 to 86.9% in 2022/23.

Transitions to BC Public Post-Secondary Institutions

Of 81 Indigenous graduates from SD82 in 2017/18, 38 (47%) immediately transitioned to B.C. public post-secondary institutions, and within 4 years after grad, 52 (64%) had transitioned into post-secondary.

Of 172 Non-Indigenous graduates from SD82 in 2017/18, 89 (52%) immediately transitioned to B.C. public post-secondary institutions, and within 4 years after grad, 112 (65%) had transitioned into post-secondary.



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

September 25, 2023

Honourable Rachna Singh
Minister of Education and Child Care
PO Box 9045, Stn Prov Govt
Victoria, BC V8W 9E2
Email: ecc.minister@gov.bc.ca

Dear Minister Singh:

In accordance with Section 106.4(2) of the *School Act*, Coast Mountains Board of Education School District 82 (CMSD) formally requests approval to underspend the school district's 2022-2023 Indigenous Education Program Targeted Funds in the amount of \$415,680 as follows:

2022-2023 Ministry Funding Allocation	\$3,583,563
2022-2023 CMSD Indigenous Education Expenditures	<u>(\$3,167,883)</u>
Carry Forward as of June 30, 2023	<u>\$ 415,680</u>

During the 2022-2023 school year, an extensive plan to deliver a diversified approach to meeting the needs of Indigenous learners in Coast Mountains School District was finalized. The plan includes the reimagining of roles and responsibilities as well as a variety of resource commitments that will lead to improved outcomes for Indigenous learners including:

- New positions within the Indigenous Education Department in support of mental health, outreach, cultural teachings and increased graduation success.
- Resources to support the creation of culturally safe learning spaces in all schools.
- Technology in support of the tracking of service delivery for Indigenous children and youth.
- Drum kits for all schools to support cultural drumming and singing.

The identified carry forward is anticipated to be fully utilized within the 2023-2024 school year.

Your consideration of this request is greatly appreciated.

Sincerely,

Margaret Warcup
Board of Education Chairperson

cc: Mr. Ian Aaron, Director, School District Financial Reporting Unit
Ministry of Education and Child Care



MEETING AGENDA ITEM #6.2

Action:	X	Information:	
Meeting:	Regular	Meeting Date:	April 24, 2024
Topic:	Proposed Catchment Review: Suwilaawks Community School and Cassie Hall Elementary School		

Background/Discussion:

At the November 21, 2023 Regular Board Meeting, the Board approved a boundary review to the Suwilaawks Community School and Cassie Hall Elementary School catchment boundaries. Research and consultation were conducted on a proposed school catchment boundary change that would affect both Suwilaawks Community School and Cassie Hall Elementary School.

Suwilaawks Community School's enrollment is at the highest it has been in the past five (5) years, approximately 360 learners, a trend that is expected to continue. In contrast, Cassie Hall Elementary School has approximately 152 learners, with space to accommodate up to another 75-100 learners.

Members of the school district's Senior Leadership Team prepared a presentation on the proposed changes and asked for feedback from parents-caregivers, school staff, rightsholders and partner groups. Feedback was requested through the school district's website, email, an in-person session held at Suwilaawks Community School, through a virtual Zoom meeting and through direct communications with the Kitsumkalum First Nation.

The overwhelming majority of feedback received was about students having to change their school communities, safety concerns for crossing the overpass, Highway 16 and railroad tracks as well as logistics regarding bussing. With the new amended legislation Bill 40 including School of Choice, the Kitsumkalum First Nation has chosen to currently remain with Suwilaawks Community School. The following options, for the Board's consideration, were developed from data and feedback received:

- Option 1 Move forward with the catchment boundary change, not supported by the consultation feedback.
- Option 2 Manage school enrollment through strict management of cross boundary applications and firm enrollment limit based on class size and building capacity. *(Recommended)*
- Option 3 Status quo, leaving enrollment and capacity management at the school level, with cross boundary restrictions, not feasible with current enrollment trends.

Recommended Action:

THAT the Board approve Option 2, recommended by the Senior Leadership Team members, based on data and feedback received during the research and consultation conducted on the proposed school catchment boundary for Suwilaawks Community School and Cassie Hall Elementary.

Presented by: Secretary Treasurer

Superintendent's Report to the Board

April 2024



@CoastMountainsSchoolDistrict



@CoastMountainsSchools



@CoastMtnSD

A Message from the Superintendent

Ama sah,

It has been a pleasure in recent weeks to witness several exciting projects taking place around Coast Mountains School District. One personal and professional highlight for me has been the Gitksan K-4 Language information sessions held in four different communities during the month of April. It is evident from the sessions that there is great interest in launching this immersive language revitalization program for our youngest learners, and that there is abundant support within the local Gitksan community to ensure the program thrives over time. Hamiyaa to all those who attended the sessions, and to the Gitksan Language Curriculum Development Team members for their dedication to this project which is of vital importance to both the Gitksan Nation and school district.

This semester schools in Coast Mountains have benefited from an influx of students from around the globe participating in the district's International Student Program. Joe Dominquez, Program Administrator, and Vice Principal at Caledonia Secondary School, has worked to grow the program largely with the intentional promotion of the wonderful opportunities in this part of the province as well as the incorporation of a home stay component. Participants are experiencing success on all fronts, building relationships and learning a great deal about our Northwest communities, and the program anticipates further growth in 2024-25.



CMSD International Students experienced the oolichan harvest recently on an excursion to Kincolith in the Nass River Valley.

Efforts aligning with the Board of Education's Strategic Plan continue to be prioritized as the 2023-24 Action Plan unfolds. Since the last report there has been a focus on the professional growth of teachers and administrators with K-3 literacy training, further consultation and development of the K-12 Mental Health & Wellness Plan, school-based engagements to activate student voice and agency, and ongoing recruitment of qualified teachers to fill vacant teaching assignments in the fall. There is much work to do, and I have a great deal of appreciation for all those who are working intentionally with a lens of equity to improve outcomes for learners across all corners of the district.

Sincerely,

Aaron Callaghan
Superintendent



Upcoming Dates

April 23 – All Our Relations | Equity in Action Meeting

April 28 – National Day of Mourning

May 5 – National Day of Awareness of MMIWG2S

May 7 – Business Committee Meeting

May 8 – Elders & Role Models Gathering

May 8 – Education Committee Meeting

May 20 – Victoria Day (No Classes)

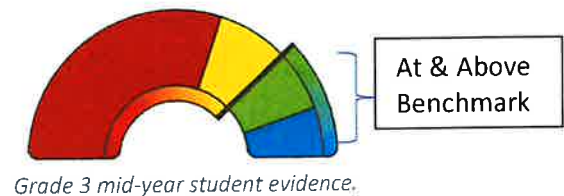


Updates on Strategic Plan 2023-24 Action Plan

Goal – All students will realize their full potential.

Literacy has been identified as a primary driver of student success in school and life, and this year has been the first year of implementation of the K-3 Literacy Plan. Many teachers have been participating, implementing UFLI as a tool for instruction and intervention. Acadience, a Literacy diagnostic tool, has also been implemented to assess student skills across fundamental Literacy pillars and support student progress monitoring. Ongoing learning is taking place among teachers and school leaders with student growth anticipated over time with professional capacity and appropriate resource allocation. **Mid-Year Student Evidence** (February) indicates the following across K-3:

Grade Level	% On Track or Extending
Kindergarten	19%
Grade 1	26%
Grade 2	30%
Grade 3	24%



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

Students achieve their full potential in environments that are equitable, free of racism and systemic barriers, and where they feel safe, respected, and valued. As part of this year's Student Voice engagements and aligning with the district Action Plan, secondary learners responded to questions specific to racism in our schools. With over 100 students participating, responses were as follows:

Question	Yes	No
Have you witnessed racism at school?	60%	40%
Have you been discriminated against at school this year?	38%	62%

Select responses to "What can your school do to eliminate racism?" include:

- Educate more about these problems.
- Increase the number of Indigenous staff.
- Teach about racist behaviour.
- Talk about it more / school assemblies for example.
- Don't walk past it / enforce consequences.

Goal – We will facilitate well-being across the district.

The School District Mental Health Working Group has continued to make progress towards the development of a **K-12 Mental Health & Wellness Plan** in cooperation with BC Children's Hospital. With input from more than 300 survey participants, possible priority areas include:

- Digital Safety
- Mental Health Literacy
- Building Relationships with Students, Staff & Communities

Superintendent's Report to the Board

April 2024



Gitxsan Language K-4 Immersion Program

Four community information sessions were held across the traditional Gitxsan laxlip (territory) during the month of April to share details of the proposed Gitxsan Immersion program launching as early as September 2024. Discussions were



Members of the Gitxsan Language Curriculum Development Team following a session at Hagwilget Hall.

led by Monica Simms (Gitxsan Government Commission) and Pansy Wright-Simms (Gitanmaax First Nation) and included insights from knowledge holders and several members of the curriculum development team. The story of Gitxsanimx language and Gitxsan culture were shared, along with rich discussions about the benefits to learners, families and the community stemming from the implementation of the Immersion program including:

- Increased communication with Elders.
- Appreciation of Gitxsan culture and learning culturally important words and ideas.
- Connections with family members who are language speakers.
- Strengthened sense of identify and self-expression.
- Passing along knowledge gained with future generations.

Families interested in learning more about the program can contact Monica Simms with the Gitxsan Government Commission. The School District will be sharing more about the possible program launch in the coming weeks.

Student Use of Cell Phones in Schools – Community Engagement

Well over 500 learners, parents, staff and community partners recently provided input to the School District on students' use of cell phones in school. Participants were surveyed as to their perspectives on the need for additional measures, beyond those identified in Policy 1090: Bring Your Own Technology, to support student safety and minimize distractions for learners caused by cell phone use. Participants were also asked to weigh in on what additional measures might look like for learners at elementary, middle and secondary grade levels. The results from the surveys are currently being reviewed by the district's Policy Committee, with any policy updates (if necessary) coming into effect for the beginning of the 2024-25 school year.



Coast Mountains School District is in service to diverse First Nations, Métis and Inuit learners and their caregivers who live, learn, and play on the traditional lands of the Gitxsan, Haisla, Nisga'a and Ts'msyen peoples.

Superintendent's Report to the Board April 2024



This Month On Social Media...



@CoastMountainsSchoolDistrict



@CoastMountainsSchools



@CoastMtnSD



February 28 was Pink Shirt Day where allyship was promoted across schools, creating spaces where all feel safe, valued and heard.



Dr. Jane Smith offers closing thoughts at the Gitksan Language Information Session held at the Gitanmaax Hall.



Secondary learners from Parkside and Caledonia Schools participated in a Youth Trades Sampler hosted by our partners at Kitselas Five Tier Systems (K5T).



The All Our Relations Working Group gathered to dialogue around improving outcomes for Indigenous children and youth in Coast Mountains School District.



MEETING AGENDA ITEM #9.

Action: X Information:
Meeting: Regular Meeting Date: April 24, 2024
Topic: **Indigenous Education Report – April 2024**

Background/Discussion:

Attached for reference is the Indigenous Education Report for presentation at the April 24, 2024 Regular Board Meeting as prepared by the Director of Instruction, Indigenous Education, Robert Clifton.

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 April 2024.

Presented by: Superintendent of Schools



Indigenous Education Update

April 2024

Submitted to the Superintendent by Robert Clifton,
Director of Instruction – Indigenous Education

Indigenous Education Department (IED) Staff

April In-Person Training Days

- IED staff participated in two-day training sessions on April 18 and 19 facilitated by Robert Clifton, Kathy Sawchuk and Beverly Azak.
- Our focus was on learning three compassionate systems tools to build capacity in the levels of listening, the ladder of inference, and systems awareness. These tools help build understanding in the goal setting tool that we have introduced this year, to increase Indigenous learners' agency over their own learning.
- We also explored the categories of service to Indigenous learners that are reported in EdPlan Insight to create a greater understanding of what to capture in reporting, to ensure we are following Ministry requirements and to ensure the width and breadth of enhanced services they provide are being accurately captured.

School Improvement Plan – Hazelton & Kitwanga Principals & Vice Principals

- On April 16, Principals & Vice Principals gathered at Hazelton Secondary School with Director Clifton and Kathy Sawchuk for a day of sharing and learning to create greater impact in activating school improvement plans. Alignment in how the elementary growth plans connected to the high school improvement plan was identified, and how the plans for responding to the needs of Indigenous learners were explored and refined.

All Our Relations Gathering – Equity In Action

- Our second session of All Our Relations gathered yesterday, April 23, facilitated by Aaron Callaghan, Beverly Azak, Julia Nieckarz and Kathy Sawchuk.
- The focus of the session was to continue to build relationality and imagining a hope-filled bright future for Indigenous learners, review compassionate systems tools to improve how we work in shared collaborative partnerships.

Indigenous Education Graduation Advisors (IEGA's)

- Beverly Azak will be assuming the responsibilities of this role as of April 2, 2024 in addition to her role as District Vice Principal.
- IEGA's met with Director Clifton to review plans for the focus of the responsibilities as we wrap up the school year.
- Stories of impact, related to this role and how it impacts Indigenous Learner success, will be shared at our IED – Stories of Impact Gathering on June 14, 2024.

Stories of Impact Gathering

- On June 14 from 9am-3pm, the IED will be hosting education partners and guests to come and witness the impactful work that the IED has been engaged with over the 2023-2024 school year. This day of celebration will feature Indigenous learner voice and the stories of the Indigenous Education Department staff who provide enhanced services and programs to Indigenous children and youth.

Elders & Knowledge Holders In-Residence & Role Models Program Gathering

- On May 8, our department will be gathering with community members who enrich the cultural and language learning in our schools. We are exploring the feasibility and way in which we could launch an elders in-residence program, to enhance the way Indigenous ways of being and knowledge is being shared for rich learning opportunities for learners and so Indigenous learners benefit from having a connection to elders wisdom and guidance on a regular basis.

Model Local Education Agreements & Updated Indigenous Targeted Funds Policy

- On April 19, 2024 the Ministry of Education and Child Care released the Model Local Education Agreement (LEA). Starting April 30, First Nations and Treaty First Nations have the option to apply a Model LEA for the 2024-2025 school year with Boards of Education if a First Nations requests it, and no LEA is currently in place. The document will soon be available on the Ministry website for review.
- In the 2024-25 school year, Indigenous Education Councils (IEC) will support Boards of Education in the provision of education and supports for Indigenous students, including providing advice on, and approving the Board's spending plans and reporting in relation to Indigenous Education Targeted Funds (IETF). The Ministry has updated the IETF policy, on an interim basis, to align with IEC implementation.
- The changes to the IETF policy outline the requirement of IECs to be involved in the planning, spending, and reporting of Indigenous Education Targeted Funds. Where a school district has prior year unspent IETF, the planning, spending, and reporting of those surplus funds need to be approved by the IEC in accordance with Ministry direction. This is an interim update to the IETF policy. Future work on a more substantial IETF policy update will be done in conjunction with an update to the compliance audit.

Sincerely,



Robert Clifton
Director of Instruction, Indigenous Education

Coast Mountains School District 82 acknowledges with respect the lands on which we live, work, play and learn as the traditional and unceded territories of the Gitksan, Haisla, Nisga'a and Ts'msyen Peoples.



MEETING AGENDA ITEM #10.1.1

Action: X Information:
Meeting: Regular Meeting Date: April 24, 2024
Topic: **Minutes of the Business Committee Meeting, April 10, 2024**

Background/Discussion:

Minutes as attached.

Recommended Action:

THAT the minutes of the Business Committee Meeting held April 10, 2024 be received for information.

Presented by: Secretary Treasurer



BUSINESS COMMITTEE MEETING
Wednesday, April 10, 2024 – 10:30 a.m. to 12:00 p.m.
Virtual via Zoom

Committee Members:

Trustee Ed Harrison (Chair)
 Aaron Callaghan, Superintendent of Schools
 Trustee Sonny Duncan-Green
 Ginger Fuller, Secretary Treasurer

Recording Secretary:

Blanche Olson-Wight, Executive Assistant

Guests:

Kiran Bath, Director of Human Resources
 Lynda Lang, Manager of Finance
 Robert Schibli, Director of Facility Services

MEETING MINUTES

Items	Action
<p>The meeting was chaired by Trustee Ed Harrison and called to order at 10:28 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.</p>	
<p>1. Previous Meeting Minutes - February 14, 2024</p>	<p>1. The minutes of the previous Business Committee Meeting held on February 14, 2024 were accepted as presented.</p>
<p>2. Human Resources 2.1 Grievance Update – CMTF & CUPE</p>	<p>2.1 Human Resources 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 no grievances. CMTF current numbers are four-Step 1 & 2 grievances, and two-Step 3 grievances. Information only; no action required.</p>
<p>3. Facilities/Transportation/OH&S 3.1 Monthly Facilities Report, April 2024</p>	<p>3.1 Director Schibli discussed the 2024-2025 Minor Capital Response Letter from the Ministry of Education and Child Care confirming approved projects which include HVAC upgrades at Kitimat City High, building envelope upgrades at Uplands Elementary, accessible playground equipment at Suwilaawks Community School and kitchen upgrades at Caledonia Secondary. The new playground at Thornhill Primary School will move forward in May and June. The district provided three facilities for the Nisga'a hosted Junior All Native Basketball Tournament during Spring Break.. Sweeping of parking lots is about 60% complete. Diversified Transportation has been running all bus routes and are in the testing stage for a student tracking app. Information only; no action required.</p>



<p>3. Facilities/Transportation/OH&S (continued) 3.2 District Joint OH&S Committee Meeting Minutes – February 29, 2024</p>	<p>3.2 Secretary Treasurer Fuller presented the February 29, 2024 District Joint OH&S Committee Meeting Minutes for information. Information only; no action required.</p>
<p>4. Board Representations 4.1 BCPSEA 4.2 BCSTA</p>	<p>4.1 No Report 4.2 No Report</p>
<p>5. Outstanding Items from Previous Meeting</p>	<p>5. There were no outstanding items from the previous meeting.</p>
<p>6. Finances 6.1 Monthly Financial Statements, February 29, 2024 6.2 Ministry of Education and Child Care Estimated Operating Grants 2024/25 Announcement 6.3 Ministry of Education and Child Care Response to Annual Five-Year Capital Plan Submission 2024/25 & Capital Bylaw 2024/25-CPSD82-01</p>	<p>6.1 Secretary Treasurer Fuller spoke to the February 29, 2024 Monthly Financial Statements, there were no areas of concern. Information only; no action required.</p> <p>6.2 Secretary Treasurer Fuller shared the Ministry of Education and Child Care Estimated Operating Grants 2024/25 Announcement. On March 14, 2024 the 2024/25 estimated operating grants for all 60 boards of educations was announced. School district allocations are based on projected enrolments for the 2024/25 school year. Action: Forward for information the Ministry of Education and Child Care Estimated Operating Grants 2024/25 Announcement to the next Regular Board Meeting on April 24, 2024.</p> <p>6.3 Secretary Treasurer Fuller spoke to the Ministry of Education and Child Care Response to the Annual Five-Year Capital Plan Submission 2024/25 & Capital Bylaw No. 2024/25-CPSD82-01. As outlined in the Ministry's March 15, 2024 letter, our district will receive funding support for Minor Capital Projects under the School Enhancement Program (SEP), Carbon Neutral Capital Program (CNCP), Playground Equipment Program (PEP), and Food Infrastructure Program (FIP) noting that the design process, tender and construction of these projects must be completed by March 31, 2025. Action: Forward for information the Ministry of Education and Child Care Response to the Annual Five-Year Capital Plan Submission 2024/25 and forward with the recommendation that the Board pass and adopt the Capital Bylaw No. 2024/25-CPSD82-01 to the next Regular Board Meeting on April 24, 2024.</p>
<p>7. Next Meeting</p>	<p>7. The next Business Committee Meeting is scheduled on Tuesday, May 7, 2024, from 10:30 a.m. to 12:00 p.m. The meeting was adjourned at 11:19 a.m.</p>



MEETING AGENDA ITEM #10.1.2

Action: X Information:
Meeting: Regular Meeting Date: April 24, 2024
Topic: **Ministry Estimated Operating Grants 2024-2025 Announcement**

Background/Discussion:

The Ministry of Education and Child Care's Resource Management Division announced on March 15, 2024 the 2024/25 Estimated Operating Grants for all 60 Boards of Educations.

Attached is the 2024/25 Estimated Operating Grants, an Overview of the 2023/24 Operating Grant Allocation Formula and the 2024/25 Forecasted Ministry Operating Grants Summary for Coast Mountains School District.

The total school district allocations are based on projected enrolments provided by Boards of Education for the 2024/25 school year and generate in provincial preliminary operating grants of \$7.079 billion.

The total 2024/25 operating grant of \$7.079 billion includes additional funding for labour settlements with teachers and support staff, and wage lifts for non-educator exempt positions, which has been added by increasing the funding rates.

Operating grants will be recalculated in the fall of 2024, after the September 29, 2024 enrolment is confirmed. The Operating Grant allocation will again be adjusted subsequent to the February and May 2025 continuing education and online learning enrolment counts. Funding will also be adjusted in February 2025 for any growth in inclusive education enrollment.

The Business Committee reviewed the Ministry's Estimated Operating Grants 2024/25 announcement at its April 10, 2024 meeting and forwards to the Board for information.

Recommended Action:

THAT the Board receive the Ministry of Education's Estimated Operating Grants 2024/25 announcement as presented for information.

Presented by: Secretary Treasurer

Estimated Operating Grants Overview - 2024/25 School Year

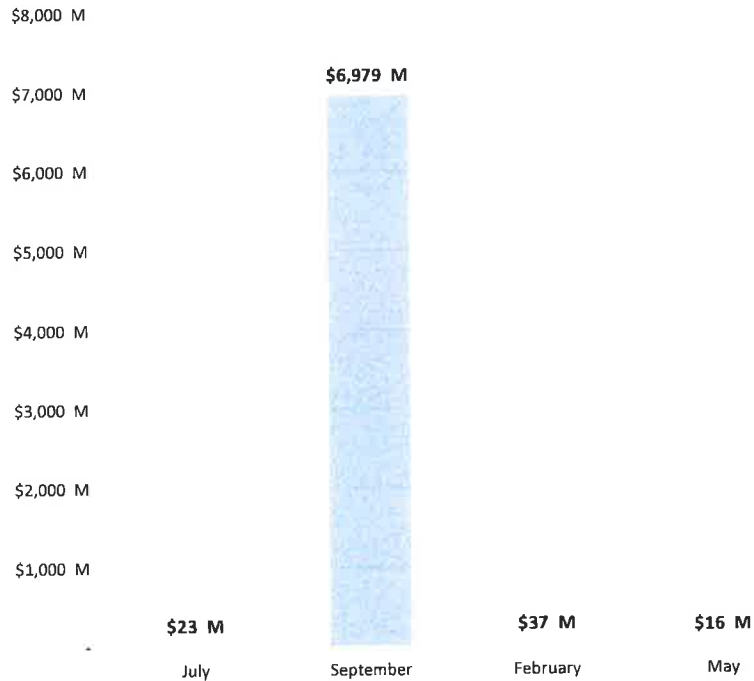
School District 82 (Coast Mountains)

September 2024 Enrolment Count				
	School-Age Enrolment	Funding Level	Funding	Total Supplement
Standard (Regular) Schools	3,959,0000	\$8,915	\$35,294,485	
Continuing Education	0.0000	\$8,915	\$0	
Alternate Schools	159.0000	\$8,915	\$1,417,485	
Online Learning	6.0000	\$7,200	\$43,200	
Home Schooling	22	\$250	\$5,500	
Course Challenges	0	\$279	\$0	
Total Enrolment-Based Funding (September)	4,124.0000			\$36,760,670
	Total Enrol Change	Funding Level	Funding	Total Supplement
1% to 4% Enrolment Decline	-83.3750	\$4,458	\$184,121	
4%+ Enrolment Decline		\$6,686	\$0	
Significant Cumulative Decline (7%+)	154.2500	\$4,458	\$0	
Supplement for Enrolment Decline				\$184,121
	Enrolment	Funding Level	Funding	Total Supplement
Level 1 Special Needs	5	\$50,730	\$253,650	
Level 2 Special Needs	210	\$24,070	\$5,054,700	
Level 3 Special Needs	8	\$12,160	\$97,280	
English Language Learning	389	\$1,795	\$698,255	
Indigenous Education	1,849	\$1,770	\$3,272,730	
Adult Education	0.5000	\$5,690	\$2,845	
Equity of Opportunity Supplement			\$367,921	
Supplement for Unique Student Needs				\$9,747,381
		Funding		Total Supplement
Variance from Provincial Average	-1,011			
Estimated Number of Educators	229.139		-\$231,660	
	Enrolment	Funding Level	Funding	Total Supplement
FTE Distribution	4,124.5000	\$180.33	\$743,771	
Supplement for Salary Differential				\$512,111
Supplement for Unique Geographic Factors				\$9,645,953
Funding Protection				\$0
Curriculum and Learning Support Fund				\$37,866
September 2024 Enrolment Count, Total				\$56,888,102

July 2024 Enrolment Count				
	Enrolment	Funding Level	Funding	Total Supplement
Summer Learning Grade 1-7	0	\$255	\$0	
Summer Learning Grade 8-9	0	\$255	\$0	
Summer Learning Grade 10-12	0	\$505	\$0	
Supplemental Summer Learning Funding			\$0	
Cross-Enrolment, Grade 8 and 9	0	\$505	\$0	
Summer Learning, Total				\$0
February 2025 Enrolment Count				
	Enrolment	Funding Level	Funding	Total Supplement
School-Age FTE - Continuing Education	5.0000	\$8,915	\$44,575	
Adult FTE - Continuing Education	0.0000	\$5,690	\$0	
K-Gr 9 School-Age FTE - Online Learning	0.0000	\$3,600	\$0	
Gr 10-12 School-Age FTE - Online Learning	5.0000	\$7,200	\$36,000	
Adult FTE - Online Learning	0.0000	\$5,690	\$0	
Level 1 Special Needs Enrolment Growth	0	\$25,365	\$0	
Level 2 Special Needs Enrolment Growth	0	\$12,035	\$0	
Level 3 Special Needs Enrolment Growth	0	\$6,080	\$0	
Newcomer Refugees	0.0000	\$4,458	\$0	
ELL Supplement - Newcomer Refugees	0	\$898	\$0	
February 2025 Enrolment Count, Total				\$80,575
May 2025 Enrolment Count				
	Enrolment	Funding Level	Funding	Total Supplement
School-Age FTE - Continuing Education	0.0000	\$8,915	\$0	
Adult FTE - Continuing Education	0.0000	\$5,690	\$0	
K-Gr 9 School-Age FTE - Online Learning	0.0000	\$2,400	\$0	
Gr 10-12 School-Age FTE - Online Learning	0.0000	\$7,200	\$0	
Adult FTE - Online Learning	0.0000	\$5,690	\$0	
May 2025 Enrolment Count, Total				\$0
Indigenous Education Councils				\$172,395
2024/25 Full-Year Estimated Total				\$57,141,072
Estimated 2024/25 Operating Grant from Indigenous Services Canada				\$5,232,580
Estimated 2024/25 Operating Grant from Ministry of Education and Child Care				\$51,908,492

Overview of the 2024/25 Operating Grant Allocation Formula

Allocation of the Total Operating Block by Enrolment Count
(2024/25 Estimated as at March 2024)



75% allocated through the Basic Allocation	Basic Allocation Common per student amount for every FTE student enrolled by school type.	
	Standard School	\$8,915 per school age FTE
	Alternate School	\$8,915 per school age FTE
	Continuing Education	\$8,915 per school age FTE
	Online Learning	\$7,200 per school age FTE
18% allocated to recognize unique student enrolment	Unique Student Additional per student funding to address uniqueness of district enrolment and support additional programming. Includes Equity of Opportunity Supplement for children and youth in care and students with mental health challenges.	
	Level 1 Inclusive Education	\$50,730 per student
	Level 2 Inclusive Education	\$24,070 per student
	Level 3 Inclusive Education	\$12,160 per student
	English/French Language Learning	\$1,795 per student
	Indigenous Education	\$1,770 per student
	Adult Education	\$5,690 per FTE
7% allocated to recognize unique district factors	Unique District Additional funding to address uniqueness of district factors.	
	Small Community	For small schools located a distance away from the next nearest school
	Low Enrolment	For districts with low total enrolment
	Rural Factor	Located some distance from Vancouver and the nearest large regional population centre
	Climate Factor	Operate schools in colder/warmer climates; additional heating or cooling requirements
	Sparseness Factor	Operate schools that are spread over a wide geographic area
	Student Location Factor	Based on population density of school communities
Supplemental Student Location Factor	Level 1 and 2 inclusive education enrolment	
	Salary Differential	Funding to districts that have higher average educator salaries
0.1% allocated to buffer the effects of declining enrolment	Funding Protection / Enrolment Decline	
	Funding Protection	Funding to ensure that no district experiences a decline in operating grants greater than 1.5% when compared to the previous September
	Enrolment Decline	Funding to districts experiencing enrolment decline of at least 1% when compared to the previous year
	CSF Supplement District receives a 15% funding premium on allocated funding.	

All funding information estimated for the 2024/25 School Year

Summary of 2024/25 Preliminary Operating Grant Announcement

The operating grant block is projected to grow by \$344 million to over \$7.0 billion in 2024/25. The increase is the result of the addition of \$219 million to fully fund wage increases for teachers, support staff and non-educator exempt positions plus estimated enrolment growth totalling \$125 million.

Per student funding rates have increased by an average of 3.4% as detailed in the table below.

Supplement	2024/25 Rates	2023/24 Rates	\$ Change	% Change
Basic Allocation (Standard, Continuing Education and Alternate schools)	\$8,915	\$8,625	\$290	3.4%
Basic Allocation (Online Learning)	\$7,200	\$6,960	\$240	3.4%
Inclusive Education – Level 1	\$50,730	\$49,070	\$1,660	3.4%
Inclusive Education – Level 2	\$24,070	\$23,280	\$790	3.4%
Inclusive Education – Level 3	\$12,160	\$11,760	\$400	3.4%
English/French Language Learning	\$1,795	\$1,735	\$60	3.5%
Indigenous Education	\$1,770	\$1,710	\$60	3.5%
Adult Education	\$5,690	\$5,505	\$185	3.4%
Summer Learning (Grades 1-9)	\$255	\$245	\$10	4.1%
Summer Learning (Grades 10-12)	\$505	\$490	\$15	3.1%

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

Supplement	2024/25	2023/24	\$ Change	% Change
Equity of Opportunity Supplement	\$27.5M	\$26.5M	\$1.0M	3.8%
Small Community Supplement	\$103.0M	\$100.4M	\$2.5M	2.5%
Low Enrolment Factor	\$63.9M	\$63.7M	\$0.2M	0.4%
Student Location Factor	\$104.8M	\$103.7M	\$1.1M	1.0%

Approved Labour Settlement Funding

The 2024/25 school year will be the third and final year of the 2022 Shared Recovery Mandate. Labour settlement funding that has been confirmed by the Public Sector Employers' Council Secretariat (PSEC-S) prior to March 2024 has been allocated through the operating grant rates. This includes wage increases for teachers, support staff and non-educator exempt positions, and support staff local table allocations. Portions have also been allocated to the Classroom Enhancement Fund, CommunityLINK, and Provincial Resource Programs.

The \$114.1 million in labour settlement funding that was allocated as a special grant in 2023/24 and published in the May 2023 Summary of Grants tables, including the Cost-of-Living Adjustment (COLA) for teachers and support staff, has also been rolled into the 2024/25 operating grant rates.

Future Labour Settlement Funding

- **COLA for Teachers and Support Staff**

Labour settlement funding related to the 2024/25 COLA will be allocated as a special grant following confirmation of this funding, which is expected in April 2024.

To ensure that districts budget for COLA appropriately, the Ministry will provide the estimated breakdown of this funding between the Operating fund and CEF. These estimates will be adjusted based on actual CEF costs submitted by districts in Fall 2024. Any CEF portion not required to cover actuals will be put back into the Operating portion of the COLA funding in the 2024/25 recalculated operating grants announced in December 2024.

- **Salary Increases for Exempt Positions**

Bargaining mandates and exempt compensation are coordinated by PSEC-S and the Ministry can only announce funding as it is provided by Treasury Board on the direction of PSEC-S. Irrespective of the funding provided, 2024 salary increases for exempt staff must be approved by BCPSEA.

Exempt positions include the following employee groups:

- **Administrators in leadership roles:** These positions are coded as EN in the Employment Data and Analysis System (EDAS) (see table below). This group includes staff reported in the Principal and Vice-Principal Salaries expense category. Funding for salary increases (if approved by Treasury Board) will be allocated as a special grant pending direction from PSEC-S.
- **Non-educator exempt:** This group includes exempt staff reported in the Other Professionals Salaries expense category and are coded as EX in EDAS. Funding for these salary increases has been allocated through the operating grant rates.

Sample of positions that are coded as EN in EDAS Administrators in Leadership Roles	Sample of positions that are coded as EX in EDAS Non-educator Exempt
Director of Instruction Supervisor of Instruction Principal Vice-Principal Assistant Superintendent Assistant Superintendent - Education Programs Assistant Superintendent - Human Resources Assistant Superintendent - Student Support Services Associate Superintendent Associate Superintendent, Human Resources Deputy Superintendent Superintendent of Schools District Vice-Principal District Principal	Human Resources Payroll Finance (all except Secretary Treasurer) Secretary Treasurer Information Technology Occupational Health and Safety Transportation Custodian Facilities/Maintenance Executive Assistant Education Support Counsellors Education Support Physiotherapist Education Support Psychologists Education Support Language (oral or sign) Education Other School Support (Program Administrator, Continuing Ed, other School programs) Education Support Board Office (Communications, Corporate Service, International Education, etc)

Enrolment Changes

School districts are estimating they will enrol 589,067 school-age FTE in September 2024, an increase of more than 7,500 FTE (or 1.3%) over the September 2023 total. Thirty-six (36) districts are estimating they will have increased enrolment in September 2024.

School districts are also estimating there will be substantial enrolment growth across the Unique Student Needs funding categories, including increases of 1,080 Level 2 and 269 Level 3 students, as well as an additional 4,574 ELL/FLL students. There is only a slight increase of 27 Indigenous Education students.

Operating Grant Changes

All 60 districts are estimated to have increases to their operating grants for the upcoming school year. The per student average, including all special grants, is an estimated \$13,229 for 2024/25, a 40.3% increase from 2016/17.

Funding for students with L1, L2 & L3 disabilities and diverse abilities is projected to grow by \$58.3 million, or 6.7%, from \$873 million to \$932 million, as enrolment continues to grow and labour settlement funding is added.

Funding will be recalculated when actual enrolment is known in the September 2024 enrolment count.

Funding Protection/Enrolment Decline

A total of seven districts are receiving an estimated total of \$5.6 million in Funding Protection; this is an increase of \$1.9 million or 54% more compared to 2023/24.

In 2024/25 it is estimated that 11 districts will receive \$2.2 million from the Supplement for Enrolment Decline, up from 9 districts and \$0.9 million in 2023/24.

Special Grants

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

- Preliminary Classroom Enhancement Fund: \$676.5 million
- Learning Improvement Fund: \$25.0 million, unchanged
- CommunityLINK: \$60.0 million, a \$0.8 million increase from 2023/24
- Pay Equity: \$50.9 million, unchanged
- Student Transportation Fund: \$15.4 million, unchanged
- Feeding Futures Fund: \$71.5 million, unchanged

Classroom Enhancement Fund (CEF)

The Ministry is announcing CEF staffing funding at 100% of the amounts for the current school year plus additional labour settlement funding for the 2% general wage increase for teachers to facilitate budgeting and planning for the next school year. The same methodology has been used to determine the overhead allocations for 2024/25.

Thus, the preliminary Classroom Enhancement Fund is set at \$676.5 million:

- \$630.7 million for CEF staffing
- \$45.8 million for CEF overhead

As in previous years, the Ministry is not announcing CEF remedy funding at this time. CEF remedies will be allocated based on school district reporting of actual remedies incurred in October 2024.

The process for applying for any additional funding for the 2024/25 CEF staffing allocations will be the same as this year.

Indigenous Education Councils

New to the operating grants for 2024/25 is funding to support the implementation of Indigenous Education Councils (IECs). The funding envelope as provided by Treasury Board has been allocated to each district based on:

- A \$50,000 base grant per district
- \$9,250 per First Nation located (estimated) within the district's boundaries
- A Rural Factor adjustment (see Table 6c for the Rural Index)

The principles of the funding allocation are:

- Each district will require a base level of funding;
- The complexity of the operations of an IEC may be affected by the number of First Nations a school district is interacting with; and
- Travel to provincial meetings, if necessary, will be more costly for rural districts.

IEC allocations are detailed in Table 14 of the [2024/25 Estimated Operating Grants](#).

SD 82 2024-2025 FORCASTED MINISTRY OPERATING GRANTS SUMMARY

FUNDING SOURCE				
	2023-2024 Preliminary (March 2023)	2023-2024 Interim (December 2023)	2024-2025 Preliminary (March 2024)	Change from 22/23 Interim
	4,199,0000	4,207,3750	4,134,0000	(73,3750)
Enrollment Based Funding				
school age - reg	34,853,625	34,874,109	35,294,485	420,376
continuing education		-		-
school age - alt	1,319,625	1,371,375	1,417,485	46,110
dist learn	34,800	34,800	43,200	8,400
home school	7,500	5,500	5,500	-
course challenge				-
sub-total	36,215,550	36,285,784	36,760,670	474,886
Special Education				
level 1	196,280	245,350	253,650	8,300
level 2	4,795,680	5,144,880	5,054,700	(90,180)
level 3	105,840	129,360	97,280	(32,080)
sub-total	5,097,800	5,519,590	5,405,630	(113,960)
ACE-IT				
Newcomer Refugees				-
Dist Ed Enrollment Based				
July				-
Feb	69,600	69,600	80,575	10,975
May	69,600	69,600		(69,600)
sub-total	139,200	139,200	80,575	(58,625)
Special Needs Growth				
English Language Learning	477,125	619,395	698,255	78,860
Aboriginal Education	3,382,380	3,384,090	3,272,730	(111,360)
Adult Education	3,441	2,753	2,845	92
Salary Differential	553,636	534,386	512,111	(22,275)
Enrollment Decline			184,121	184,121
Unique Geographical Factor	9,353,848	9,353,848	9,645,953	292,105
Formula Transition				-
Funding Protection				-
Holdback Allocation				-
Holdback Allocation (April)				-
Holdback Allocation (June)				-
Vulnerable Students				-
Equity of Opportunity Supplement	337,889	334,560	367,921	33,361
Curriculum and Learning Support Fund	37,363	37,363	37,866	503
Indigenous Education Council			172,395	172,395
TOTAL	55,598,232	56,210,969	57,141,072	930,103

Other Grants	2023-24	2024-25	Change	
Student Transportation Fund	557,786	557,786	-	
Support Staff Labour Settlement			-	
Classroom Enhancement Fund - Staffing	5,995,495	6,827,522	832,027	*Full amount provic
Classroom Enhancement Fund - Overhead	336,538	343,269	6,731	
Classroom Enhancement Fund - Remedies			-	*provided with Inte
Learning Improvement Fund	210,447	202,326	(8,121)	
Community LINK	645,023	652,960	7,937	
Annual Facility Grant - Operating	308,323	308,323	-	
Pay Equity	1,160,795	1,160,795	-	
Employer Health Tax			-	
Teacher Labour Settlement			-	
Early Career Mentorship Fund			-	
Feeding Futures Fund	582,554	559,169	(23,385)	
Federal Safe Return to Class Fund			-	
Restart Funding			-	
TOTAL	9,796,961	10,612,150	815,189	



MEETING AGENDA ITEM #10.1.3

Action:	X	Information:	
Meeting:	Business	Meeting Date:	April 24, 2024
Topic:	Ministry Response to the Annual Five-Year Capital Plan Submission for 2024-2025 and Capital Bylaw No. 2024/25-CPSD82-01		

Background/Discussion:

Reference the attached letter dated March 15, 2024 from the Ministry of Education and Child Care's Capital Management Branch, Resource Management Division in response to the Board's Annual Five-Year Capital Plan submission for 2024/25 Major and Minor Capital Programs reviewed and adopted at the June 14, 2023 Regular Board Meeting.

The Ministry reviewed all of the Five-Year Capital Plan submissions across the participating 60 school districts to determine priorities for available capital funding while following the Ministry programs. As outlined in the Ministry's letter, Coast Mountains School District will receive funding support for Minor Capital Projects under the School Enhancement Program (SEP), Carbon Neutral Capital Program (CNCP) and Food Infrastructure Program (FIP), noting that the design process, tender and construction of these projects must be completed by March 31, 2025.

The Ministry also instructs Boards of Education to adopt a single Capital Bylaw for its approved 2024/25 Five-Year Capital Plan (as attached), in accordance with Section 143 of the *School Act* to allow the school district to access the Ministry Capital Portion and to receive the Certificates of Approval.

The Business Committee reviewed the aforementioned Ministry response and Capital Bylaw requirement at its April 10, 2024 meeting and brings forward to the Board for bylaw adoption.

Recommended Action:

THAT the Capital Bylaw No. 2024/25-CP-SD82-01 (Capital Plan 2024/25) be read a first time the 24th day of April 2024.

THAT the Capital Bylaw No. 2024/25-CP-SD82-01 (Capital Plan 2024/25) be read a second time the 24th day of April 2024.

Unanimous consent is required to proceed to third reading.

THAT the Capital Bylaw No. 2024/25-CP-SD82-01 (Capital Plan 2024/25) be read a third time, passed and adopted the 24th day of April 2024.

Presented by: Secretary Treasurer



March 15, 2024

Ref: 297326

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

Capital Plan Bylaw No. 2024/25-CPSD82-01

Re: Ministry Response to the Annual Five-Year Capital Plan Submission for 2024/25

This letter is in response to your School District's 2024/25 Annual Five-Year Capital Plan submissions for Major Capital Programs and Minor Capital Programs and provides direction for advancing supported and approved capital projects. **Please see all bolded sections below for information.**

The Ministry has reviewed all 60 school districts' Annual Five-Year Capital Plan submissions for Major Capital Programs and Minor Capital Programs to determine priorities for available capital funding in the following programs:

- Seismic Mitigation Program (SMP)
- Expansion Program (EXP)
- Replacement Program (REP)
- Site Acquisition Program (SAP)
- Rural District Program (RDP)
- School Enhancement Program (SEP)
- Food Infrastructure Program (FIP)
- Carbon Neutral Capital Program (CNCP)
- Building Envelope Program (BEP)
- Playground Equipment Program (PEP)
- Bus Acquisition Program (BUS)

The following tables identify major capital projects that are supported to proceed to the next stage, if applicable, as well as minor capital projects that are approved for funding and can proceed to procurement.

MINOR CAPITAL PROJECTS (SEP, FIP, CNCP, BEP, PEP, BUS)

Below are tables for the minor capital projects that are approved. The table identifies School Enhancement Program (SEP), Food Infrastructure Program (FIP), Carbon Neutral Capital Program (CNCP), Building Envelope Program (BEP), Playground Equipment Program (PEP), as well as the Bus Acquisition Program (BUS), if applicable.

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

Facility Name	Program Project Description	Amount Funded by Ministry	Next Steps & Timing
Kitimat City High	SEP - HVAC Upgrades	\$1,742,000	Proceed to design, tender & construction. To be completed by March 31, 2025.
Uplands Elementary	CNCP - Exterior Wall Systems Upgrades	\$450,000	Proceed to design, tender & construction. To be completed by March 31, 2025.
Suwilaawks Community School	PEP - Accessible Playground Equipment	\$195,000	Proceed to design, tender & construction. To be completed by March 31, 2025.
Caledonia Secondary	FIP - Kitchen Equipment and Upgrade	\$100,000	Proceed to design, tender & construction. To be completed by March 31, 2025.
Caledonia Secondary	FIP - Kitchen Equipment and Upgrade	\$100,000	Proceed to design, tender & construction. To be completed by March 31, 2025.

An Annual Programs Funding Agreement (APFA) accompanies this Capital Plan Response Letter which outlines specific Ministry and Board related obligations associated with the approved Minor Capital Projects for the 2024/25 fiscal year as listed above.

In accordance with Section 143 of the *School Act*, Boards of Education are required to adopt a single Capital Bylaw (using the Capital Bylaw Number provided at the beginning of this document) for its approved 2024/25 Five-Year Capital Plan as identified in this Capital Plan Response Letter. For additional information, please visit the Capital Bylaw website at:

<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/capital/planning/capital-bylaws>

The Capital Bylaw and the APFA must be signed, dated, and emailed to the Ministry's Capital Management Branch at CMB@gov.bc.ca as soon as possible. Upon receipt the Ministry will issue Certificates of Approvals as defined in the APFA.

As the 2024/25 Capital Plan process is now complete, the Capital Plan Instructions for the upcoming 2025/26 Annual Five-Year Capital Plan submission process (using the Ministry's Capital Asset Planning System (CAPS) online platform) will be available on the Ministry's [Capital Planning](#) webpage by April 1st, 2024.

School districts' capital plan submission deadlines for the 2025/26 fiscal year, using the CAPS online platform, will be as follows:

- **June 30, 2024**

- Major Capital Programs (SMP, EXP, REP, RDP, SAP)
- **July 1, 2024**
 - Major Capital Programs (BEP)
- **September 30, 2024**
 - Minor Capital Programs (SEP, CNCP, PEP, BUS)
- **October 1, 2024**
 - Minor Capital Programs (FIP)

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

Additionally, the Annual Facility Grant (AFG) project requests for the 2024/25 fiscal year are to be submitted using the CAPS online platform, on or before May 31, 2024.

NOTE: It is strongly encouraged that school districts discuss the draft versions of their intended capital projects and AFG project requests with Ministry staff well in advance of submission deadlines.

Please contact your respective Regional Director or Planning Officer as per the [Capital Management Branch Contact List](#) with any questions regarding this Capital Plan Response Letter or the Ministry's capital plan process.

Sincerely,



Damien Crowell, Executive Director
Capital Management Branch

pc: Geoff Croshaw, Acting Director, Major Capital Projects, Capital Management Branch
Michael Nyikes, Director, Minor Capital Projects, Programs and Finance, Capital Management Branch

**CAPITAL BYLAW NO. 2024/25-CPSD82-01
CAPITAL PLAN 2024/25**

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 (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 2024/25 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 13, 2024, is hereby adopted.
- 2. This Capital Bylaw may be cited as School District No. 82 (Coast Mountains) Capital Bylaw No. 2024/25-CPSD82-01.

READ A FIRST TIME THE 24TH DAY OF APRIL 2024;
READ A SECOND TIME THE 24TH DAY OF APRIL 2024;
READ A THIRD TIME, PASSED THE 24TH DAY OF APRIL 2024.

Board Chair

Secretary-Treasurer

I HEREBY CERTIFY this to be a true and original School District No. 82 (Coast Mountains) Capital Bylaw No. 2024/25-CPSD82-01 adopted by the Board the 24th day of April 2024.

Secretary-Treasurer



EDUCATION COMMITTEE MEETING

Wednesday, April 10, 2024 – 2:00 p.m. to 5:30 p.m.
 In-Person Meeting at the CMSD82 Board of Education Office

Committee Members:

- Trustee Karen Jonkman (Chairperson)
- Aaron Callaghan, Superintendent of Schools
- Anya Carrel, Teacher, Skeena Middle School (CMTF representative)
- Trustee Wayne Jones
- Angie Maitland, Director of Education, Haisla Nation
- Julia Nieckarz, Director of Instruction, Learner Support
- Troy Peters, Executive Member, District Parent Advisory Committee (DPAC representative)
- Joe Sampare, Education Coordinator, Gitsegukla First Nation (First Nations representative)
- Michelle Sutherland, Teacher, Mount Elizabeth Middle/Secondary School (CMTF representative)

Regrets:

- Robert Clifton, Director of Instruction, Indigenous Education
- Jocelynn Drew, Principal, Bear Valley School (CMAA representative)
- Krista Jay, Chairperson, District Parent Advisory Committee (DPAC representative)
- Geraldine Lawlor, Director of Instruction, Graduation & Innovation
- Trustee Julia Sundell
- Pansy Wright-Simms, Education Coordinator, Gitanmaax First Nation (First Nations representative)

Guests:

- Anna Ashley, Indigenous Education Teacher Mentor
- Beverly Azak, District Vice Principal, Indigenous Education
- Phillip Barron, District Principal
- Tammy Bullied, Indigenous Education Outreach Worker
- Krystal Conway, Indigenous Support Worker, Cassie Hall Elementary School
- Spencer Edwards, Interim Principal, Kitimat City High School & Indigenous Education Graduation Advisor
- Dan Hamel, Vice Principal, Northwest Trades & Employment Training Centre
- Joe Heslip, Equity in Action Project Lead, Ministry of Education & Child Care
- Tina McDonald, District Principal
- Jan Thorburn, Vice Principal, Hazelton Secondary School & Indigenous Education Graduation Advisor

Recording Secretary:

- Carole Gagnon, Executive Assistant

MEETING MINUTES

Items	Action
<p>The in-person meeting was called to order at 2:04 p.m. chaired by Trustee Karen Jonkman, Education Committee Chairperson.</p>	
<p>1. Acknowledgement of the Territories, Introductions & Welcome</p>	<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. Karen noted in following the agreed-to Education Committee Year At-A-Glance Agenda for 2023-24, this in-person meeting features a special topic presentation and discussion focusing on the Aboriginal Report: How Are You Doing Report? (AHAWD) and to address the successes/challenges of Indigenous students and Indigenous learnings in School District 82. A warm welcome was extended to meeting attendees followed by round-table introductions.</p>

<p>2. Previous Meeting Minutes, February 7, 2024</p>	<p>The meeting minutes of the previous Education Committee Meeting held February 7, 2024 were received.</p> <p>Information only; no action required.</p>
<p>3. Special Guest Presentation and Q&A</p>	<p>Superintendent Callaghan shared it was good to see so many people in person for today's meeting, and as Karen mentioned, when the agenda plan was drafted by the Education Committee for this year, there were two occasions for this group to meet in person: 1) in September 2023 the committee gathered to review the Strategic Plan and the Enhancing Student Learning Report, 2) in April 2024 the committee is gathering for a second meeting that speaks to the importance of this meeting with the focus on the AHAWD report.</p> <p>Last year we did something very similar, we sat in the Board Room, took time as the Education Committee looked at that report. It was a good afternoon, good dialogue and outcomes for Indigenous learners in the school district. Aaron noted, however, we missed a piece on some of the work in response to the outcome for Indigenous learners. Today's agenda presents a shift on an important provincial report by bringing people working in the district, school and community level to share of stories and experiences within their area of responsibility, focused on the impacts being realized as well as some of the challenges being face. An opportunity to present a good picture of our data, evidence and action as a community and school district towards improving outcomes for Indigenous students. It is our hope at today's meeting the Education Committee can engage in good dialogue around what our work looks like and the impacts intended.</p> <p>Aaron referenced in April 2023, we welcomed Denise Augustine, Superintendent of Indigenous Education with the Ministry of Education and Child Care as a guest speaker to the in-person committee meeting. We are fortunate to welcome Joe Heslip as our guest speaker today who joins us virtually. Joe is the Equity in Action Project Lead with the Ministry of Education & Child Care. He is a friend of our school district and we have had the pleasure of knowing him for the last several years. Joe was involved in the Equity Action Reboot with a diverse partner group to focus on growing the capacity across the system to ensure culturally responsive practices, Indigenous knowledge and perspectives are embedded within the four pillars of the Equity Scan - Policy & Governance, Learning Environment, Pedagogical Core, and Learning Profile (as attached). Joe was also part of the ReconciliACTION: Indigenous Education for All by All held in Terrace on September 22, 2023 for the District In Service Day (reference slide deck attached). When Aaron invited Joe to be part of today's meeting, he framed it up as the AHAWD report being a provincial report with each school district having their own, and have Joe speak to his experience around the province based on other school districts and to share the successes and challenges that we have all in common on the provincial concept.</p> <p>Joe spoke to some of the provincial theme results and key indicators that are both challenging and successful that included: Alternate School Enrolment, Students with Disabilities or Diverse Abilities, FSA Results, Course Marks, Completion Rates and Adult Dogwood, Children and Youth in Care, Priority Students and more.</p> <p>He summarized the Ministry's focus on what's next that includes continued research on additional context relating to: underlying and persistent systems issues, the effect of COVID on learning and achievement, reasons for students to choose alternate school and for how long, reasons for students to receive an Adult Dogwood, and a Distinctions Based Approach (more terminology about land-based nations, what do we need for land-based First Nations, Metis).</p>

<p>3. Special Guest Presentation and Q&A (continued)</p>	<p>Joe spoke to the following examples of Student Voice Guides System Change initiatives that make a difference in schools:</p> <ul style="list-style-type: none"> • SD42 Coquitlam - provides Indigenous Student Leadership Forms twice per year with the intent of facilitating systematic change. • SD72 Kamloops-Thompson have created and maintained a successful Indigenous Student Leadership Council, providing valuable input to the Board. • SD33 Chilliwack – have created a Student Engagement Committee that meets six times per year to provide input into the district's strategic priorities. • SD41 Burnaby – have provided multiple student forums to develop a sustaining system of support. <p>Joe noted the importance to include Indigenous families with a direct link to the Board when creating a sustaining system of support. There is no fast approach, it involves all school leaders and multiple school steps to have an impact on the outcome for Indigenous learners – what is it that we can do? School districts need to dig in and find the processes and relationships that work for the uniqueness of their school district, the Nations and the Indigenous students they serve.</p> <p>Aaron thanked Joe for sharing and presenting an overview from a provincial perspective of the AHAWD report including reports from other school districts doing great work around the province. Joe indicated to reach out to him if we had any questions noting he will share his contact information and slide deck presentation with the Education Committee which is forthcoming. Information only; no action required.</p>
<p>4. How Are We Doing? Coast Mountains School District</p>	<p>Aaron indicated the public AHAWD report shared in the agenda package is available on the district's website and was previously shared in the Superintendent's Report to the Board. He highlighted pieces of a letter received on March 7, 2024 from the Deputy Minister of Education and Child Care Christina Zacharuk (see attached slide deck presentation). This is a letter that shares our marching orders the Ministry's deems are important indicators what we are doing about it? He also noted the large sheets posted on the Board Room walls reflects unmasked data of the AHAWD report pertaining to School District 82.</p> <p>Aaron shared 6-7 slides out of the report (happened to say the same as what Joe said for the most part during his presentation) noting that almost 50% of our learners are Indigenous which has gone up in the past few years. The slides encompassed:</p> <ul style="list-style-type: none"> • <i>Students Who Self Identify As Aboriginal</i> - typically, we do not have to be concerned about data representing small numbers of students. We have significant number of students when we look at assessments. • <i>Number of Students On or Off Reserve</i> – School District 82 serves 10 First Nations communities. The urban population in Terrace is high, but numbers have been steady through the years. • <i>FSA Literacy at Grade 4</i> – referenced the letter from the Deputy Minister received in March 2024 and a similar letter received in September from the Deputy Minister indicating our students need to take part in assessment. We pay attention to student participation and thank everyone in our schools for student participation noting it is hard work to follow up with kids due to attendance issues. Grade 4 Literacy was better last year for Indigenous students. Where students' assessment fall is based on one of 3 groups – Emerging, On Track or Extending. The assessment is written early in the school year when students are just entering Grade 4.

<p>4. How Are We Doing? Coast Mountains School District <i>(continued)</i></p>	<ul style="list-style-type: none"> • <i>FSA Numeracy at Grade 4</i> – Numeracy data for Indigenous students is much higher. We are working on literacy and focusing on that so kids can read. • <i>FSA Literacy & Numeracy at Grade 7</i> – Joe highlighted this during his presentation. If we are layering with the province, our results are lower than the provincial levels as well. Data is not positive or negative, it is where we are and how we move forward. • <i>Progress of Students Entering Grade 8 (2017)</i> – This is the progress of students from 6-7 years ago when they entered Grade 8. Where do things go wrong for these students – this turns into the graduation rates we now see and Adult Dogwoods. <p>Aaron encouraged meeting attendees to shared public AHAWD report with their colleagues. Any questions, please reach out to Aaron for assistance. Information only; no action required.</p>
<p>5. Making Connections – Responding to Students Evidence</p>	<p>As Aaron previously shared at the start of the meeting, today's agenda presents a shift on an important province report by bringing people working in the district, school and community level to share stories and experiences within their area of responsibility, focused on the impacts being realized as well as some of the challenges being faced. An opportunity to present a good picture of our data, evidence and action as a community and school district to improve outcomes for Indigenous students. It is our hope that committee members can engage in good dialogue around what our work looks like and the impacts intended.</p> <p>The following team members shared experiences within their area of responsibility that focused on the impacts being realized as well as some of the challenges being faced:</p> <ul style="list-style-type: none"> • <i>Tammy Bullied – Outreach Worker, Indigenous Education Department</i> • <i>Krystal Conway - Indigenous Support Worker, Cassie Hall Elementary School</i> • <i>Anna Ashley – Teacher Mentor, Indigenous Education Department</i> • <i>Beverly Azak - District Vice Principal, Indigenous Education</i> • <i>Jan Thorburn – Vice Principal, Hazelton Secondary School & IED Graduation Advisor</i> • <i>Spencer Edwards – Acting Principal, Kitimat City High School & IED Graduation Advisor</i> • <i>Tina McDonald - District Principal</i> • <i>Dan Hamel – Vice Principal, Northwest Trades & Employment Training Centre</i> <p>Attached for reference are the slide decks presented by Anna and Spencer at the meeting. Information only; no action required.</p>
<p>6. Submitted Item</p>	<p>The submitted item by Anya Carrel, committee member, around Literacy follow-up in February 2024 was addressed by Tina during the meeting while sharing her experiences relating to Making Connections – Responding to Student Evidence. Information only; no action required.</p>
<p>7. Next Meeting & Adjournment</p>	<p>Karen thanked everyone for participating in the meeting. The next Education Committee Meeting will be held virtually on Wednesday, May 8, 2024 from 4:00 p.m. to 5:30 p.m. via Zoom.</p> <p>The meeting was adjourned at 5:50 p.m.</p>



Education Committee

Wednesday April 10, 2024

1



Ministry of
Education and
Child Care



Welcome Joe Heslip

Equity in Action Project Lead
Ministry of Education & Child Care

2

**CMSD - ReconciliACTION
2023 - Presenters**

JOE HESLIP *Caladonia Secondary - Library*

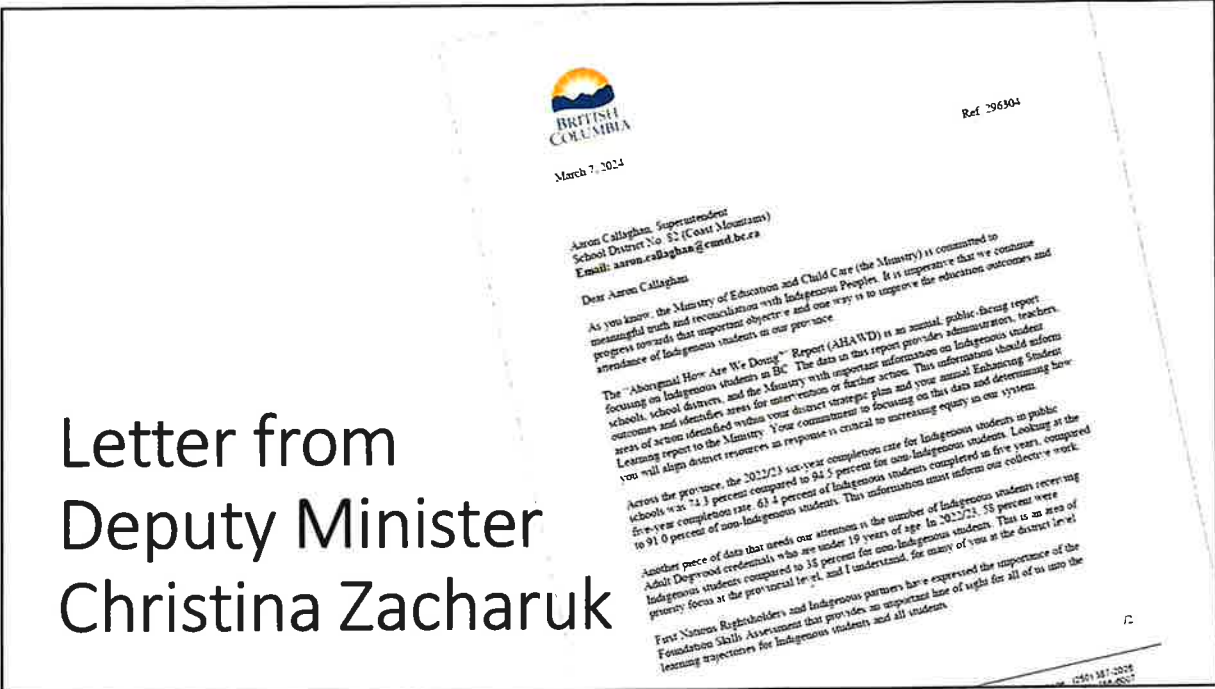
EQUITY SCAN / WHERE I AM FROM:
The workshop will investigate the "why and the how" of Equity and Reconciliation in education, through the exploration of self-location and through the sharing of high-level data and information regarding the Equity in Action Project's impact on districts and students throughout the province.

3

BRITISH COLUMBIA | Ministry of Education and Child Care

**Aboriginal Report
How Are We Doing?
2022-23**

4



Letter from
Deputy Minister
Christina Zacharuk

5

p.1 The "Aboriginal How Are We Doing?" Report (AHAWD) is an annual, public-facing report focusing on Indigenous students in BC. The data in this report provides administrators, teachers, schools, school districts, and the Ministry with important information on Indigenous student outcomes and identifies areas for intervention or further action. This information should inform areas of action identified within your district strategic plan and your annual Enhancing Student Learning Report to the Ministry. Your commitment to focusing on this data and determining how you will align district resources in response is critical to increasing equity in our system.

p.2 Indigenous students are a priority under the Framework for Enhancing Student Learning and recently you heard from the Ministry with a summary of feedback on your Enhancing Student Learning Report. The data and insights from the AHAWD Report should go hand in hand with district continuous improvement processes and adapting strategies to improve outcomes and attendance of all Indigenous students.

6

Students Who Self Identify as Aboriginal



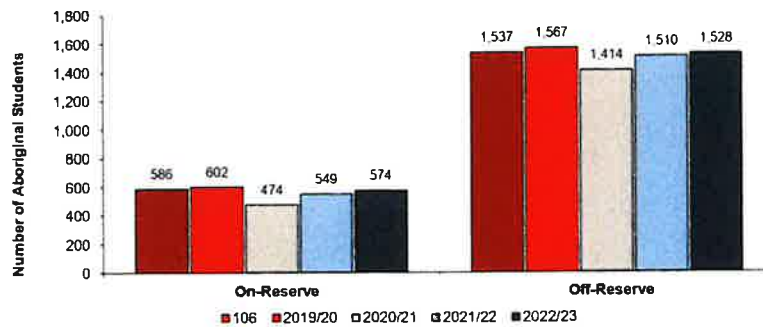
School Year	All Students #	District				Province *				
		SIA In Year*		SIA Only in Other Year(s)*		SIA In Year*		SIA Only in Other Year(s)*		
		#	%	#	%	#	%	#	%	
2013/14	4,962	2,114	42.6	160	3.2	558,983	59,502	10.6	13,325	2.4
2014/15	4,802	2,069	43.1	172	3.6	552,786	59,382	10.7	13,068	2.4
2015/16	4,396	1,966	44.7	124	2.8	553,376	60,706	11.0	12,567	2.3
2016/17	4,227	1,913	45.3	114	2.7	557,625	61,801	11.1	11,979	2.1
2017/18	4,241	1,935	45.6	119	2.8	563,241	63,182	11.2	10,930	1.9
2018/19	4,327	1,974	45.6	149	3.4	568,982	64,326	11.3	10,009	1.8
2019/20	4,378	2,008	45.9	161	3.7	576,000	65,215	11.3	9,152	1.6
2020/21	3,956	1,747	44.2	141	3.6	568,285	64,272	11.3	8,037	1.4
2021/22	4,154	1,960	47.2	99	2.4	578,797	66,282	11.5	6,635	1.1
2022/23	4,246	2,042	48.1	60	1.4	590,583	67,285	11.4	4,553	0.8



Typically, we do not have to be concerned about data representing small numbers of students.

7

Number of Students On or Off reserve



Approximately three times as many learners are Off Reserve than On Reserve.

8

FSA Literacy at Grade 4



GRADE 4: ABORIGINAL

School Year	Writers Only		Emerging		On Track		Extending	
	#	%	#	%	#	%	#	%
2018/19	118	78	51	43	64	54	3	3
2019/20	116	83	54	47	58	50	4	3
2020/21	70	57	25	36	41	59	4	6
2021/22	111	75	64	58	44	40	3	3
2022/23	117	81	59	50	53	45	5	4

Grade 4: Aboriginal



■ Emerging ■ On Track ■ Extending

GRADE 4: NON-ABORIGINAL

School Year	Writers Only		Emerging		On Track		Extending	
	#	%	#	%	#	%	#	%
2018/19	148	89	48	32	90	61	10	7
2019/20	105	80	33	31	66	63	6	6
2020/21	103	72	16	16	81	79	6	6
2021/22	120	83	30	25	83	69	7	6
2022/23	151	88	50	33	89	59	12	8

Grade 4: Non-Aboriginal



■ Emerging ■ On Track ■ Extending



Persistent gap in achievement between Aboriginal and non-Aboriginal learners.
50% Aboriginal learners meeting expectations in 22-23.

FSA Numeracy at Grade 4



GRADE 4: ABORIGINAL

School Year	Writers Only		Emerging		On Track		Extending	
	#	%	#	%	#	%	#	%
2018/19	114	75	72	63	41	36	1	1
2019/20	115	83	67	58	44	38	4	3
2020/21	68	56	39	57	27	40	2	3
2021/22	115	78	83	72	30	26	2	2
2022/23	118	81	89	75	27	23	2	2

Grade 4: Aboriginal



■ Emerging ■ On Track ■ Extending

GRADE 4: NON-ABORIGINAL

School Year	Writers Only		Emerging		On Track		Extending	
	#	%	#	%	#	%	#	%
2018/19	148	89	54	36	90	61	4	3
2019/20	104	79	29	28	70	67	5	5
2020/21	103	72	32	31	66	64	5	5
2021/22	118	82	50	42	66	56	2	2
2022/23	151	88	69	46	80	53	2	1

Grade 4: Non-Aboriginal



■ Emerging ■ On Track ■ Extending



Persistent gap in achievement between Aboriginal and non-Aboriginal learners.
25% Aboriginal learners meeting expectations in 22-23.

FSA Literacy at Grade 7



GRADE 7: ABORIGINAL

School Year	Writers Only		Participation		Emerging		On Track		Extending	
	#	%	#	%	#	%	#	%	#	%
2018/19	111	80	64	58	47	42	0	0	0	0
2019/20	124	78	75	60	49	40	0	0	0	0
2020/21	79	49	44	56	35	44	0	0	0	0
2021/22	120	77	86	72	34	28	0	0	0	0
2022/23	117	81	81	69	36	31	0	0	0	0

Grade 7: Aboriginal



Emerging On Track Extending

GRADE 7: NON-ABORIGINAL

School Year	Writers Only		Participation		Emerging		On Track		Extending	
	#	%	#	%	#	%	#	%	#	%
2018/19	130	78	33	25	90	68	7	5	0	0
2019/20	100	65	39	39	57	57	4	4	0	0
2020/21	73	50	24	33	46	63	3	4	0	0
2021/22	130	77	44	34	85	65	1	1	0	0
2022/23	103	72	52	50	51	50	0	0	0	0

Grade 7: Non-Aboriginal



Emerging On Track Extending



Persistent gap in achievement between Aboriginal and non-Aboriginal learners.
31% Aboriginal learners meeting expectations in 22-23.

FSA Numeracy at Grade 7



GRADE 7: ABORIGINAL

School Year	Writers Only		Participation		Emerging		On Track		Extending	
	#	%	#	%	#	%	#	%	#	%
2018/19	104	75	74	71	30	29	0	0	0	0
2019/20	126	79	109	87	17	13	0	0	0	0
2020/21	80	49	64	80	16	20	0	0	0	0
2021/22	116	74	103	89	13	11	0	0	0	0
2022/23	107	74	89	83	17	16	1	1	0	0

Grade 7: Aboriginal



Emerging On Track Extending

GRADE 7: NON-ABORIGINAL

School Year	Writers Only		Participation		Emerging		On Track		Extending	
	#	%	#	%	#	%	#	%	#	%
2018/19	127	77	48	38	72	57	7	6	0	0
2019/20	100	65	59	59	38	38	3	3	0	0
2020/21	73	50	36	49	32	44	5	7	0	0
2021/22	129	77	74	57	51	40	4	3	0	0
2022/23	101	71	66	65	34	34	1	1	0	0

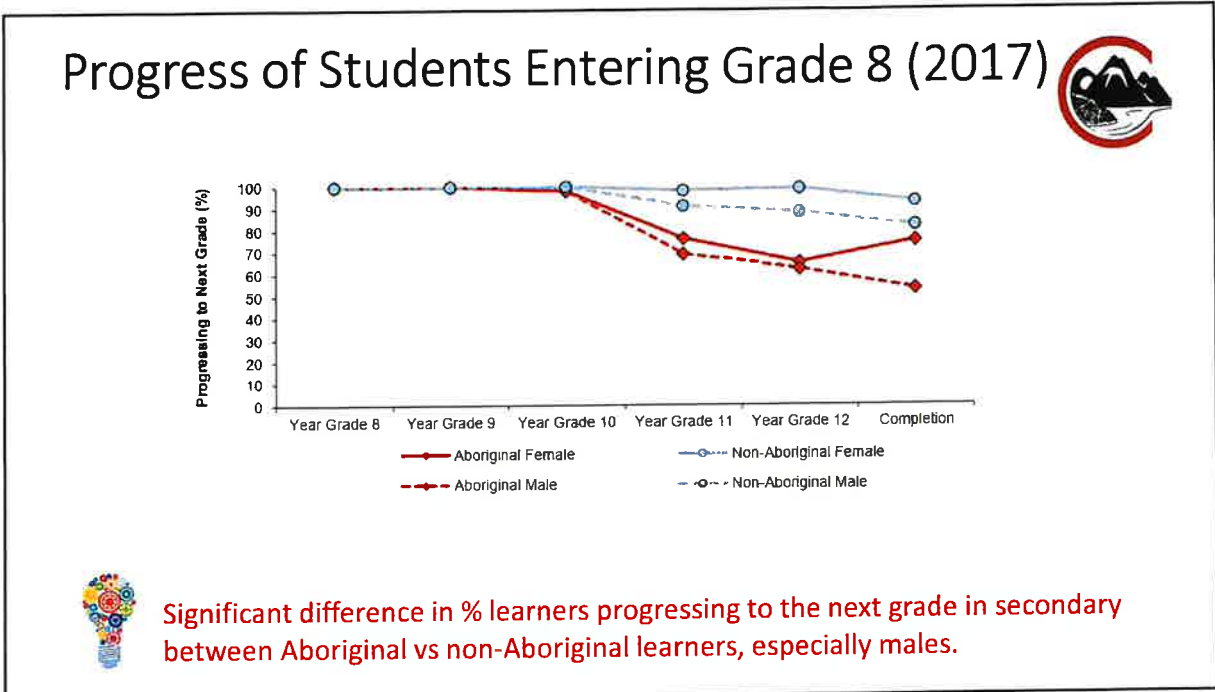
Grade 7: Non-Aboriginal



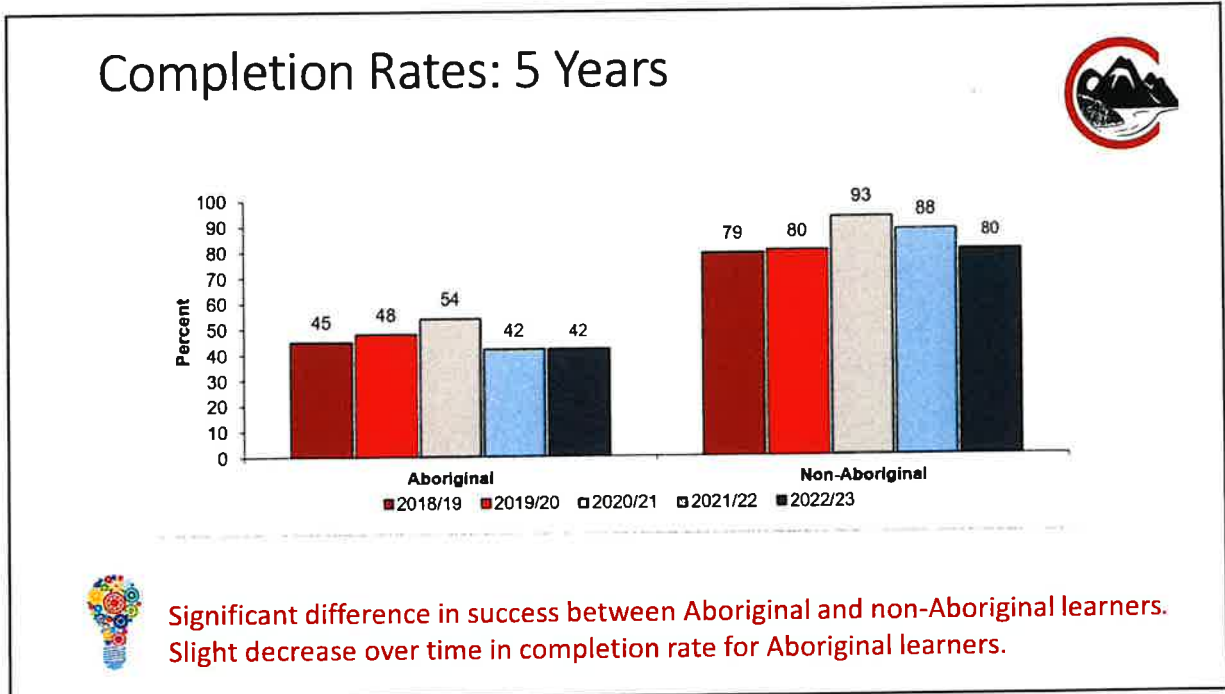
Emerging On Track Extending



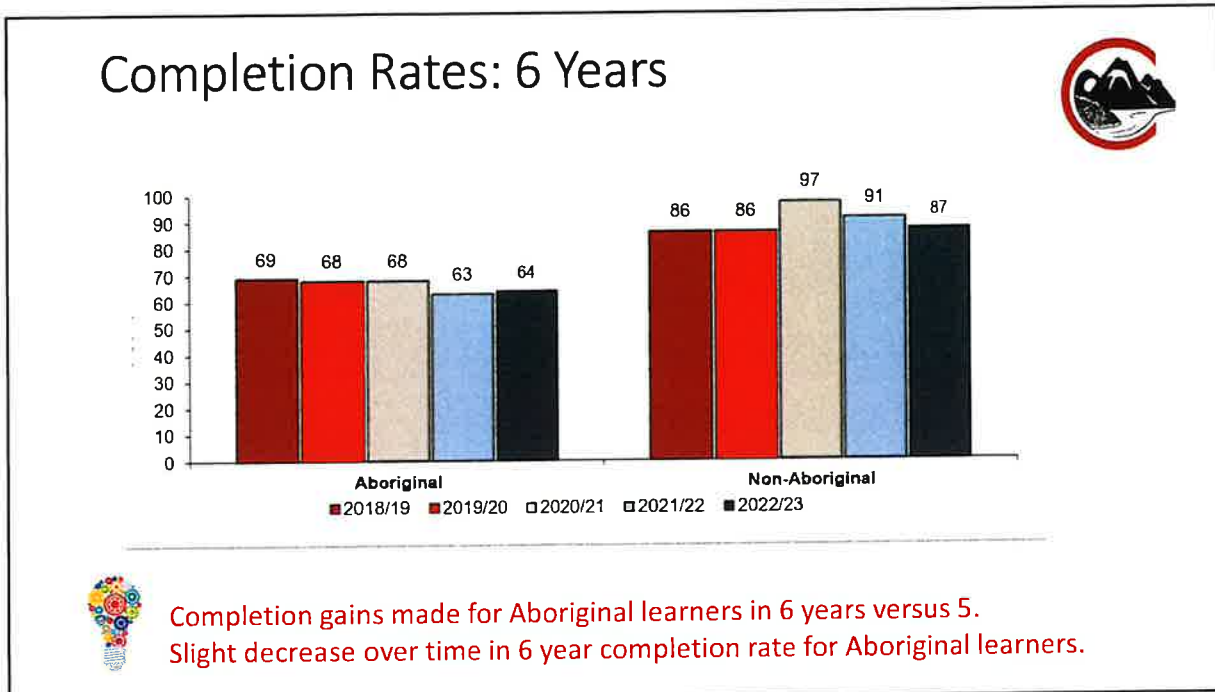
Persistent gap in achievement between Aboriginal and non-Aboriginal learners.
17% Aboriginal learners meeting expectations in 22-23.



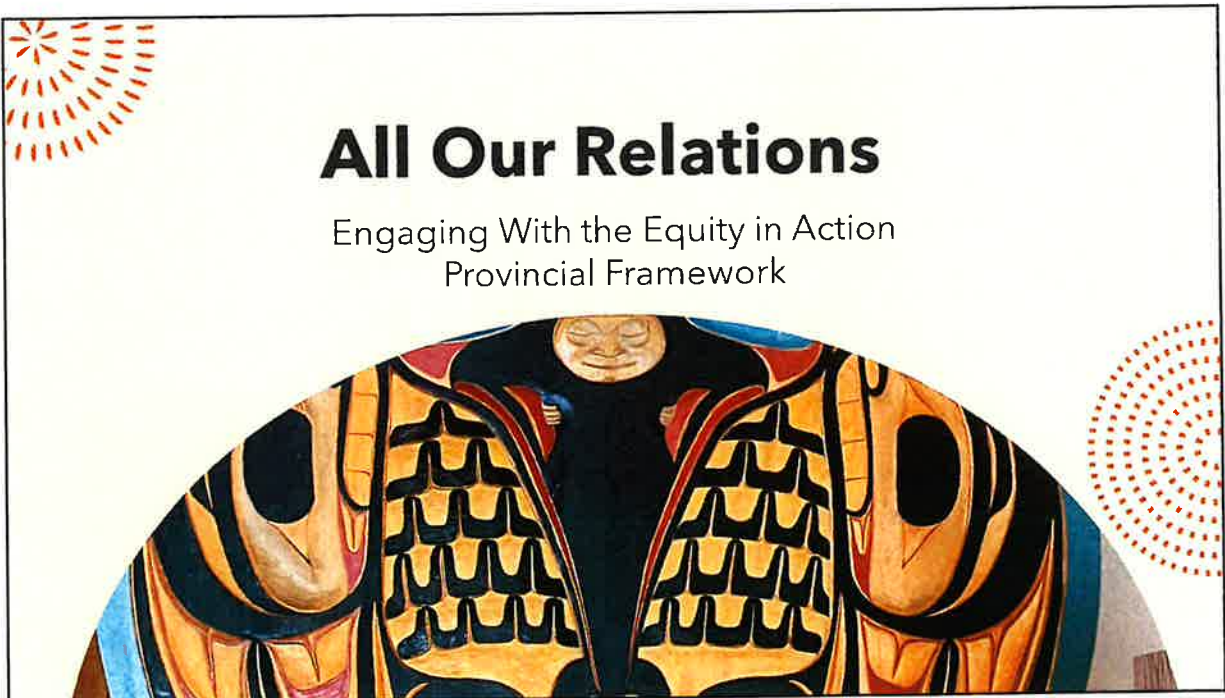
13



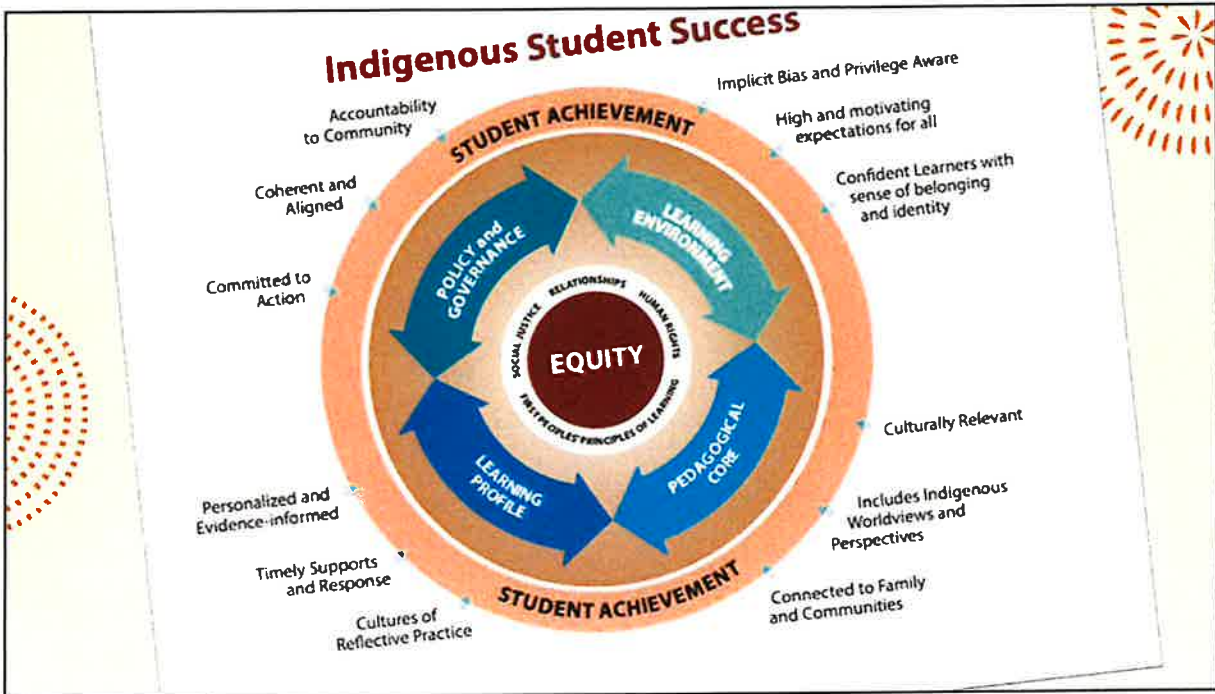
14



15



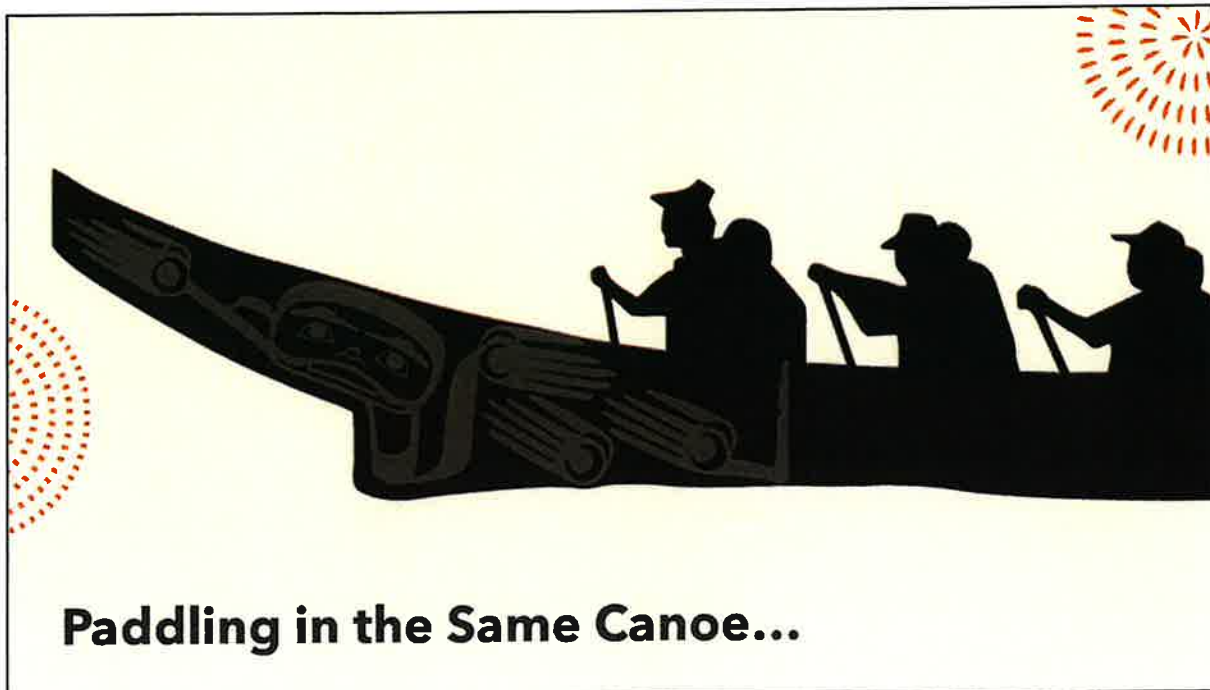
16



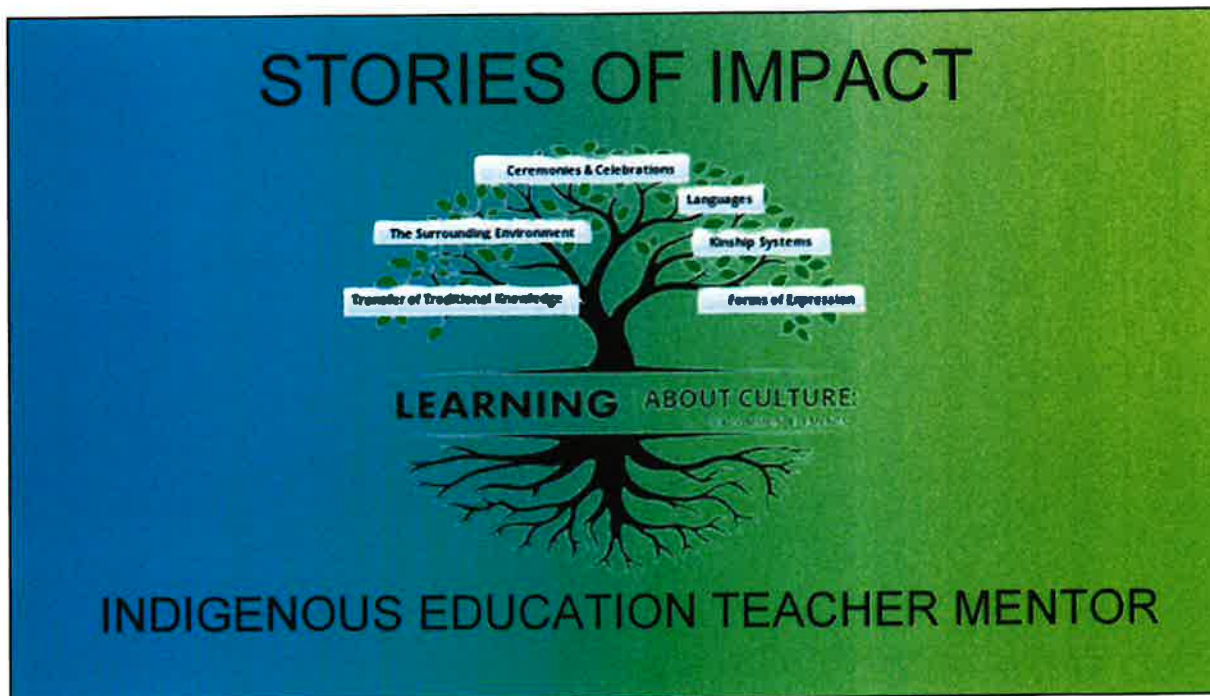
17



18



19

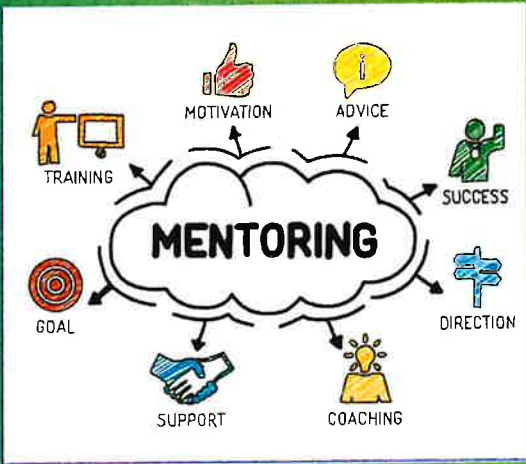


20

What is the purpose of the Indigenous Education Teacher Mentor?

The Indigenous Education Teacher Mentor Position exists to provide support to teachers as they incorporate Indigenous ways of Knowing and Being, the First Peoples Principles of Learning, and Indigenous Knowledge, language, and culture into their classrooms, to best meet the unique social, emotional, mental, and physical needs of each of the Indigenous learners in their care.

This includes assistance in finding/adapting Indigenous resources for learners, working collaboratively with teachers (co-planning/co-teaching) on incorporating Indigeneity into their classrooms, and developing and encouraging professional learning around Indigenous knowledge, and educational practices, to support Indigenous learners.

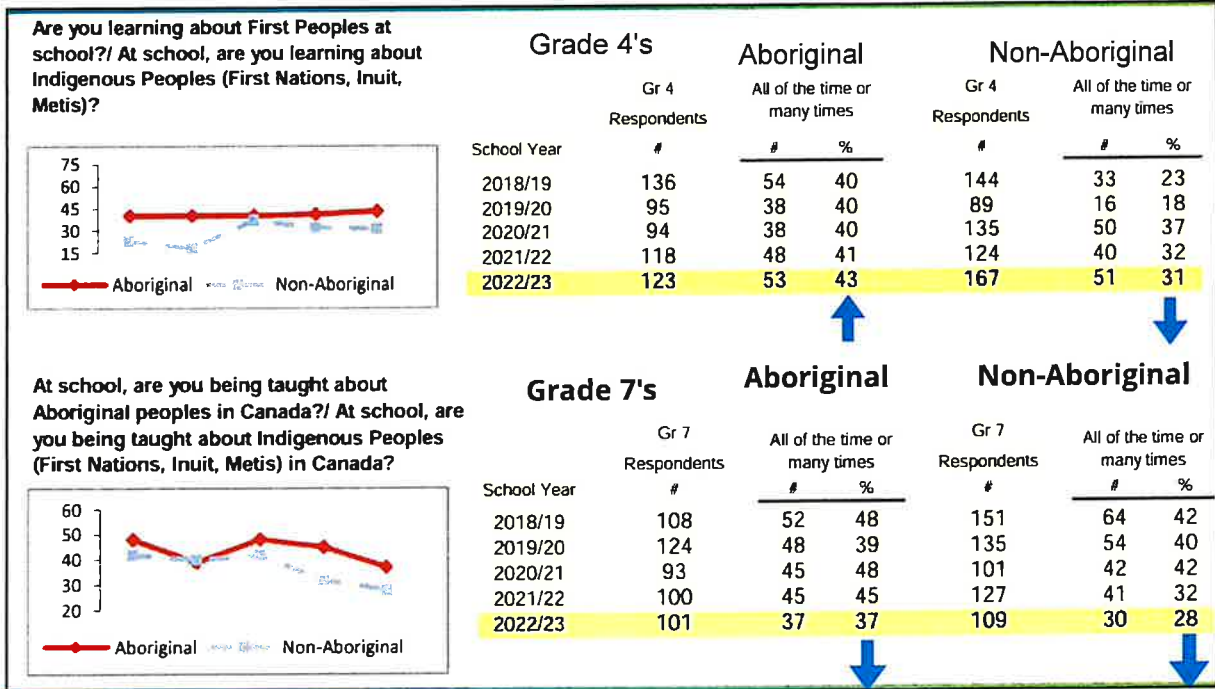


21

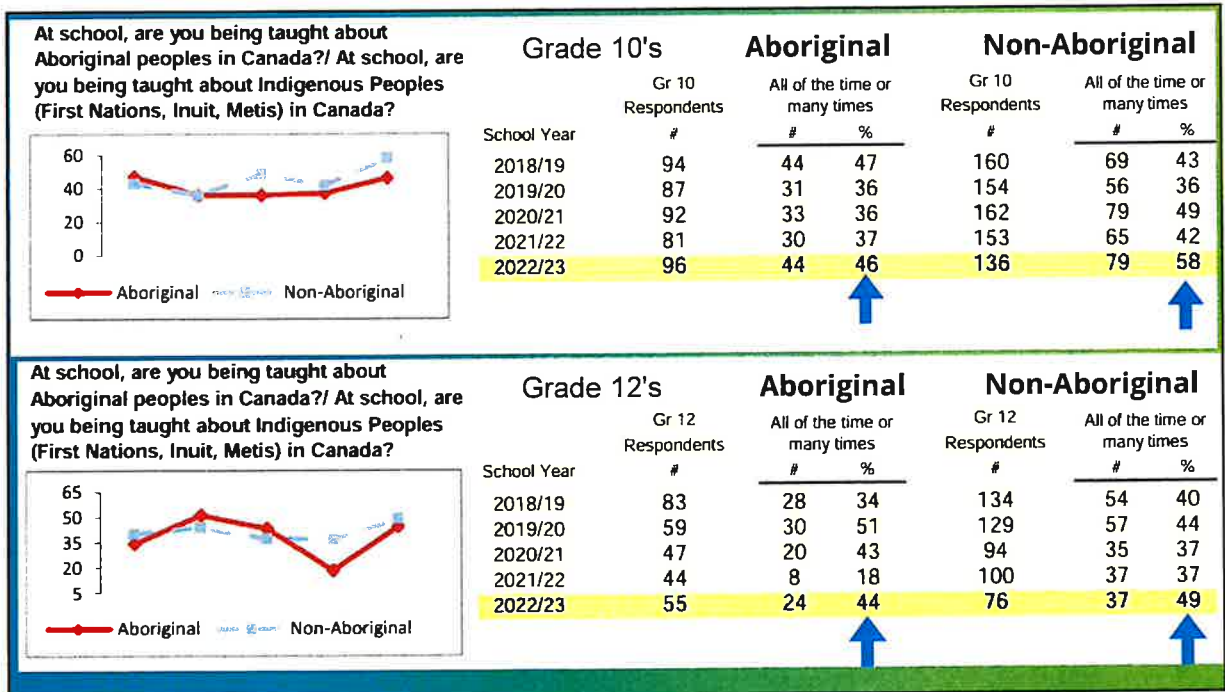
Question

At school, are you being taught about Aboriginal peoples in Canada? At school, are you being taught about Indigenous Peoples (First Nations, Inuit, Metis) in Canada?

22



23



24

What's been going on?

- Trying to make it as easy and accessible as possible for teachers to incorporate Indigenous content into their classroom and to provide resources and ideas to help support students
 - only one of me-been working on ways to increase ability to assist teachers
 - co-planning/teaching takes time(teachers busy/scheduling difficult)- working on putting together resource kits to facilitate this
 - website/sharepoint/newsletters
 - Receiving email requests for resources/having meetings with teachers
 - Drum making workshops at schools
 - Offering professional development-Building connections workshop/Drum making
 - Will be starting professional learning sessions soon- also looking at starting a district committee to work on sharing ideas for incorporating more culture into schools
 - First Nations resource centre
 - teachers wanting access- may look at new ways to increase use/access based on input from Indigenous Education Committee/Council?
 - Role model list needs to be updated/ process for booking to be easier and more efficient - looking at other methods to maximize use- ie. elder in residence model/ seeking to create digital archives of knowledge -role model gathering May 8th to renew relationships & find new elders/knowledge keepers

25

www.aashley.weebly.com



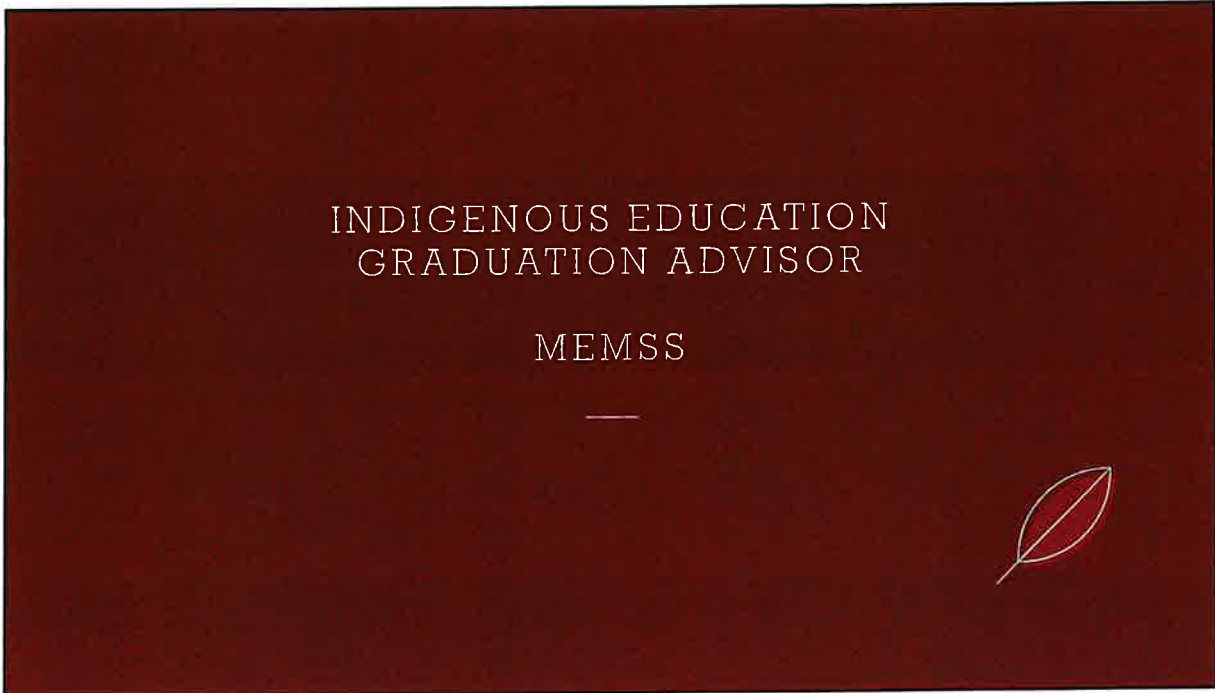
26



27



28



29

Student Name	YOG	Grade	Aboriginal Ancest	Band of Origin	Band of Residence	EnrStat	Phone	Abs
	2026	10	Status - Off Reserve	KINCOUTH		Active	1433860	778-645-4325
	2024	12	Status - On Reserve	KITAMAAT	KITAMAAT	Active	1378727	250-279-1976
	2026	10	Status - Off Reserve	KITAMAAT		Active	2504451	778-818-0119
	2026	10	Status - Off Reserve	GITSEGUKLA-GITSKAN-A		Active	1437590	250-639-0435
	2024	12	Status - Off Reserve	KITAMAAT		Active	1272592	250-632-1431
	2026	10	Status - Off Reserve	GITLAXT-AAMIKS		Active	1411137	250-632-7999
	2026	10	Status - Off Reserve	LAX-KW'ALAAMS (PORT		Active	1441850	250-626-7838
	2025	11	Status - Off Reserve	MUSQUEAM		Active	1315923	250-279-9195
	2025	11	Metis			Active	1355392	250-632-8776
	2026	10	Status - Off Reserve	GITANMAAX BAND		Active	1411597	250-632-5412
	2024	12	Status - Off Reserve	KITAMAAT		Active	1266899	250-639-5705
	2026	10	Status - On Reserve	KITAMAAT	KITAMAAT	Active	1430142	778-558-3845
	2026	10	Status - Off Reserve	KITAMAAT		Active	970427	250-639-5290
	2025	11	Status - Off Reserve	LAX-KW'ALAAMS (PORT		Active	1331062	250-407-3437
	2024	12	Status - Off Reserve	LAX-KW'ALAAMS (PORT		Active	1164961	778-631-2106
	2026	10	Non-Status	GITLAXT-AAMIKS		Active	1268301	250-639-6716
	2026	10	Non-Status			Active	2548019	403-923-8404
	2025	11	Metis			Active	1337629	250-863-1822
	2024	12	Status - Off Reserve	CHESLATTA CARRIER		Active	1226456	

30

Grade	Teacher	Indigeno	Term	Grade
10	Sorenson, John		Q1 Grade	43
10	Shaw, Beverley		Q1 Grade	17
FOOD STUDIES 10	Walte, Uissa		Q1 Grade	26
10	Sorenson, John		Q1 Grade	13
LACE MATHEMATICS 10	Franklin, Lakayla		Q1 Grade	31
10	Sorenson, John		Q1 Grade	48
TING 10	Dahler, Laurel		Q1 Grade	57
ARY STUDIES 10	Dahler, Laurel		Q1 Grade	57
TING 10	Dahler, Laurel		Q1 Grade	38
LACE MATHEMATICS 10	Franklin, Lakayla		Q1 Grade	19
ARY STUDIES 10	Dahler, Laurel		Q1 Grade	38
UDIES 10	Sluyter, Nick	y	Q1 Grade	50
10	Sorenson, John	y	Q1 Grade	10
LACE MATHEMATICS 10	Franklin, Lakayla	y	Q1 Grade	26
10	Shaw, Beverley	y	Q1 Grade	0
STUDIES 11	Benet, Malar	y	Q1 Grade	50
11	Sorenson, John		Q1 Grade	57

Potential Failures Gr 10-12 (all)		Potential Failures Gr 10-12 (Indigenous)	
Count	%	Count	%
39/226	17	21/60	35
		21/226	9

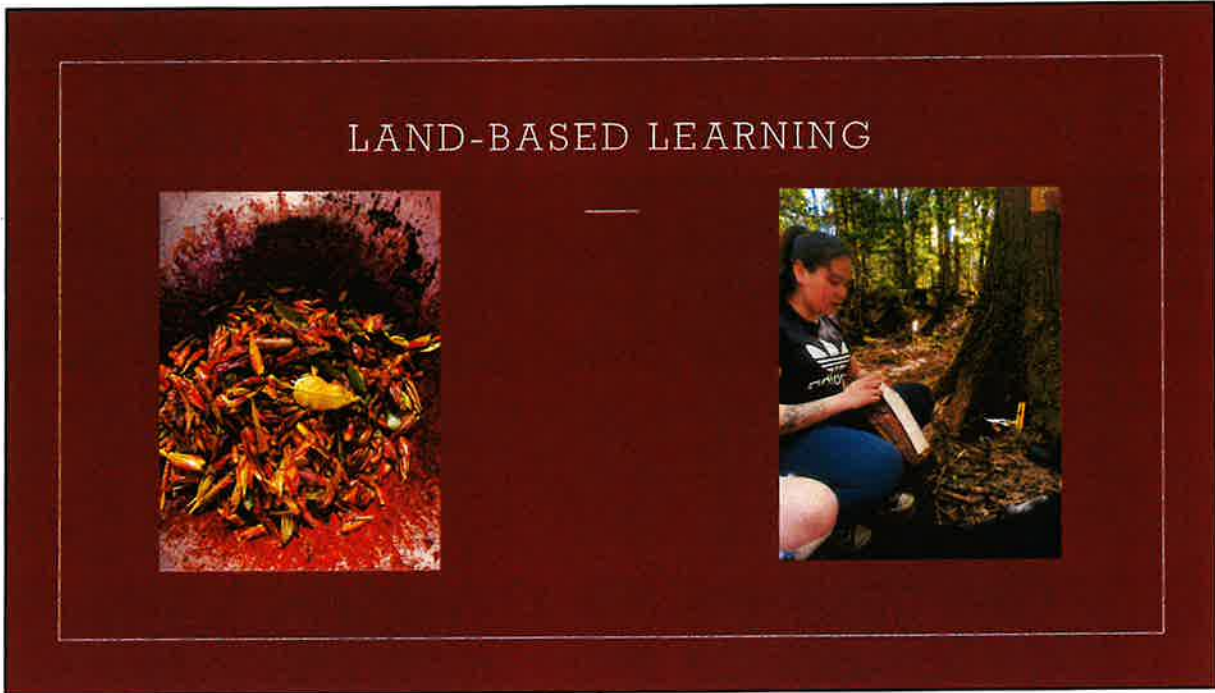
Potential Failures Gr 10-12 (non-Indigenous)	
Count	%
17/166	10
17/226	8

31

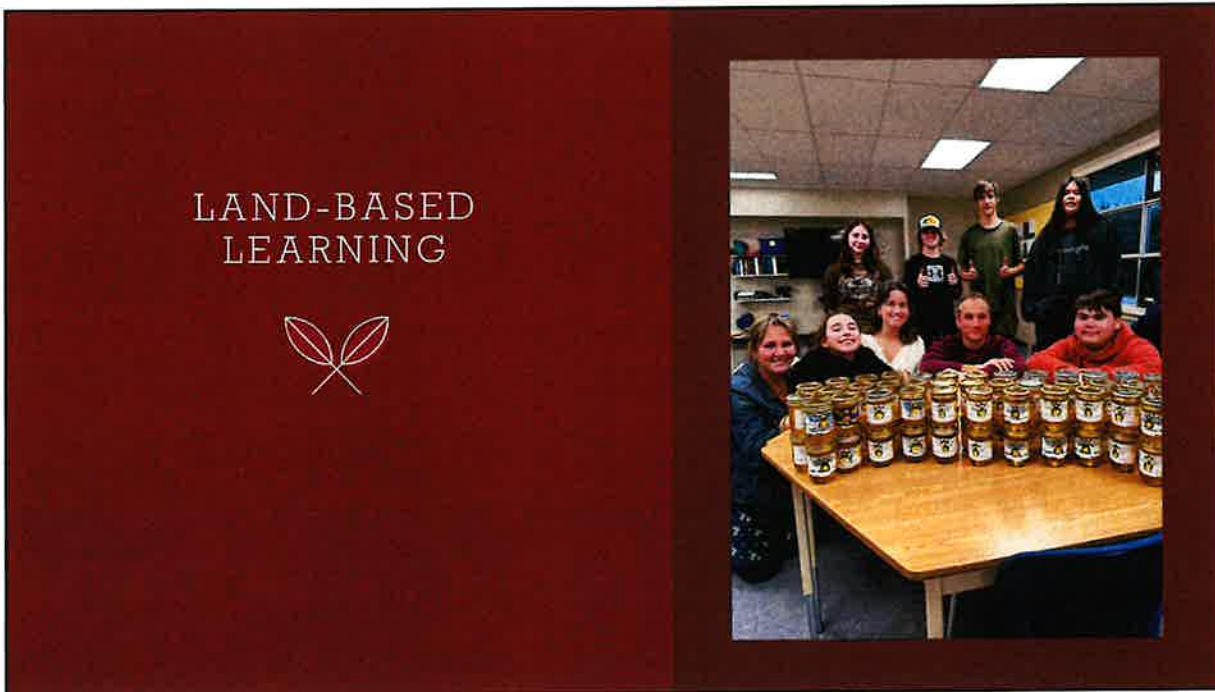
INDIGENOUS
EDUCATION
GRADUATION
ADVISOR

Kitimat City High

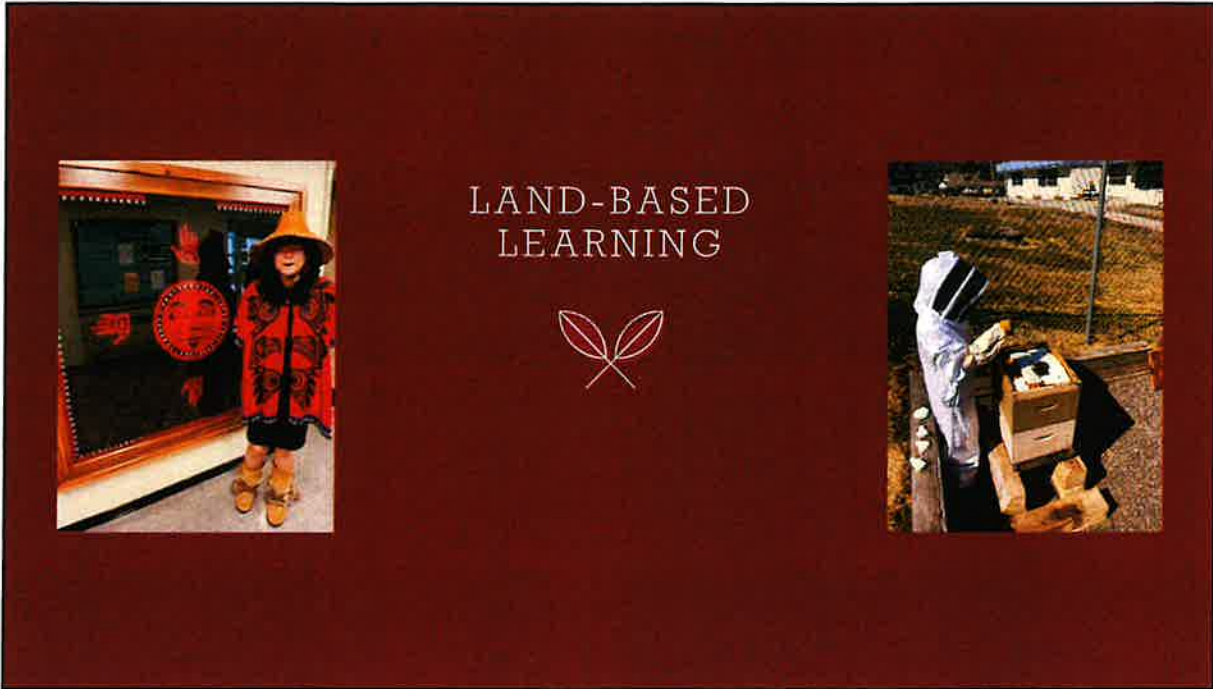
32



33



34



35



36



MEETING AGENDA ITEM #12.1

Action:	X	Information:	
Meeting:	Regular	Meeting Date:	April 24, 2024
Topic:	Board Chair Report – April 2024		

Background/Discussion:

Attached for Trustees' information is the Board Chair's Report for the month of April 2024 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 Report for April 2024.

Presented by: Board Chair Warcup



BOARD CHAIR REPORT

APRIL 2024 REGULAR BOARD OF EDUCATION MEETING

Thank you to Hazelton Secondary School for hosting our April Board of Education Meetings. We continue to provide hybrid meetings, and this does increase our attendance and participation in meetings, but it is also good to be face-to-face and to visit our schools.

Since the last meeting we have had Spring Break but the work and business continues as we implement our annual Board Work Plan. This month is the start of increased attention to developing next year's Operating Budget along with the continued attention of staff on recruitment of employees.

Vice Chair Karen Jonkman and I were able to attend the Kitselas Five Tier System (K5T) and Friends 2024 Regional Career Expo held recently on March 26 at the Terrace arena. Our trades centre leadership hosted an informative booth, where I found it great to have several of our students share their trades school learnings with us. The next day, we attended the traditional land blessing ceremony hosted by K5T and the Kitselas Village for the future Kulsipi Educational Village located on Queensway Drive in Terrace.

Trustees will have just returned from the BC School Trustees Association (BCSTA) Annual General Meeting held April 18-21 in Vancouver. This meeting addressed 40 motions related to BCSTA's provincial leadership on the work to support education in BC. Motions ranged from addressing funding, playground accessibility, use of portables, anti-bullying measures and addressing climate change. Prior to the Annual General Meeting, two days of informative sessions were attended by Trustees.

On May 11, 2024, we will be hosting the BCSTA Leadership Series North West Session. This session is co-authored with the First Nations Education Steering Committee and includes representations from the Office of the Representative for Children and Youth and the Ministry of Education and Child Care.

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.