



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

**BOARD OF EDUCATION  
REGULAR BOARD MEETING**

**KITWANGA ELEMENTARY SCHOOL**

**WEDNESDAY, OCTOBER 23, 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, OCTOBER 23, 2024, 5:00 P.M. - KITWANGA ELEMENTARY SCHOOL**  
**HYBRID MEETING (IN PERSON OR VIA ZOOM)**

**A G E N D A**

<b><u>Video Presentation: Recognizing National Principals' Month &amp; World Teachers' Day</u></b>			
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 Regular Board Meeting, September 25, 2024	Motion	Attachment	Pages 2-12
5. RECEIPT OF RECORDS OF IN CAMERA MEETING			
5.1 Summary of In Camera Meeting, September 25, 2024	Motion	Attachment	Pages 13-14
6. BUSINESS ARISING FROM THE MINUTES			
6.1 Board's response letter to the Inter-Tribal Education Committee presentation re: Proportionate First Nations Representation on the CMSD82 Board of Trustees presented at the September 25, 2024 Regular Board Meeting	Motion	Attachment	Pages 15-17
7. CORRESPONDENCE			
7.1 Kitsumkalum Notice to Apply the Model Local Education Agreement	Motion	Attachment	Pages 18-46
8. SUPERINTENDENT OF SCHOOLS' MONTHLY REPORT – OCTOBER 2024	Motion	Attachment	Pages 47-54
9. INDIGENOUS EDUCATION REPORT – OCTOBER 2024	Motion	Attachment	Pages 55-59
10. STANDING COMMITTEE REPORTS			
10.1 <u>Business Committee Report</u> (Trustee Ed Harrison)			
10.1.1 Business Committee Meeting Minutes, October 9, 2024	Motion	Attachment	Pages 60-62
10.1.2 Ministry of Education Data Management 1701 Preliminary Report	Motion	Attachment	Pages 63-74
10.2 <u>Education Committee Report</u> (Trustee Karen Jonkman)			
10.2.1 Education Committee Meeting Minutes, October 9, 2024	Motion	Attachment	Pages 75-79
10.2.2 Board Approval in Principle – Level Five Field Trips:	Motions (2)	Attachment	Pages 80-85
• Out-of-Province Field Trip, Caledonia Secondary School Wind Ensemble, Kermode Choir and Jazz Band, May 14-19, 2025			
• Out-of-Country Field Trip, Bear Valley School Travel Club, May 29-June 6, 2025			
10.2.3 Board Approval Final Applications – Level Five Field Trips:	Motions (2)	Attachment	Pages 86-94
• Out-of-Country Field Trip, Caledonia Secondary School Travel Club, Spring Break 2025			
• Out-of-Country Field Trip, Mount Elizabeth Middle/Secondary School Travel Club, Spring Break 2025			
10.2.4 2024-2025 Draft Enhancing Student Learning Report	Motion	Attachment	Pages 95-128
10.2.5 2024-2025 Draft School Improvement Plans	Motion	Attachment	Page 129
11. NEW BUSINESS			
There is no new business to report.			
12. TRUSTEE REPORTS			
12.1 Board Chair Report – October 2024	Motion	Attachment	Pages 130-132
12.2 Trustee Reports	Information	Verbal	
13. QUESTION PERIOD	Information	Verbal	
14. ADJOURNMENT			



## Coast Mountains Board of Education School District 82

### MEETING AGENDA ITEM #4.1

Action: X

Information:

Meeting: Regular

Meeting Date: October 23, 2024

Topic: **Minutes of the Regular Meeting of the Board, September 25, 2024**

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

Minutes as attached.

#### **Recommended Action:**

**THAT** the minutes of the Regular Meeting of the Board held September 25, 2024 be approved.

Presented by: Secretary Treasurer

**REGULAR MEETING OF THE BOARD OF EDUCATION  
OF SCHOOL DISTRICT 82 (COAST MOUNTAINS)  
WEDNESDAY, SEPTEMBER 25, 2024 – 5:00 P.M.  
BOARD OF EDUCATION OFFICE – HYBRID MEETING (IN PERSON OR VIRTUAL)**

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**PRESENT WERE:**

Chairperson - M. Warcup  
- E. Harrison  
- W. Jones

Vice Chairperson - K. Jonkman  
(virtual) - M. Maxim

**REGRETS:**

Interim Superintendent of Schools  
Secretary Treasurer  
Recording Secretary

- J. Sundell

- J. Meyer  
- G. Fuller  
- C. Gagnon

**DISTRICT STAFF PRESENT:**

Director of Human Resources  
Director of Instruction, Learner Support  
District Principal, Mentoring & Learner Engagement  
District Principal, Early Learning & French Immersion  
District Vice Principal, Indigenous Education

- K. Bath  
- J. Nieckarz  
- P. Barron  
- T. McDonald  
- B. Azak

Board Chairperson Warcup acknowledged with respect the school district's business being conducted on the unceded traditional territories of the Gitksan, Haisla, Nisga'a and Ts'msyen Peoples. We are honoured to work with their children and privileged to live on these lands.

Board Chair Warcup welcomed guests who joined the first Regular Board Meeting of the 2024-2025 school year both in person and virtually. The meeting was also livestreamed via CMSD82's YouTube Channel. Introductions followed by Trustees and District staff in attendance at the meeting.

Board Chair Warcup indicated the start of the new school year was smooth, however, it was a busy start-up with staff and students returning to welcoming, safe and inclusive schools. September is a month of getting to know one another – students, staff and parents/guardians – in an effort to build meaningful relationships and establishing a sense of community within classrooms and schools.

Board Chair Warcup shared in honour of the late Kitsumkalum First Nation Hereditary Chief and long-standing elected Chief Councillor Don Roberts, who passed away September 15, 2024, the flags at CMSD82 Terrace and Thornhill schools and office buildings are lowered to half-mast today, September 25, the day of Chief Roberts' funeral. Coast Mountains School District extends its sincerest condolences to the Kitsumkalum First Nation and to Chief Robert's family. Our thoughts are with his family and the community.

Trustees and District staff recognized and showed their support for Truth & Reconciliation Week 2024 and September 30 National Day for Truth & Reconciliation and Orange Shirt Day. By wearing an orange shirt on this day, everyone commits to the enduring truth that EVERY CHILD MATTERS, every day and everywhere. In Coast Mountains School District, learners and staff will be encouraged to wear orange on Thursday, September 26 noting that Friday, September 27 was a non-instruction day.

A video was presented that was produced in acknowledgement of "A decade of commemorating Orange Shirt Day" reflecting Phyllis Webstad's story that inspired Orange Shirt Day (now in its 11th year), a national movement to remember and honour First Nation, Metis and Inuit children who attended Canada's Residential School System, including the thousands who never returned home.

Board Chair Warcup indicated at this meeting, the Board is accepting the Trustee resignation of Sonny Duncan-Green for the Kitimat Electoral Area. With his stepping away from being a Trustee, we have started the process of a by-election for the community of Kitimat. Many thanks to Trustee Duncan-Green for his services. We are all feeling sad that Trustee Duncan-Green is leaving us, but we also wish him the very best on his busy other commitments.

The Board is pleased to be welcoming our new Superintendent Tracey MacMillan to the position of Superintendent of Schools and CEO for Coast Mountains School District. She will begin with us on October 1, and in the interim, Janet Meyer is leading the start of this school year as. Board Chair Warcup noted there is much to do in September with the start of the school year, and on behalf of the Board, we extend our many thanks to Janet for being our Interim Superintendent.

**1. CALL TO ORDER**

Board Chairperson Warcup called the meeting to order at 5:11 p.m.

**2. DECLARATION OF QUORUM**

A quorum was declared. Board Chairperson Warcup extended regrets on behalf of Trustee Julia Sundell who was unable to attend the meeting.

**3. APPROVAL OF AGENDA**

Motion #8684

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

Carried  
All in Favour



**4. PRESENTATION**

**4.1 Proportionate First Nations Representation on the CMSD82 Board of Trustees presented by the Inter-Tribal Education Committee**

A presentation was received by the Board on behalf of the Inter-Tribal Education Committee (ITEC) by Monica Simms, ITEC Chairperson, and Angie Maitland, ITEC member regarding the proportionate First Nations representation on the Board of Trustees of Coast Mountains School District 82.

Board Chair Warcup thanked Ms. Simms and Ms. Maitland for the presentation and shared that the Board will provide a response in the very near future.

**5. APPROVAL OF MINUTES OF PRIOR MEETING**

**5.1 Regular Meeting, June 19, 2024**

Motion #8685

**THAT** the minutes of the Regular Meeting of the Board held on June 19, 2024 be approved.

Carried

In Favour 4 / Abstained 1 (Trustee Maxim)

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

**6.1 Summary of In Camera Meeting, June 19, 2024**

Motion #8686

**THAT** the Summary of the In Camera Meeting of the Board held June 19, 2024 be approved.

Carried

In Favour 4 / Abstained 1 (Trustee Maxim)

## 6.2 Summary of Special In Camera Meeting, June 26, 2024

Motion #8687

**THAT** the Summary of the Special In Camera Meeting of the Board held June 26, 2024 be approved.

Carried

In Favour 4 / Abstained 1 (Trustee Maxim)

## 6.3 Summary of Special In Camera Meeting, August 6, 2024

Motion #8688

**THAT** the Summary of the Special In Camera Meeting of the Board held August 6, 2024 be approved.

Carried

In Favour 4 / Abstained 1 (Trustee Maxim)

## 7. BUSINESS ARISING FROM THE MINUTES

### 7.1 Follow-Up Trustee Mike Maxim Sanctions – Censured for Misconduct

Board Chair Warcup read the following report in follow-up to Trustee Maxim's sanctions and censure for misconduct:

As communicated publicly on June 12, 2024, the Board of Education at a Special In Camera Meeting held on May 27, 2024 voted to censure Trustee Michael Maxim for misconduct for breaching Coast Mountains School District Policies #2010 (Harassment), #2020 (Respectful Workplace) and #5010 (Trustee Code of Ethics). Further sanctions were imposed for Trustee Maxim on June 13, 2024 following a Special In Camera Meeting where it was determined that Trustee Maxim breached Coast Mountains School District Policies #5010 (Trustee Code of Ethics) and #5015 (Communications and Consultation with the Public).

Board Chair Warcup requested this report be recorded and made clear that the Board of Education wishes to reaffirm clearly that Trustee Maxim's continued actions are based on his personal agenda and his actions are not supported by or representative of the Board of Education. The Board speaks as one voice.

Trustee Maxim asked to read a letter in response to Board Chair Warcup's follow-up report. Board Chair Warcup indicated to Trustee Maxim he had an opportunity to respond to the allegations and resulting sanctions and censure at the scheduled In Camera Meetings with the Board, however, he declined to participate in the meetings.

**8. CORRESPONDENCE**

**8.1 Stewart Community Connections Society Letter of Appreciation, July 17, 2024**

Motion #8689

**THAT** the Board receive for information the Stewart Community Connections letter of appreciation for CMSD82's generous donation of \$5,000 that will significantly enhance the resources available at The Stewart Food Bank and those in need.

Carried  
All in Favour

**9. SUPERINTENDENT OF SCHOOL'S MONTHLY REPORT – SEPTEMBER 2024**

Motion #8690

**THAT** the Superintendent of School's Monthly Report to the Regular Board Meeting of September 25, 2024 prepared by Interim Superintendent Janet Meyer be received as presented.

Carried  
All in Favour

**10. INDIGENOUS EDUCATION REPORT – SEPTEMBER 2024**

Motion #8691

**THAT** the Board receive for information the Indigenous Education Report for September 2024 prepared by Interim Superintendent Janet Meyer.

Carried  
In Favour 4 / Abstained 1 (Trustee Maxim)



## 11. STANDING COMMITTEE REPORTS

### 11.1 Business Committee Report (Trustee Ed Harrison)

#### 11.1.1 Business Committee Meeting Minutes, September 18, 2024

Motion #8692

**THAT** the minutes of the Business Committee Meeting held on September 18, 2024 be received for information.

Carried  
All in Favour

#### 11.1.2 Draft 2023-2024 Audited Financial Statements

Motion #8693

**THAT** the Board approve the 2023-2024 Audited Financial Statements and Notes Version: 7355-6609-4627 as presented.

Carried  
All in Favour

Upon approval of the Financial Statements by the Board, the Independent Auditors' Report (pages 2-4) will be provided for inclusion in the Audited Financial Statements to the Ministry of Education. The 2023-2024 appointed auditor, Steve Kietzmann of Vohora LLP (chartered professional accountants) presented a verbal report of the Financial Statements and accompanying Notes to the Board at the September 25, 2024 Regular Board Meeting.

Secretary Treasurer extended a thank you to her Finance Team noting the accuracy of the audit is based on their hard work and dedication to the school district.

#### 11.1.3 2023-2024 Indigenous Education Targeted Fund Carry Forward

Motion #8694

**THAT** the Board approve the carry forward of \$571,684 surplus in Indigenous Education targeted funds to the 2024-2025 fiscal year.

Carried  
All in Favour

**11.1.4 Draft 2023-2024 School Year Financial Statement Discussion & Analysis Report**

Motion #8695

**THAT** the Board receive the 2023-2024 School Year Financial Statement Discussion & Analysis Report for Coast Mountains School District 82 as presented.

Carried  
All in Favour

**11.2 Education Committee Report (Trustee Karen Jonkman)**

No report to present; the next virtual Education Committee Meeting will be held on October 9, 2024.

**12. NEW BUSINESS**

**12.1 New Superintendent of Schools & CEO Announcement**

Motion #8696

**THAT** the Board acknowledge the completion of the comprehensive Superintendent Search Process and the appointment of Tracey MacMillan to the position of Superintendent of Schools & CEO effective October 1, 2024.

Carried  
All in Favour

**12.2 2024-2025 Annual Board Work Plan**

Motion #8697

**THAT** the Board approve the 2024-2025 Annual Board Work Plan as presented.

Carried  
All in Favour

**12.3 Amended Ministry Response to the Annual Five-Year Capital Plan Submission for 2024-2025 & Capital Bylaw No. 2024/25-CPSD82-02**

CAPITAL BYLAW NO. 2024/25-CPSD82-02 - CAPITAL PLAN 2024-2025

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

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

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

NOW THEREFORE the Board enacts as follows:

1. The Capital Bylaw of the Board for the 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 September 16, 2024, is hereby adopted.
2. This Capital Bylaw may be cited as School District No. 82 (Coast Mountains) Capital Bylaw No. 2024/25-CPSD82-02.

Motion #8698

**THAT** the Capital Bylaw No. 2024/25-CP-SD82-02 (Capital Plan 2024/25) be read a first time the 25th day of September, 2024.

Carried  
All in Favour

Motion #8699

**THAT** the Capital Bylaw No. 2024/25-CP-SD82-02 (Capital Plan 2024/25) be read a second time the 25th day of September, 2024.

Carried  
All in Favour

*Unanimous consent was received and confirmed by Board Chair Warcup prior to proceeding to third reading of the Capital Bylaw No. 2024/25-CPSD82-02 - Capital Plan 2024/25.*

Motion #8700

**THAT** the Capital Bylaw No. 2024/25-CP-SD82-02 (Capital Plan 2024/25) be read a third time, passed and adopted the 25th day of September, 2024.

Carried  
All in Favour

**12.4 Appointment of Chief Election Officer – School Trustee By-Election, Kitimat Electoral Area**

Motion #8701

**THAT** Ms. Cathy Jackson be appointed as Chief Election Officer effective September 18, 2024 for the School Trustee By-Election for Trustee Electoral Area 1 (Kitimat) for Coast Mountains School District 82 to be held mid-September 2024 to mid-December 2024 approximately.

Carried  
All in Favour

**12.5 BCSTA 2024 Provincial Election Advocacy for Boards of Education**

Board Chair Warcup spoke to BCSTA's advocacy initiatives that encourages school boards province-wide in doing their part by sending Board of Education Advocacy Letters to MLA candidates in their electoral areas for 2024 Provincial Election.

A draft Advocacy Letter prepared by Board Chair Warcup on behalf of the CMSD82's Board was provided for Trustees review, input and approval to send the letter to local candidates. The letter reflects edits made by Board Chair Warcup identifying areas of concern specific to our school district. The intention is to share this letter with MLA candidates within the school district's electoral areas following the September 25, 2024 Regular Board Meeting.

Trustees agreed to proceed with sending the Board's advocacy letter to local MLA candidates. Board Chair Warcup welcomed input or feedback from Trustees prior to issuance of the advocacy letter.

**13. TRUSTEE REPORTS**

**13.1 Board Chairperson Report – September 2024**

Motion #8702

**THAT** the Board receive for information the Board Chairperson Report for September 2024.

Carried  
All in Favour

**13.2 Trustee Reports**

Trustees reported on activities they had been involved in.

**14. QUESTION PERIOD**

A brief question period ensued with the following question posed by Joslyn Bagg, Coast Mountain Teachers' Federation Co-President:

Ms. Bagg asked that Teachers Teaching-on-Call be recognized in May 2025 to the Board's Annual Work Plan for 2024-2025. Board Chair Warcup concurred with Ms. Bagg's suggestion noting it will be added to the plan.

**15. ADJOURNMENT**

The next hybrid Regular Board of Education Meeting will be held on Wednesday, October 23, 2024 at Kitwanga Elementary School.

The meeting was adjourned at 6:34 p.m.

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Board of Education Chairperson

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Secretary Treasurer





**MEETING AGENDA ITEM #5.1**

Action: X

Information:

Meeting: Regular

Meeting Date: October 23, 2024

Topic: **Summary of In Camera Meeting of the Board, September 25, 2024**

**Background/Discussion:**

Summary as attached.

**Recommended Action:**

**THAT** the Summary of the In Camera Meeting of the Board held September 25, 2024 be approved.

Presented by: Secretary Treasurer



**SUMMARY OF PROCEEDINGS AND DECISIONS MADE AT THE  
IN CAMERA MEETING OF THE BOARD OF EDUCATION  
SCHOOL DISTRICT 82 (COAST MOUNTAINS)  
HELD SEPTEMBER 25, 2024  
PURSUANT TO SECTION 72(3) OF THE *SCHOOL ACT***

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The Board of Education:

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



## Coast Mountains Board of Education School District 82

### MEETING AGENDA ITEM #6.1

Action: X

Information:

Meeting: Regular

Meeting Date: October 23, 2024

Topic: **Response Letter to the Inter-Tribal Education Committee re: September 2024 Presentation to the Board**

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

The attached response letter was issued by Board Chair Margaret Warcup, on behalf of the Board, in follow up to the Inter-Tribal Education Committee's presentation at the Regular (Public) Board of Education Meeting held on September 25, 2024 regarding proportionate First Nations Representation on the Board of Trustees for Coast Mountains School District 82.

#### **Recommended Action:**

**THAT** the Board response letter provided to the Inter-Tribal Education Committee in follow up to their presentation at the Regular (Public) Board Meeting held on September 25, 2024 be received for information.

Presented by: Board Chair Warcup



## Coast Mountains Board of Education School District 82

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

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October 18, 2024

Inter-Tribal Education Committee  
c/o Ms. Monica Simms, ITEC Chairperson  
Box 335  
Hazelton, B.C. V0J 1Y0  
Email: [education@gitxsangc.ca](mailto:education@gitxsangc.ca)

Ama sah Monica,

On behalf of the Board of Education for Coast Mountains School District 82 (CMSD82), we thank the Inter-Tribal Education Committee (ITEC) for its detailed presentation shared at the Regular Board of Education Meeting held on September 25, 2024 regarding proportionate First Nations representation on the CMSD82 Board of Education through trustee electoral area variation in CMSD82. The Board of Education continues to explore your proposal.

The student achievement gap is a concern for the Board of Education. We are addressing this gap through the Enhancing Student Learning (ESL) process that formalizes the planning and reporting expectations for school districts across B.C. in order to enhance student learning and success. The ESL reflects a public commitment by Indigenous rights holders and Indigenous peoples, education partners and communities to work together to continuously improve student learning in relation to intellectual, human and social and career development. The ESL requires alignment of provincial K-12 accountability and evidence-informed practices that enhance student learning inclusivity and equity of outcomes.

The Board of Education is interested in engaging and working with ITEC to enhance our collective responsibility for the success of all Indigenous learners while increasing knowledge of and respect for Indigenous culture, language, history and respecting the uniqueness of First Nations communities and their diversity.

... continued

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



## Coast Mountains Board of Education School District 82

Inter-Tribal Education Committee  
c/o Ms. Monica Simms, ITEC Chairperson  
Hazelton, B.C.

October 18, 2024

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We look forward to hearing ITEC's feedback and the opportunity to have open discussions towards the continued enhancement and success of all our learners including our Indigenous learners.

T'oyaxsut 'nūūsm,

Margaret Warcup  
Chairperson, Board of Education

cc: Coast Mountains Board of Education School District 82

- Board of Education Trustees:
  - Trustee Ed Harrison (Terrace)
  - Trustee Wayne Jones (Stewart)
  - Vice Chairperson & Trustee, Karen Jonkman (Kitimat)
  - Trustee Mike Maxim (Thornhill)
  - Trustee Julia Sundell (Hazelton)
- Tracey MacMillan, Superintendent of Schools
- Janet Meyer, Interim Superintendent of Schools
- Ginger Fuller, Secretary Treasurer





**MEETING AGENDA ITEM #7.1**

Action:	X	Information:	
Meeting:	Regular	Meeting Date:	October 23, 2024
Topic:	<b>Correspondence Received: - Kitsumkalum Notice to Apply the Model Local Education Agreement</b>		

**Background/Discussion:**

For Trustees' information, please find attached a letter received October 7, 2024 from the Kitsumkalum Indian Band addressed to the Honourable Rachna Singh, Minister of Education and Child Care and to Board Chair Margaret Warcup requesting formal notice to apply the Model Local Education Agreement effective July 1, 2024 between the Kitsumkalum Indian Band and Coast Mountains Schools District 82.

The formal request is made pursuant to sections 86.1 and 86.2 of the *BC School Act* and the Model Local Education Agreement Regulation B.C. 86/2024.

**Recommended Action:**

**THAT** the Board receive the letter dated October 7, 2024 from the Kitsumkalum Indian Band providing formal notice to apply the Model Local Education Agreement between Kitsumkalum Indian Band and Coast Mountains School District 82 effective July 1, 2024.

Presented by: Board Chair



**KITSUMKALUM INDIAN BAND**

P.O. BOX 544, TERRACE, BC CANADA V8G 4B5 | 3515 W KALUM RD, TERRACE, BC V8G 0C8 | TEL: (250) 635-6177 | FAX: 635-4622

Hon. Rachna Singh  
Minister of Education & Child Care  
Government of British Columbia  
620 Superior St. | Victoria, BC V8V 2P8  
Via Email Only: [ECC.Minister@gov.bc.ca](mailto:ECC.Minister@gov.bc.ca)

Margaret Warcup, CMSD 82 Board  
Chairperson  
Coast Mountain School District 82  
3211 Kenney St | Terrace, BC | V8G 3E9  
Email: [margaret.warcup@cmsd.bc.ca](mailto:margaret.warcup@cmsd.bc.ca)

October 7, 2024

**Re: Kitsumkalum Notice to Apply the Model Local Education Agreement**

Dear Minister Rachna Singh and CMSD82 Chair Margaret Warcup

Kitsumkalum Indian Band (681) is writing to formally require the Model Local Education Agreement (Model LEA) to apply between our First and the Board of education of School District No. 82 Coast Mountain effective July 1, 2024, pursuant to sections 86.1 and 86.2 of the *BC School Act* and the Model Local Education Agreement Regulation B.B. 86/2024.

Kitsumkalum Indian Band confirms that:

- a. at least one eligible first nation person (as that term is defined in section 86.1 9 [1] of the *School Act*) of our First Nation is enrolled in or will reasonably be expected to enrol in an educational program provided by the board; and
- b. no other agreement relating to the purchase of educational programs and services with government of Canada funding is in effect (as of the effective date of the Model LEA) between or First Nation and the board.

The applied Model LEA is attached, and includes the names of the parties to the Model LEA, the year when the term of the Model LEA begins and the year when it ends at section 18.1, mailing and email addresses of the parties at section 19.1, and the school district number in the definition of "School district" in section 1 of Appendix A.

Kitsumkalum Indian Band is further requesting a meeting with the Superintendent of schools and School District Senior staff at the earliest opportunity to discuss implementation of the Model LEA.

We look forward to working with you to improve educational outcomes and attendance of our First Nations learners.

T'oyaxsut'nüüsm/ Thank-you all!

**Mr. Steve Roberts,**  
**Kitsumkalum Band Manager**  
Email: [sroberts@kitsumkalum.com](mailto:sroberts@kitsumkalum.com)  
Phone: 250-635-6177

**Marian Kotowich-Laval,**  
**Kitsumkalum Education Coordinator**  
Email: [education@kitsumkalum.com](mailto:education@kitsumkalum.com)  
Phone: 250-635-6177 EXT 104

**MODEL  
LOCAL EDUCATION AGREEMENT**

BETWEEN:

THE KITSUMKALUM INDIAN BAND

(the "First Nation")

AND:

THE BOARD OF EDUCATION OF

SCHOOL DISTRICT NO. 82 COAST MOUNTAIN

(the "Board")

(collectively, the "Parties")

**WHEREAS**

- A. On July 1, 2018, the Province of British Columbia (the "Province"), the Government of Canada and the First Nations Education Steering Committee ("FNESC") entered into the BC Tripartite Education Agreement ("BCTEA"). Consistent with the implementation of BCTEA, the Province and FNESC are working together to make systemic shifts to support successful educational outcomes of all First Nation students, regardless of where they live or are enrolled in school in British Columbia, through the provision of high quality and culturally relevant elementary and secondary educational programs and services, and supported by funding that is responsive to the unique needs of First Nation Students and communities.
- B. Local Education Agreements ("LEAs") are an integral part of the delivery of educational programs and services to First Nation students attending BC Public Schools, as they are an important mechanism for building relationships between First Nation communities and boards of education and BC Public Schools to support improved First Nation student outcomes.
- C. The Province, the Government of Canada, and FNESC developed LEA Guiding Principles, pursuant to Schedule H of the BCTEA to, among other things, apply to and be incorporated substantively into this Model LEA to inform and guide boards of education and First Nations in implementing this Model LEA.
- D. Indigenous peoples have the right to establish and control their educational systems and institutions, as affirmed in the *United Nations Declaration on the Rights of Indigenous Peoples* ("UN Declaration"), and as an aspect of their inherent right of self-government as recognized and affirmed under section 35 of the *Constitution Act, 1982*.

- E. The Province enacted the *Declaration on the Rights of Indigenous Peoples Act* ("Declaration Act") on November 28, 2019, the purposes of which include to affirm the application of the UN Declaration to the laws of British Columbia, and which requires the provincial government to, in consultation and cooperation with Indigenous peoples, take all measures necessary to ensure the laws of British Columbia are consistent with the UN Declaration and to develop an action plan to meet the objectives of the UN Declaration.
- F. Article 14 of the UN Declaration, affirms, *inter alia*, the right of Indigenous people to all levels and forms of education of the State without discrimination, and that States shall, in conjunction with Indigenous peoples, take effective measures, in order for Indigenous individuals, particularly children, including those living outside their communities, to have access, when possible, to an education in their own culture and provided in their own language.
- G. The Province released its *Draft Principles that Guide the Province of British Columbia's Relationship with Indigenous Peoples* in May 2018 ("10 Principles"), which provide guidance on how representatives of the Province engage with Indigenous peoples. The preamble provides that the 10 Principles:
 

"...are intended as bold statements to guide this new relationship and end the denial of Indigenous rights that have led to disempowerment and assimilationist policies and practices. The principles will assure the Province conducts itself in a way that reflects a *clear shift in an often troubled relationship with Indigenous peoples to a modern government-to-government relationship that is strong, sophisticated and valued*. These principles create the space needed to exercise our respective jurisdictions for the benefit of all British Columbians. We will recognize success when we know Indigenous peoples believe themselves to be self-determining, self-governing, self-sufficient and can practice their Indigenous cultural traditions and customs as an important and respected part of B.C. society." (emphasis added)
- H. Principle 10 of the 10 Principles reflects the Province's recognition of the need to take a distinctions-based approach to its relationship with Indigenous peoples:
 

*"10. The Province of British Columbia recognizes that a distinctions-based approach is needed to ensure that the unique rights, interests and circumstances of Indigenous peoples in B.C. are acknowledged, affirmed, and implemented.*

The Province recognizes First Nations, the Métis Nation, and Inuit as the Indigenous peoples of Canada, consisting of distinct, rights-bearing communities with their own histories, including with the Crown. The work of forming renewed relationships based on the recognition of rights, respect, co-operation, and partnership must reflect the unique interests, priorities and circumstances of each people."
- I. Application of this Model LEA is a step consistent with the Province's implementation of BCTEA, the UN Declaration, the 10 Principles, as well as the Truth and Reconciliation Commission of Canada's ("TRC") Calls to Action for reconciliation.
- J. The First Nation has the authority, pursuant to the *School Act*, to require this Model LEA to apply to the First Nation and the Board.



- K. The First Nation has authority and responsibility with respect to the education of its children and youth, which includes a funding role with respect to First Nation Students, and desires to ensure these children and youth all have access to and receive quality education that is safe, respectful, and reflective of their unique culture and history, and leads to successful education outcomes.
- L. Principals, teachers, and other staff in BC Public Schools have an important role to play in the provision of quality educational programs and services and in the implementation and effectiveness of LEAs.
- M. This Model LEA sets out measures for a relationship between the Parties to support First Nation Member Students, as well as terms and conditions regarding the purchase of educational programs and services by the First Nation from the Board for the First Nation Students.

**THEREFORE** the Parties are responsible as follows:

## **1.0 PURPOSE**

- 1.1 The purposes of the Model LEA are to set out terms and conditions related to:
  - a) the purchase of educational programs and services by the First Nation from the Board for First Nation Students attending Schools in the School District;
  - b) the roles and responsibilities of the Parties in working together to improve First Nation Member Students' achievement, including high levels of success, graduation and transition to post-secondary education and training or employment, acknowledging the important role of BC Public Schools in achieving this; and
  - c) developing relationships between the Parties, including measures for building a positive, effective, collaborative and constructive relationship between the First Nation and the Board.
- 1.2 This Model LEA serves as a core shared accountability mechanism for the Parties regarding the education of First Nation Member Students in the School District.

## **2.0 GUIDING PRINCIPLES**

- 2.1 The Parties will be guided by the UN Declaration, which affirms that Indigenous people have a right to all levels and forms of education of the state without discrimination and that states shall, in conjunction with Indigenous peoples, take effective measures in order for Indigenous individuals, particularly children, including those living outside their communities, to have access, when possible, to an education in their own culture and provided in their own language.

- 2.2 The Parties will consider all First Nation Member Students where reference to First Nation Students is specified in the LEA Guiding Principles in section 2.3, except in subsection (n).
- 2.3 The Parties will be informed and guided by the LEA Guiding Principles, set out below with clarifications for implementation purposes:

**First Nations' Central Role in First Nations Education**

- a) Indigenous families and communities have the right to retain shared responsibility for the upbringing, training, education and well-being of their children, consistent with the rights of the child, and Indigenous peoples have the right to establish and control their educational systems and institutions providing education in their own languages, in a manner appropriate to their cultural methods of teaching and learning.
- b) First Nations in British Columbia have control of, and decision-making responsibility for, First Nations education.
- c) First Nations have a central role in the education of their students, regardless of where they attend school.

**First Nation Students Access to Quality Education**

- d) First Nation Students, at all levels of education, must have access to educational opportunities that:
  - i. ensure that they are confident in their self-identity, their families, their communities and traditional values, languages and cultures;
  - ii. give them the skills they need to thrive in contemporary society, including 21st century technological skills; and
  - iii. prepare them to access any opportunities they choose for higher learning, employment, and life choices.

**Reconciliation & Collaboration in First Nation Education**

- e) First Nations education in British Columbia is highly complex, engaging federal, provincial and First Nation authorities, roles and responsibilities and, therefore, requiring collaboration and cooperation to ensure that all First Nation Students are supported to achieve successful education outcomes.
- f) The gap in educational outcomes between First Nation Students and non-First Nation students is a persisting legacy of colonialism, and concerted efforts and proactive measures are required to eliminate this gap and contribute to reconciliation in education.

- g) The Province, Canada, and First Nations in BC as represented by FNEESC have a shared interest and priority in supporting excellence in First Nations education, including supporting First Nation Students to fulfil their educational potential by having access to and receiving quality education that is respectful and reflective of their unique culture and history.
- h) Strong, effective and inclusive educational systems provide a fundamental opportunity for building relationships and advancing reconciliation between the Crown and First Nations, as expressed in the TRC Calls to Action and the UN Declaration.
- i) Quality First Nations education includes standards, programs, services, school supports and investments that provide appropriate tools and resources aimed at achieving successful First Nation Student outcomes and achievements, while addressing their unique needs.
- j) Curriculum, materials and resources will meaningfully reflect the First Nations' culture, values, language and traditions.
- k) LEAs are an important mechanism to facilitate relationship-building, from negotiation through to ongoing implementation.
- l) The standards set by the United Nations Declaration apply to First Nations education.
- m) The TRC Calls to Action set out a framework for reconciliation, including with regard to First Nations education, that must inform the relationships and collaboration between First Nations, the Province and boards of education.

#### **Parental Choice**

- n) First Nation governments, through internal government processes with First Nation Parents, have the right to determine which Schools First Nation Students will be entitled to attend to receive the benefit of an education program.

#### **First Nation Student Safety**

- o) First Nation Students have a right to feel safe at school, including safety from racism (perpetuated by students or staff), indifference, bias, marginalization, bullying and stereotyping.

#### **Shared Accountability and Data-Sharing**

- p) LEAs are more than a mere financial transaction and serve as a core shared accountability mechanism for both First Nations and boards of education regarding First Nations education in BC Public Schools.
- q) Timely and relevant data is required to inform decision-making to support First Nation Students.

### **3.0 RESPONSIBILITIES & COMMITMENTS**

#### **3.1 The Board will:**

- a) ensure that First Nation Member Students have equitable access to educational programs and services in the School District, including any First Nation language instruction program;
- b) strive towards high levels of First Nation Member Student success in educational programs, including by:
  - i. working with the First Nation to support and improve attendance of First Nation Member Students, including developing, maintaining and implementing an attendance protocol that sets out the process for recording student attendance and the approach to excused and unexcused absences, suspensions, partial days, and procedures for reporting absences to Parents, with the overall purpose of encouraging regular attendance necessary for success in Schools;
  - ii. working with the First Nation to develop and implement strategies to keep First Nation Member Students in school;
  - iii. in the case of an Early School Leaver who is still enrolled in an educational program provided by the board, working with:
    - 1. the Parent and the First Nation Student; and
    - 2. the First Nation, where the Parent or First Nation Student, as appropriate, has provided written consent;to collaborate on a plan that best meets the educational needs of that First Nation Student;
  - iv. listing courses, including English First Peoples and locally developed Board Authorized Courses, in the course selection handbook;
  - v. promoting and supporting First Nation cultural activities, including National Indigenous Peoples Day activities, in Schools within the School District; and
  - vi. promoting and supporting effective professional development focused on local First Nations history, language and culture.
- c) ensure any approved local educational resource materials that promote an understanding of and appreciation for the history, language and culture of First Nations people in British Columbia include a primary focus on the local First Nation(s) in whose territory(ies) the Board operates Schools;
- d) support principals and teachers to effectively deliver the educational programs referred to in section 3.1 (a) and (b);

- e) spend Indigenous Education Targeted Funding on educational programs and services in accordance with section 87.002 of the *School Act*;
- f) ensure school personnel encourage and support First Nation Member Students to participate in extracurricular and sports activities including, where practicable, transportation support for First Nation Students;
- g) ensure teachers provide information to Parents of First Nations Member Students regarding their child's educational program (e.g. course selection process, reporting periods, report cards, as required by the *School Act*);
- h) communicate details of this Model LEA, including its purpose and LEA Guiding Principles, with school personnel, in particular principals and teachers; and
- i) wherever this Model LEA provides that a School will perform any obligation under this Model LEA, provide direction to the superintendent, principals, teachers, and other school staff as needed to fulfill that commitment.

3.2 The First Nation will:

- a) promote attendance of First Nation Member Students;
- b) promote the active participation and involvement of Parents, families and other community members of the First Nation in the education of First Nation Member Students, including any available processes or forums in the School District (such as parent clubs and other committee processes) and School District or School activities;
- c) encourage and support First Nation Member Students to participate in extracurricular and sports activities; and
- d) subject to receiving Tuition Funding from Canada, pay the Board the Tuition Fees as set out in this Model LEA.

#### 4.0 EDUCATIONAL RESOURCES AND PROGRAMS

- 4.1 The Board, in consultation with the First Nation, will introduce culturally relevant educational resource materials and activities in all subject areas for all students, such as through Board Authorized courses, and for events and ceremonies that take place at a School.
- 4.2 The Parties will, with the First Nation providing leadership and direction, work together to address the history of the Indian residential school system through the development and implementation of local educational resource materials, and through professional development opportunities, in a sensitive and appropriate manner.
- 4.3 The Parties will work in partnership to develop and implement First Nation language programs, where requested by the First Nation.



**4.4 With regard to intellectual property rights, the Parties acknowledge article 31 of UN Declaration:**

Article 31 1. Indigenous peoples have the right to maintain, control, protect and develop their cultural heritage, traditional knowledge and traditional cultural expressions, as well as the manifestations of their sciences, technologies and cultures, including human and genetic resources, seeds, medicines, knowledge of the properties of fauna and flora, oral traditions, literatures, designs, sports and traditional games and visual and performing arts. They also have the right to maintain, control, protect and develop their intellectual property over such cultural heritage, traditional knowledge, and traditional cultural expressions. 2. In conjunction with indigenous peoples, States shall take effective measures to recognize and protect the exercise of these rights.

**4.5 Consistent with paragraph 1 of article 31 of the UN Declaration:**

- a) the First Nation will own any intellectual property rights, including copyright, in any course content or resource materials developed or shared under this Model LEA, either by the First Nation, or the Board in collaboration with the First Nation, regarding the First Nation's language, cultural heritage, traditional knowledge and traditional cultural expressions (the "First Nation-developed Content");
- b) the First Nation approves the Board's use of the First Nation-developed Content as set out below:
  - i. the Board may reproduce the First Nation-developed Content as part of its teaching and professional development materials;
  - ii. the Board will only modify the First Nation-developed Content with the prior consent of the First Nation and approval of the proposed modifications;
  - iii. the Board agrees to use the First Nation-developed Content solely for instructional purposes and for the professional development purposes of the Board's staff; and
  - iv. the Board will ensure that service providers of the Board that may use First Nation-developed Content are aware of these restrictions and that they are required to comply with them;
- c) the Parties acknowledge and agree that any other proposed or intended use of the First Nation-developed Content requires the prior written approval of the First Nation;
- d) should the Board receive written notice from the First Nation of withdrawal of the First Nation's approval provided under paragraph b), the Board will take all reasonable steps to comply with the request including, if requested, removing the First Nation-developed Content from the teaching and professional development materials as soon as operationally feasible;

- e) the Board will:
- i. give credit to the First Nation, and any individual authors identified to the Board by the First Nation, in connection with the Board's use of the First Nation-developed Content;
  - ii. respect the integrity of the First Nation-developed Content with respect to any modifications to the First Nation-developed Content approved by the First Nation; and
  - iii. upon the request of the First Nation, provide the First Nation with a copy of the First Nation-developed Content.

## **5.0 DOGWOOD DIPLOMA AND GRADUATION**

- 5.1 Given the overrepresentation of Indigenous students in Alternate Programs, and to counter the "racism of low expectations" reported by then Auditor General in the 2015 report "An Audit of the Education of Aboriginal Students in the B.C. Public School System," the Board will actively encourage and support First Nation Member Students to achieve a Dogwood Diploma with 80 credits, rather than an Adult Dogwood or Evergreen (School Completion) Certificate, and will ensure that the intentional or unintentional streaming or marginalization of First Nation Member Students is not tolerated.
- 5.2 The Board and the First Nation will ensure First Nation Member Students and their Parents are provided with information about the implications of receiving a Dogwood Diploma, as compared with the Adult Dogwood and Evergreen (School Leaving) Certificate, to support informed decision-making by those First Nation Member Students and Parents.
- 5.3 The Board will ensure there is appropriate and early counselling support for career and post-secondary education planning available to First Nation Member Students.

## **6.0 MEETING THE NEEDS OF STUDENTS WITH DISABILITIES AND DIVERSE ABILITIES**

- 6.1 Given the overrepresentation of Indigenous students in all Ministry inclusive education funding categories, as those categories are defined in Ministry inclusive education policy, except the Gifted category, the Board will annually review with the First Nation the number of First Nation Students designated in a category.
- 6.2 In particular, the Board and the First Nation will jointly review each year the number of First Nation Students who are designated in either the Intensive Behaviour Interventions or Serious Mental Illness (H) or Moderate Behaviour Supports or Mental Illness (R) inclusive education funding categories, what supports those First Nation Students with designations receive, and the duration of those designations.

- 6.3 The Board will also report to the First Nation the aggregate services provided by the Board to First Nation Students who have disabilities and diverse abilities, whether or not those First Nation Students have an Individual Education Plan.
- 6.4 The Board will ensure that Parents of a First Nation Student are advised in writing and provided the opportunity to be consulted on the designation of their child in an inclusive education funding category.

#### **Student Assessments**

- 6.5 In order to ensure that First Nation Students who may have disabilities and diverse abilities are appropriately assessed and supported, the Board will ensure Schools:
- a) work with the First Nation to jointly review and determine meaningful and transparent ongoing processes for informal assessments of First Nation Students to identify those who may require more formal extended assessments (e.g., psycho-educational, behavioural, speech and language, orientation and mobility) to better understand the strengths and needs of those students, and work with Parents to implement those processes; and
  - b) work with the First Nation to jointly review and determine the criteria and processes used for the identification of kindergarten First Nation Students who may require a formal extended assessment and additional supports or services, recognizing that early identification is necessary to promote student success.
- 6.6 In cases where it is determined that a First Nation Student would benefit from a formal extended assessment (either when an assessment has not yet been completed or an additional or updated assessment would be beneficial), the Board will ensure there is a timely assessment to determine the First Nation Student's support and service needs, subject to first obtaining the Informed Consent of the Parent.
- 6.7 The results of any formal extended assessments will be shared:
- a) with the Parent of that First Nation Student; and
  - b) with written consent of the Parent or the First Nation Student, as applicable:
    - i. the school-based team; or
    - ii. any other persons requested by the Parent or the First Nation Student, as applicable.

#### **Education Program and Expectations**

- 6.8 Where a First Nation Student has been identified as having a disability or diverse ability, the Board will require that the First Nation Student's needs are identified in a timely manner.

- 6.9 The Board will work with the First Nation to identify and remove barriers to First Nation Students with disabilities or diverse abilities obtaining an education that is appropriate to their needs and provided in the general education setting.
- 6.10 For greater clarity, First Nation Students with disabilities or diverse abilities will be supported to achieve all of the provincial learning standards, with supports, unless there is documented evidence demonstrating:
- a) that all relevant adaptations, supports and services have been tried and are insufficient to meet the First Nation Student's needs; and
  - b) the First Nation Student's diagnosed intellectual disability accompanied by significant limitations in adaptive functioning or a complex medical profile requires the development and inclusion of individualized learning goals, as outlined in their IEP, which should be aligned as closely as possible with the provincial learning standards for the course and with a graduation diploma program.

#### **Individual Education Plans**

- 6.11 An IEP will be developed for a First Nation Student who is identified as having disabilities and diverse abilities, and best efforts will always be made to obtain the prior Informed Consent of the Parent.
- 6.12 Boards must provide a First Nation Student's Parent the opportunity to meaningfully consult and collaborate on:
- a) the development of an IEP in relation to the student; and
  - b) changes to the student's educational program, including the addition of supplemental or individualized learning goals, as outlined in their IEP, or the support measures being provided to their child.
- 6.13 In the event that the First Nation Student's Parent declines to be involved in the development of an IEP:
- a) the Board will continue with the development of an IEP to ensure that the First Nation Student's needs are fully met; and
  - b) the Parent may designate another person to participate in the development of an IEP on their behalf.
- 6.14 The Board will ensure a First Nation Student is aware of and has the opportunity to take an active role in the development of their IEP to the extent that the First Nation Student's developmental level and ability permit.

- 6.15 The Board will ensure that learning goals identified in a First Nation Student's IEP will be developed with high and appropriate expectations for achievement.
- 6.16 The Board will ensure the School implements the support services outlined in a First Nation Student's IEP.
- 6.17 The Board will ensure that a First Nation Student's IEP is reviewed at least once each School Year following the year it is developed, with the involvement of the Parent or a designate, as the case may be.
- 6.18 The Board will ensure the First Nation Student's Parent or the Parent's designate, as the case may be, has the opportunity to meaningfully provide input into the update, revision or conclusion of the IEP, where it is determined that an update, revision, or conclusion of an IEP is appropriate.
- 6.19 The Board will ensure that the progress of a First Nation Student who is designated in either the Intensive Behaviour Interventions or Serious Mental Illness (H) or Moderate Behaviour Supports or Mental Illness (R) inclusive education funding categories, as those categories are defined in Ministry Inclusive education policy, will be closely monitored to determine when interventions and an IEP are no longer needed for the First Nation Student.
- 6.20 The decision to enroll a First Nation Student in an educational program that leads to an Evergreen (School Completion) Certificate must include the prior Informed Consent of the Parent, and should not be made before:
- a) the calendar year the First Nation Student is expected to enter Grade 10; and
  - b) there is confirmation:
    - i. by a certified school psychologist or a registered psychologist of a diagnosed intellectual disability accompanied by significant limitations in adaptive functioning that prevents the First Nation Student from meeting the requirements for either the Dogwood Diploma or the Adult Dogwood; or
    - ii. of a complex profile that incorporates evidence from a variety of sources (e.g., medical diagnosis, assessments, IEP, etc.) that prevents the First Nation student from meeting the requirements for either the Dogwood Diploma or the Adult Dogwood, including documentation from a certified school psychologist or registered psychologist outlining the reason why a diagnosis of an intellectual disability accompanied by significant limitations in adaptive functioning could not be made.
- 6.21 The Board will ensure that Parents of a First Nation Student are advised in writing:
- a) of their right to request a change to the placement of their child on an Evergreen (School Completion) Certificate path;

- b) that if the Parent wishes to request a change in a placement of their child on an Evergreen (School Completion) Certificate path, they may file such a request in accordance with applicable Board bylaws, policies or procedures; and
  - c) that, upon request, the Parent will be provided support from the Board in understanding and navigating the process to request a change in placement of their child on an Evergreen (School Completion) Certificate path from the Board.
- 6.22 The Board will ensure that First Nation Student Parents receive progress reports in accordance with the schedule outlined in the Learning Update Order and that, for First Nation Students whose learning is supported with individualized learning goals, as outlined in their IEP, progress reporting to Parents will be in relation to the First Nation Student's individual goals as laid out in their IEP.

#### **Transfers**

- 6.23 Student assessments and IEPs for First Nation Students with disabilities and diverse abilities will be recognized and used as part of the transition and planning process if those First Nation Students transfer between First Nation Schools and Schools.

### **7.0 CHILDREN AND YOUTH IN CARE**

- 7.1 The Board will ensure appropriate staff are designated to be responsible for maintaining communications with the First Nation regarding Children and Youth in Care who are First Nation Member Students.
- 7.2 The Board will make best efforts to identify Children and Youth in Care who are First Nation Member Students, and will ensure appropriate learning plans and supports are developed and implemented for those students to improve their educational outcomes.
- 7.3 For greater certainty, the Board will liaise with the First Nation, the Ministry of Children and Family Development and/or other relevant agencies to identify Children and Youth in Care who are First Nation Member Students, and coordinate services and supports for those students to improve their educational outcomes including, but not limited to, actively encouraging and supporting those students to achieve a Dogwood Diploma.
- 7.4 The Parties will make best efforts to work with relevant agencies to ensure appropriate supports are implemented to assist Children and Youth in Care who are First Nation Member Students.



## **8.0 STUDENT CONDUCT & SAFETY**

- 8.1 The Board, in consultation with the First Nation, will confirm policies, practices and other appropriate measures are in place to support a safe learning environment, including safety from racism (perpetuated by students or staff), discrimination, indifference, bias, marginalization, bullying and stereotyping for all students attending Schools operated by the Board.
- 8.2 With written consent of the First Nation Student's Parent or the First Nation Student, as applicable, the Board will:
  - a) notify the First Nation of disciplinary action and potential escalation of disciplinary action in relation to the First Nation Student; and
  - b) provide to the First Nation a copy of all correspondence related to the discipline of the First Nation Student by a School principal.
- 8.3 The Board will direct principals, teachers and other staff to take a collaborative approach with First Nation education representatives when dealing with general disciplinary issues involving First Nation Students.

## **9.0 CULTURAL AWARENESS & HIRING IN THE SCHOOL DISTRICT**

- 9.1 The Board, in cooperation with the First Nation, will promote awareness and respect for the First Nation's unique language, culture and history through the Board's local policies, practices, plans, activities, protocols, courses, resource materials and instruction.
- 9.2 The Board will ensure that the First Nation has an opportunity to be meaningfully involved in the Board's recruitment and hiring process for school-based personnel whose positions have a significant impact on First Nation Member Students, including First Nation Support Workers, teachers, education assistants, principals and vice-principals.

## **10.0 TRANSPORTATION**

- 10.1 The Parties will identify First Nation Students' transportation needs and jointly develop and sign off a Joint First Nation Student Transportation Plan annually to submit in accordance with the First Nation Student Transportation Fund process.
- 10.2 Once transportation services are agreed to pursuant to an approved Joint First Nation Student Transportation Plan with the First Nation, the Board will not make changes to those services without written agreement of the First Nation.
- 10.3 In the event that the Parties determine they need to revise their Joint First Nation Student Transportation Plan, and that the revisions require further funding, they may submit a revised plan in accordance with the First Nation Student Transportation Fund process.

- 10.4 Where the Parties make amendments to their Joint First Nation Student Transportation Plan, or agree to changes in transportation services, they will ensure that Parents receive notice within a reasonable time, in recognition of Parents' need to respond to changes to the Joint First Nation Student Transportation Plan.
- 10.5 The Board acknowledges all available funding sources allocated to boards of education are to be used for educational programs and services, including transportation costs. These funding sources include provincial operating grant funding, the Student Transportation Fund, proxy transportation funding as included in the First Nation Student Rate, and funding from the First Nation Student Transportation Fund.
- 10.6 The Parties acknowledge that requests for funding for capital acquisition for a replacement bus or a new bus for a new route will be made through the established Ministry Bus Acquisition Program.
- 10.7 The Board acknowledges it is required to complete the annual BCTEA Joint Transportation Reporting Template to be signed by both the Board and the First Nation.
- 10.8 The Board agrees that First Nation Students will not be penalized for, and will be supported in the event of, absences or late arrivals due to transportation challenges in the provision of services agreed to in the Joint First Nation Student Transportation Plan.

## **11.0 REPORTING**

### **11.1 Periodic reports:**

- a) The Board will provide to the First Nation three times each year:
  - i. attendance rates, consisting of the number of monthly absences in relation to non-Indigenous students, Indigenous students living off reserve, and First Nation Students;
  - ii. the number of non-Indigenous students, Indigenous students living off reserve, and First Nation Students enrolled in Alternate Programs, online learning programs and courses, secondary courses and ungraded programs;
  - iii. the number of and a summary of the nature of the designation of First Nation Students captured in the Unique Student Needs Supplement (Tables 4a, 4b, 9b and 11 of the Operating Grants Manual);
  - iv. the number of Early School Leavers and information on supports implemented to prevent early leaving; and
  - v. the number of suspensions and expulsions of First Nation Students and information on supports implemented to prevent suspensions and expulsion.

## 11.2 Annual Report:

- a) By January 31 of each year, the Board will produce and provide to the First Nation an annual report outlining the provision of educational programs to First Nation Students under this Model LEA for the previous School Year, including the content in the periodic report set out in section 11.1, as well as:
- i. the audited financial statements;
  - ii. the Indigenous Education Targeted Funding year-end financial report;
  - iii. the financial statement discussion and analysis report; and
  - iv. measures of success of non-Indigenous students, Indigenous students living off reserve, and First Nation Students through aggregate results for achievement including but not limited to the following:
    - 1. attendance rates, consisting of the number of monthly absences and number of students absent for more than 18 days per year;
    - 2. percentage of students who are on track or extending for literacy and numeracy in grades 4 and 7 in the Foundations Skills Assessment;
    - 3. participation rates for the Foundations Skills Assessments;
    - 4. the September and February enrolment counts;
    - 5. five and six-year completion (graduation) rates;
    - 6. six-year completion (graduation) rates without the Adult Dogwood;
    - 7. number of students awarded an Evergreen (School Completion) Certificate;
    - 8. five and six-year completion (graduation) rates for students in an Alternate Program without an Adult Dogwood;
    - 9. number of school-age students awarded an Adult Dogwood, and the number of adult students awarded an Adult Dogwood;
    - 10. participation rates for each math course for grades 10 to 12;
    - 11. course completion rates for students taking online learning courses provided by the Board;
    - 12. data related to literacy and numeracy assessments required for graduation purposes for successful transition to post-secondary education;

13. number of students involved in school-organized extracurricular programs and activities; and
14. percentage of students who transition into British Columbia public post-secondary institutions within one year of graduation to:
  - a. community colleges;
  - b. Institutes;
  - c. research-intensive universities; and
  - d. teaching-intensive universities.

## **12.0 COMMUNICATION**

- 12.1 The Parties will establish agreed upon means for the successful and effective implementation of this Model LEA, which may include, but not be limited to, regular meetings and contact through newsletters, email and other correspondence, as appropriate.
- 12.2 The Parties recognize the need for effective and ongoing communication with Parents in the support of their child's successful education experience, and the Parties will collaborate to advise Parents of opportunities for input and involvement in their child's education, such as course selection dates, reporting periods, parent-teacher interviews, application deadlines and procedures for applying to post-secondary education.
- 12.3 The Board will encourage functions and meetings, such as parent-teacher interviews, to be held in the community, where possible and at the invitation of the First Nation.

## **13.0 TUITION FEES**

- 13.1 The First Nation will pay to the Board the Tuition Fees for First Nation Students attending Schools operated by the Board and for whom the First Nation has received Tuition Funding from Canada.
- 13.2 The Parties acknowledge that funding is generated for the Board through the provincial funding allocation system and other provincial processes based on the enrolment of First Nation Students attending a School operated by the Board.
- 13.3 The Board will not charge the First Nation a greater amount for the per Full Time Equivalent First Nation Students attending a School operated by the Board than the First Nation Student Rate.

- 13.4 For greater certainty, the Parties agree that the First Nation is responsible for paying only those Tuition Fees for which it received Tuition Funding from Canada according to the approved First Nation Student Rate and approved Nominal Roll and, unless otherwise agreed, the First Nation will not be responsible for paying any amounts for which it does not receive Tuition Funding from Canada, or which exceed the First Nation Student Rate.
- 13.5 The Parties confirm that the enrolment of First Nation Students as of September 29 will be verified through the Joint Verification Process.
- 13.6 To complete the Joint Verification Process under section 13.5, the First Nation will submit the Nominal Roll to Canada and include the signed document confirming the Joint Verification Process has been completed and agreement reached concerning the Full Time Equivalent number of the First Nation Students.
- 13.7 The Parties agree that Tuition Fees payable for each School Year will be paid by the First Nation to the Board according to the payment schedule of the funding agreement or arrangement between the First Nation and Canada, and the First Nation will notify the Board of that schedule once it is determined.
- 13.8 In the event of a School closure due to a labour dispute, the Tuition Fees will be returned to the First Nation on a pro-rated basis determined by the number of days the School is closed.
- 13.9 The Parties agree that Tuition Fees under this Model LEA will be paid as set out in section 13.1, except where:
- a) a First Nation Student has withdrawn from an educational program operated by the Board at least one month before the payment date specified by the First Nation under section 13.7; or
  - b) a First Nation Student has transferred to a First Nation School or a BC Independent School at least one month before the payment date specified by the First Nation under section 13.7,
- in which case, any further Tuition Fees for that First Nation Student will be held by the First Nation to be used for Tuition Fees for the First Nation School or BC Independent School that the First Nation Student has transferred to, or to support the continued education of the First Nation Student in support of their potential re-entry into a B.C. Public School, First Nation School or BC Independent School in the future.
- 13.10 The Board and the First Nation will meet before the invoice for the final Tuition Fee payment set out in section 13.7 is issued to mutually confirm any adjustments due to changes in student enrolment over the course of the School Year in accordance with this Model LEA.
- 13.11 The Board will provide the First Nation with a draft of the invoice referenced in section 13.10 at least 30 days in advance of the meeting.

- 13.12 Educational programs or services that are in addition to those included in Tuition Fees may be provided by the Board as agreed to by the Parties.
- 13.13 Where Canada is late in providing Tuition Funding to the First Nation:
- a) the First Nation will notify the Board of the delay in receiving the funding in a timely manner; and
  - b) the Board will not charge interest to the First Nation on any amount that is outstanding due to Canada's late provision of funding.
- 13.14 If the First Nation elects to no longer directly receive Tuition Funding from Canada to administer under this Model LEA for the following School Year, the First Nation will notify the Board by April 1.
- 13.15 If the First Nation is not directly receiving Tuition Funding from Canada to administer under this Model LEA, sections 13.1, 13.3, 13.4, and 13.7 to 13.14 do not apply.

#### **14.0 EXCEPTIONAL CIRCUMSTANCES**

- 14.1 The Parties recognize that in exceptional circumstances or a human or natural emergency, such as the COVID-19 health pandemic or environmental disaster events, First Nations have and are likely to experience disproportionate and distinct impacts as a result of circumstances such as remoteness, vulnerabilities and capacity.
- 14.2 In the event of exceptional circumstances or a human or natural emergency that impact the provision of in-class learning, the Board will work collaboratively with the First Nation to identify and accommodate First Nation Students' continued education and transportation needs through the development of a jointly signed-off plan for the continuation of education of First Nation Students.

#### **15.0 IMPLEMENTATION, MONITORING, REVIEW: LEA OVERSIGHT TEAM**

- 15.1 The Parties will, within 60 days of the application of this Model LEA, establish a joint LEA Oversight Team responsible for overseeing the implementation, ongoing monitoring and review of this Model LEA, with representation from the First Nation, the Board, and each School at which a First Nation Student attends.
- 15.2 The Parties will jointly develop terms of reference for the LEA Oversight Team within 90 days of the application of this Model LEA, which will become a Schedule to this Model LEA, and which will include:
- a) the membership of the LEA Oversight Team;
  - b) the roles and responsibilities of the LEA Oversight Team, which may include managing the implementation of this Model LEA and delegating tasks as appropriate;

- c) a process for identifying First Nation Member Students who are not on the Nominal Roll;
- d) a plan for developing and finalizing an LEA implementation plan for approval by the Parties within a specified timeframe and which, upon approval, will be appended to this Model LEA; and
- e) reporting requirements.

## **16.0 PERSONAL INFORMATION**

- 16.1 Personal information disclosed by the Board to the First Nation in accordance with this Model LEA may be disclosed pursuant to s. 33(2)(x) of the *Freedom of Information and Protection of Privacy Act*.
- 16.2 The First Nation will make reasonable arrangements to maintain the security of Personal Information disclosed under this Model LEA and in its custody, by protecting it against such risks as unauthorized access, collection, use, disclosure, or disposal.
- 16.3 The First Nation will advise the Board immediately of any circumstances, incidents, or events which, to its knowledge, have jeopardized or may in the future jeopardize the security of Personal Information disclosed under this Model LEA.

## **17.0 DISPUTE RESOLUTION**

- 17.1 If there is a dispute between the Parties with respect to any matter arising from this Model LEA or relating to the interpretation and application of this Model LEA, the Parties agree to use their best efforts to resolve such disputes in a reasonable and timely manner and in good faith.
- 17.2 Where there is a dispute between the Parties, the Parties agree they will attempt to use any and all available means to resolve the dispute at the organizational level closest to which the dispute first arises before referring the dispute to senior level representatives.
- 17.3 The Parties agree to endeavour to resolve issues or disputes that may arise out of this Model LEA, or its implementation, in a manner that fosters an improved, ongoing and respectful relationship between the Board and the First Nation.

## **18.0 TERM & AMENDMENT**

- 18.1 The term of this Model LEA will be 3 years, beginning July 1, 20\_\_\_ and ending June 30, 20\_\_\_.
- 18.2 The Parties will meet at least 180 days in advance of the end of this Model LEA to discuss a negotiated LEA.



- 18.3 Notwithstanding section 18.1, the First Nation may terminate this Model LEA by providing notice to the Board, with such termination to be effective at the end of the School Year and with no less than 60 days' notice.

## **19.0 NOTICES**

- 19.1 Any notice, claim, consent, waiver, statement, or other documents or payment that either party may require or may desire to give, may be transmitted by mail, email or personal delivery and will be conclusively deemed validly given or delivered or received by the addressee, if delivered personally on the date of delivery or, if mailed on the fifth business day after the mailing of the same in Canada by registered mail addressed or, if emailed with confirmation of sending:

If to the First Nation:

FIRST NATION  
"Address"  
City  
Postal Code  
Email

If to the Board:

The Secretary-Treasurer  
School District  
"Address"  
City  
Postal Code  
Email

## **20.0 GENERAL**

- 20.1 This Model LEA will be governed by, and construed in accordance with, the laws of the Province of British Columbia.
- 20.2 This Model LEA will be to the benefit of, and binding upon, the Parties and their respective successors and assigns.
- 20.3 The Appendices, if any, form part of this Model LEA.
- 20.4 In this Model LEA:
- a) unless it is otherwise clear from the context, a reference to a "section" means a section of this Model LEA;
  - b) headings and sub-headings are for convenience only, do not form a part of this Model LEA and in no way define, limit, alter or enlarge the scope or meaning of any provision of this Model LEA;

- c) unless otherwise provided, a reference to a statute includes every amendment to it, every regulation, including ministerial order, made under it and amendment made to such regulation, and any successor legislation;
- d) unless it is otherwise clear from the context, the use of the singular includes the plural and the use of plural includes the singular; and
- e) where one Party is mentioned in a provision of this Model LEA, this will not be interpreted as implying or inferring any obligation on or acknowledgment by any Party not mentioned in that provision.

20.5 The Parties acknowledge that this Model LEA is to be construed as upholding the rights of Indigenous peoples recognized and affirmed by section 35 of the Constitution Act, 1982, and not as creating, amending, defining the nature and scope of, or abrogating or derogating from those rights.

## APPENDIX A: DEFINITIONS

### 1.0 DEFINITIONS

The following definitions apply to the Model LEA:

**“Adult Dogwood”** means a British Columbia Adult Graduation Diploma, that may be issued by the Minister under the *School Act*, to an adult student who meets the graduation requirements as set out in Ministerial Order M164/96, the Student Credentials Order.

**“Alternate Program”** means a specialized educational program that focuses on the educational, social and emotional issues of students whose needs are not being met in a traditional school program. These education programs provide support to students through differentiated instruction, specialized program delivery and enhanced counselling services.

**“BC Independent School”** means an independent school as defined in the *Independent School Act [RSBC 1996] c. 216*.

**“BC Public School”** means any public schools in British Columbia, operated by a board of education or francophone education authority as defined in the *School Act*, providing kindergarten to grade 12 education.

**“Board Authorized Courses”** has the same definition as in Ministerial Order M285/04, the Board Authorized Course Order.

**“Children and Youth in Care”** has the same definition as “child in care” in the *Child, Family and Community Service Act [RSBC 1996] c. 46*.

**“Dogwood Diploma”** means the British Columbia Certificate of Graduation, that may be issued by the minister under the *School Act* and as described in Ministerial Order M164/96, the Student Credentials Order, and, for greater clarity, does not include an Adult Dogwood.

**“Early School Leaver”** means:

- a First Nation Student leaving school prior to the completion of Grade 12, including a student who is expelled; or
- a First Nation Student who has 15 unexcused absences in a month, has missed 75% in any school month, or has missed 40% of a term or semester.

**“Evergreen (School Completion) Certificate”** means a School Completion Certificate, provided to a student with disability or diverse ability who has an IEP and who is enrolled in an educational program that is not designed to meet the graduation requirements, as set out in Ministerial Order M164/96, the Student Credentials Order.

**“First Nation Member Student”** means a student enrolled in a School who is identified in accordance with section 15.2(c) as a member of the First Nation, and includes both First Nation Students and students who are not Ordinarily Resident On Reserve of the First Nation.

**“First Nation School”** means a school located on-reserve and operated and administered by one or more First Nations in British Columbia, and providing education at one or more of the kindergarten 4, kindergarten, elementary or secondary levels, and includes First Nation Independent Schools operating pursuant to the *Independent School Act* [RSBC 1996] c. 216.

**“First Nation Student”** means a student who is Ordinarily Resident On Reserve of the First Nation in British Columbia and is eligible to be on the Nominal Roll.

**“First Nation Student Rate”** means the education costs for a First Nation Student attending a School in the School District, as calculated annually by the Ministry in consultation with FNEC and Canada.

**“First Nation Student Transportation Fund”** means the First Nation Student Transportation Fund established by Canada, British Columbia and FNEC to fund the transportation of First Nation Students to BC Public Schools, as may be amended from time to time.

**“Freedom of Information and Protection of Privacy Act”** means the *Freedom of Information and Protection of Privacy Act*, RSBC 1996, c. 165.

**“Full Time Equivalent”** means the full time equivalent as calculated in Canada’s Nominal Roll Instructions.

**“Independent School Act”** means the *Independent School Act*, RSBC 1996, c 216.

**“Indigenous Education Targeted Funding”** means operating funding provided to the Board by the Ministry targeted for school age students of self-identified Indigenous ancestry under section 106.4 of the *School Act*.

**“Individual Education Plan” or “IEP”** means an individual education plan designed for a student as set out in Ministerial Order M638/95, the Individual Education Plan Order.

**“Informed Consent”** means a person’s agreement to allow something to happen, particularly and especially after thoughtful consideration, and after receiving all relevant information that is not unreasonably withheld. In the context of this Model LEA, Informed Consent includes, as applicable, that a person be informed of:

- assessment procedures to be carried out;
- information to be collected;
- interventions that may take place;
- benefits and risks;
- options available, including options to refuse or withdraw consent at any time,

and be provided meaningful opportunity to provide input into a decision.

**“Joint First Nation Student Transportation Plan”** means the Joint First Nation Student Transportation Plan that boards are required to develop and submit to the Ministry annually, and which are to be jointly signed off by a First Nation needing transportation for their First Nation Students under the plan, pursuant to BCTEA.

**“Joint Verification Process”** means the process described in BCTEA by which First Nations and boards jointly review the Nominal Roll enrollment of First Nation Students attending BC Public Schools.

**“LEA Guiding Principles”** means the LEA Guiding Principles developed by the Province, Government of Canada and FNEC, pursuant to Schedule H of the BCTEA.

**“LEA Oversight Team”** means the team established by the Parties under section 15.1.

**“Learning Update Order”** means Ministerial Order M184/23, the Learning Update Order.

**“Minister”** means the Minister of the Ministry.

**“Ministry”** means the provincial ministry described in section 167 of the *School Act* with responsibilities for kindergarten to grade 12 education in British Columbia.

**“Nominal Roll”** means the Nominal Roll as defined in BCTEA.

**“Operating Grants Manual”** means the document issued by the Ministry that provides a detailed description of the operating grant formula in place for a School Year, and which is updated annually and released on or before March 15 every year.

**“Ordinarily Resident On Reserve”** means Ordinarily Resident On-Reserve as defined in BCTEA.

**“Parent”** means, in respect of a student:

- a parent or guardian of the student;
- the person legally entitled to custody of the student; or
- the person who usually has the care and control of the student.

**“Personal Information”** has the same meaning as in the *Freedom of Information and Protection of Privacy Act*.

**“Student Transportation Fund”** means a grant provided to boards annually since 2016, to assist with improving transportation services for students.

**“School”** means a school as defined in the *School Act*, operated by the Board.

**“School Act”** means the *School Act*, RSBC 1996, c. 412.

**“School District”** means the area created or constituted under the *School Act* or a former Act as School District #\_\_\_\_.

**“School Year”** means the period beginning on July 1 and ending on the following June 30.

**“Tuition Fees”** means the fees which the First Nation pays to the Board for the purchase of education programs and services for First Nation Students in the School District at the First Nation Student Rate.

**“Tuition Funding”** means the Tuition Funding received by the First Nation from Canada for the education of the First Nation Students of the First Nation which is invoiced as Tuition Fees by the Board as per the First Nation Student Rate.



## Coast Mountains Board of Education School District 82

### MEETING AGENDA ITEM #8.

Action: X

Information:

Meeting: Regular

Meeting Date: October 23, 2024

Topic: **Superintendent of Schools' Monthly Report – October 2024**

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

Attached for reference is the Superintendent of Schools' Monthly Report for presentation at the October 23, 2024 Regular Board Meeting as prepared by Superintendent Tracey MacMillan.

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

#### **Recommended Action:**

**THAT** the Superintendent of Schools' Monthly Report to the Regular Board Meeting of October 23, 2024 be received as presented.

Presented by: Superintendent of Schools



# Superintendent's Report to the Board

## October 2024



## A Message from the Superintendent

Ama sah / Good day,

The 2024-25 academic year for Coast Mountains School District 82 (CMSD82) presents opportunities for new beginnings – new classes, faces, courses, materials and sometimes a new community. This is especially true for me as Superintendent. Newness alone, however, cannot produce transformation. We ourselves must be willing to be caught up in the growth that is possible with each year. It presents us with the opportunity to make plans, design instructional strategies, and implement ideas. Whether one's responsibility is supervising, teaching, or as a member of the support staff, there is always room for improvement and designing ways to do a good job even better.

We can be very proud of what we achieve in our schools. However, our achievements are not due to complacency and satisfaction with the status quo. Our success is what it is because a staff of dedicated, aspiring personnel have a common goal – to do what is best for the learners – and are always looking for ways to achieve that goal.

We fully embrace the values and goals of CMSD82. We actively strive to emphasize respecting others, relationships and caring for people; fostering good spirit by being open, welcoming, and inclusive; decision making through discussion and consultation; working together for a common cause; and serving and providing the best for learners. Adherence to these beliefs and societal values and their impact on the human condition will ensure a successful year for us.

The Coast Mountains Board of Education is making strides to address education issues and introduce new initiatives. This will be achieved with commitment, dedication, and leadership on many fronts. Consequently, we, at CMSD82, have a major role to play. We must employ visionary leadership that focuses on stewardship and inspiration. To be a steward is to lead by example; to lead is to inspire; to inspire is to communicate. As communicators we must create opportunities and recognize the true human potential of our learners and staff for the good of the school community. Therefore, we will be regularly promoting the positives that occur in our schools. I have had the opportunity to visit some of our schools and communities and attend public presentations. I have been impressed with what I have seen, experienced and learned. My interaction with educators and the public has been rewarding.

We wish you well and encourage you to seek ways to regularly enhance the educational experiences of our learners. We welcome you to the 2024-25 academic year at CMSD82.

Sincerely,

Tracey MacMillan  
Superintendent



*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 Gitksan, Haisla, Nisga'a and  
Ts'msyen peoples.*

# Superintendent's Report to the Board

## October 2024



## Pole Raising at Kitimat's Haisla Bridge

Superintendent Tracey MacMillan met teachers, students, parents and toddlers at the Haisla Bridge pole raising held in Kitimat on September 30 in recognition of National Day for Truth and Reconciliation. A pole was raised adjacent to the new Haisla Bridge marking a historic moment for local reconciliation.



In December 2023, the District of Kitimat with support of Haisla Nation announced the selection of Nathan Wilson to carve a pole to be installed at Haisla Bridge. This pole and its place next to the Kitimat River is aimed to reflect the history and culture of the x̱á'isla nation. This event coincided with other planned activities held throughout the weekend hosted by the District of Kitimat, Haisla Nation and Tamitik Status of Women. The installation of this pole is part of ongoing reconciliation efforts between the District and Haisla. The Haisla Bridge replacement

has been such an important step for x̱á'isla representation in the community, both with its construction and the commitment to display Haisla art," says Haisla elected Chief Councillor Crystal Smith. "It is very exciting to see this latest installation that will share important pieces of our Nation's culture for the wider community." The Haisla Bridge also includes panel art along its railings, with designs provided by Nathan Wilson and Paul Windsor.



*Cory Boguski (MEMSS Teacher), Janet Meyer (Interim Superintendent), Tracey MacMillan (Superintendent) and Ayelet Freedman (Nechako Elementary School Teacher) joined the journey towards reconciliation on September 30.*

## World Mental Health Day – October 10

World Mental Health Day was celebrated on October 10, 2024. Schools play an important role in raising the awareness of Mental Health Literacy with students.

We know that taking care of our physical health is important to keep our bodies strong and healthy, it is also just as important to take care of our mental health. Mental Health includes our emotional, psychological and social well-being, which means it affects how we think, feel, and act. It also helps determine how we handle stress in our lives, relate to others, and what choices we make.



*Bulletin board photo courtesy of Kildala Elementary School.*

Many schools run programs in their class such as Open parachute, Mental Health Literacy, Second Step, etc. Access the following links to learn more:

- ⇒ <https://mentalhealthliteracy.org/what-is-mental-health/>
- ⇒ <https://www.openparachute.ca/>



# Superintendent's Report to the Board

## October 2024



## Gitanmaax Meet & Greet – October 7

A Meet & Greet hosted by the Gitanmaax First Nation was held on October 7 at 5:00 p.m. to start the school year with an opportunity to celebrate Gitxsan Immersion accomplishments. Students, parents-caregivers, CMSD82 Staff, GWES First Nations High School (Gitksan-Wet'suwet'en Education Society) and Kispiox Community School Staff were invited to participate in this event held at the Gitanmaax Hall with dinner provided.



*Members of CMSD82's District Education (l-r Tina McDonald, Tracey MacMillan, Julia Nieckarz) join Gitanmaax Meet & Greet organizers, Pansy Wright-Simms (Gitanmaax Education Coordinator) and Stephen Robinson (Administrative Assistant to the Gitanmaax Education Coordinator) to celebrate and recognize the Gitxsan Immersion IRP.*

Attending for CMSD82 staff included Superintendent Tracey MacMillan, members of the District Education Team (Julia Nieckarz, Phillip Barron and Tina McDonald) and Hazelton School Principals, Vice Principals and Staff.

Nikateen and Gyetim Galdo'o, Gitanmaax Hereditary Chiefs and the Gitanmaax Chief Councillor & Council welcomed participants and a blessing of food was extended. A cultural welcome dance performance followed by the Ksan Performing Arts. Attendees were gifted with t-shirts inscribed with the words "Our Majagalee, Our Future" encapsulated a specially created cultural hand design by Michelle Stoney, local Gitxsan artist, representing all children of the communities.

The work of the Gitxsan Integrated Resource Package (IRP) Committee was acknowledged and recognized with the development of the Gitxsan Immersion program launched in September 2024. The IRP Committee

consisted of linguists, language teachers, knowledge keepers, advisors, language curriculum consultants and more. The Meet & Greet guest speakers included members of the curriculum development team and knowledge holders who spoke to the IRP program development of Gitxsanimx language and Gitxsan culture, along with rich discussions about the benefits to learners, families and the community stemming from the implementation of the Immersion program. The goal of the IRP Committee is to provide a Gitxsan Immersion program within the public school system, so students can go from the Language Nest to Grade 12 knowing their language, culture, history, and traditions. The enriching evening session ended with door prizes and a closing prayer.



*Phillip Barron, District Principal (r) participates in the Gitanmaax Meet & Greet with Hazelton Secondary School Teachers, Ryan McCann and Zach Fraser (l-r).*

The heritage, culture, language, and traditions of the Gitxsan people provide strength to their communities as well as enriching the broader society. First Nations students from the seven local bands make up approximately 87% of the student population in the four district schools in Hazelton. It has long been the desire of the Gitxsan people for all their children to learn their own language. The development of the Gitxsan IRP for primary students would enable schools to offer this program in addition to the current Gitxsan IRP language offered to grades 5 to 12 since September 2012. Coast Mountains School District operates in service to diverse Indigenous learners and families on the traditional unceded territories of the Gitxsan, Haisla, Nisga'a and Ts'msyen Peoples.

# Superintendent's Report to the Board

## October 2024



## October is National Principals Month

National Principals/Vice Principals Month is celebrated in October that recognizes the essential role that principals and vice principals play in making a school great. Every day, they lead our teachers and support staff to fulfill our commitments to our students. *We express our gratitude to our principals and vice principals for their vision, leadership, and dedication providing success for all learners and the positive investment they bring in their lives!*



Superintendent Tracey MacMillan and our District Education Team hosted a Principal & Vice Principals Forum on October 16 at the Northwest Trades & Employment Centre in Terrace. Forum topics included a cultural smudging acknowledging a new season with a new beginning, building relationships, sharing school successes, supporting program changes in schools, and group activities to enhance leadership skills. We thank our District Education Team – Janet Meyer (Interim Superintendent), Julia Nieckarz (Director of Instruction, Learner Support), Phillip Barron (District Principal, Mentoring & Learner Engagement), Tina McDonald (District Principal, Early Learning & French Immersion) and Beverly Azak (District Vice Principal, Indigenous Education) for their efforts and support during the forum.

We share some pictures from the Principals & Vice Principals Forum illustrating our principals, vice principals and District Education Team engaged in new learnings and strategies to incorporate this school year in many areas including literacy, inclusive education and more towards transforming schools and advocating for inclusive, caring, and welcoming spaces for all students.



Principals and Vice Principals from all CMSD82 schools are pictured engaging in the Principals & Vice Principals Forum held on October 16 at the Northwest Trades & Employment Training Centre in Terrace. The forum was hosted by Superintendent Tracey MacMillan and our District Education Team.





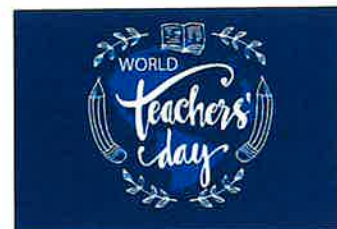
# Superintendent's Report to the Board

## October 2024



## World Teachers' Day – October 5

In honour of World Teachers' Day on October 5, we acknowledged the incredible teachers in Coast Mountains School District. On World Teachers' Day, and every day, we celebrate teachers and give thanks for all they do to support students! This year's World Teachers' Day theme, Valuing Teacher Voices: Towards a New Social Contract for Education, highlights the essential role that educators play in shaping our educational system and school district. *Thank you to all the teachers who have positively impacted our lives and who are currently working tirelessly in support of students.*



## Mentorship Support for New Teachers

In Coast Mountains School District, we prioritize mentorship support for teachers who are new to the profession, new to the district and those who are working in our communities on a Letter of Permission (LOP). We presently have nearly 50 teachers who are new to the district, all of whom have the opportunity to benefit from mentorship support.

Experienced mentors provide guidance, share best practices, and offer constructive feedback, creating a safe space for new educators to ask questions and navigate challenges. This supportive relationship not only helps new teachers develop effective instructional strategies but also cultivates a sense of belonging within the school community. Additionally, mentorship can help reduce feelings of isolation, empower new teachers to innovate in their teaching, and ultimately contribute to improved student outcomes. By investing in mentorship programs, schools can create a more collaborative and effective teaching environment. This is exciting work, and our District Education Team looks forward to the collaboration and collegial learning in the year ahead.



## October Individual Education Plan Meetings



Bulletin board photo courtesy of Nechako Elementary School.

Individual Education Plan meetings are happening during the month of October with school teams. An IEP is a written educational plan for special education students designed to describe programming modifications and/or adaptations and to indicate specific services provided. The IEP is a "living" process that has the potential to guide assessment, planning, collaborative communication and teaching. An IEP need not be a lengthy document but must include evidence of planning for student needs, demonstrate a plan to utilize varied instructional strategies

and/or assessment procedures, and list clear goals for future activities and planning. It is necessary to have an IEP to focus a child's learning activities, aid in the facilitation of communication, and to provide inter-team and inter-agency accountability.

# Superintendent's Report to the Board

## October 2024



## Literacy Initiatives in CMSD82

With the support of LNG Canada, CMSD82 has introduced many new initiatives since the 2023-24 school year began. Our appreciation is extended to our community partner LNG Canada for their generous donation towards the success of our learners.

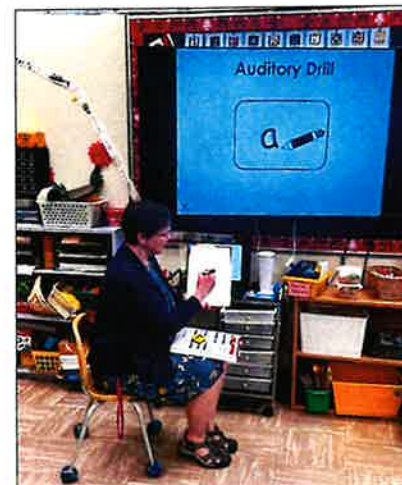
This school year, we are working with our teachers as they continue the journey of supporting our students improve in literacy. Providing K-3 teachers with in-service in UFLI Foundations (University of Florida Literacy Institute), using the resource for both Tier 1 and Tier 2 interventions, as well as providing teachers with in-service Acadience, our new literacy assessment tool.

Other initiatives happening this school year in literacy include:

- ⇒ Acadience assessments in grades 4-6
- ⇒ Acadience pilot in grades 7-8
- ⇒ Pilot project in two schools with a grade 4 & 5 literacy tool called Links
- ⇒ Pilot project with a few teachers on Self-Regulated Strategy Development writing
- ⇒ Supporting teachers with Tier 2 interventions
- ⇒ Supporting teachers with Progress Monitoring using the Acadience tool
- ⇒ Completing a 90-minute Literacy Framework in grades K-3
- ⇒ Developing a 90-minute Literacy Framework in grades 4-6
- ⇒ Continuing to collaborate with the Teacher Focus Group on literacy initiatives
- ⇒ Fostering Educational Leadership among our administrators and literacy leads with a Leadership Series surrounding this initiative

With the support of both of our Literacy Lead Teachers, Laura Gray and Hayden Drygas, we are working with our administrators and school-based literacy leads to plan for success for all learners.

This month, our Literacy Team has been in every school assessing all grades 4-6 students, while our K-3 teachers have been gradually released to start the process of assessing their own students.



*Terri Scott, Teacher at Bear Valley School in Stewart conducts UFLI training.*



*A CMSD82 student participates in a literacy assessment.*



# Superintendent's Report to the Board

## October 2024



## Northwest Community Student Support Fund

Once again, school staff, parents and caregivers can access the Student Support Fund assistance for school fees and other costs related to school. This year we have \$83,000 in funding provided by LNG Canada and \$33,000 carry forward funding from the Ministry of Education and Child Care to support students and families. Assistance may be available for the purchase of school supplies, winter clothing, participation in field trips and school-based extracurricular athletic or cultural activities and more. The assistance form is available on the school district's website at <https://www-dev.cmsd.bc.ca/northwest-community-student-support-fund>. Hard copies are also available through School Principals. Any inquiries about the Northwest Community Student Support Fund should be directed to the School Principal.

## This Month On Social Media...



@CoastMountainsSchoolDistrict



@CoastMountainsSchools



@CoastMtnSD



CMSD82 Trades Van was on the move again, travelled to Stewart. Thank you to LNG Canada for their generous support of the Discover Trades Program.



All families are invited to visit the Halloween Early Year Fair to be held on October 26 between 10am and 2pm at Cassie Hall Elementary School. Welcome!



### Upcoming Dates

October 23 – Hybrid Board Meeting (Kitwanga Elementary School)  
October 25 – Provincial Professional Development Day (non-instructional day)  
November 6 – Business & Education Committee Meetings (virtual)  
November 8 – Indigenous Veterans Day  
November 11 – Remembrance Day (schools are not in session)  
November 19 – Hybrid Board Meeting (Terrace)





## Coast Mountains Board of Education School District 82

### MEETING AGENDA ITEM #9.

Action:	X	Information:	
Meeting:	Regular	Meeting Date:	October 23, 2024
Topic:	<b>Indigenous Education Report – October 2024</b>		

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

Attached for reference is the Indigenous Education Report for presentation at the October 23, 2024 Regular Board Meeting as prepared by Interim Superintendent Janet Meyer.

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 October 2024.

Presented by: Interim Superintendent of Schools

# Indigenous Education Update

October 2024

SUBMITTED TO THE SUPERINTENDENT BY THE  
INDIGENOUS EDUCATION DEPARTMENT

(Janet Meyer, Interim Superintendent) - The Indigenous Education Department has had a busy month supporting learners, working with the Inter-Tribal Education Committee, and learning about our software platform (ED Plan Insight) that tracks the support and progress of Indigenous Students. We will be sharing more about Ed Plan Insight in the November report.

We recognize the work of the local First Nations Education Coordinators, school personnel and District Staff for managing the nominal roll process. We appreciate everyone's diligence in this matter. For the information of readers, we share the nominal roll process for your information.

## Chief Glenn Bennett of Kitselas Shares Importance of Treaties to Caledonia Secondary Students



On Friday, October 4, 2024, Chief Glenn Bennett and two of his counsellors, Mr. CJ Bennett and Miss. Bevan, along with the chief negotiator Dr. Try, attended Caledonia Secondary.

Chief Bennett and associates spoke to many learners about the importance of the treaty, how it helps the sovereignty of future generations of this local territory and how the Indian act as it stands is harmful to Indigenous people. Furthermore, lessons about the importance of education and how it plays into the future of our communities. (Photo from Stephanie Louie, IESW)

## Update on Enrollment, Nominal Roll (1/3)

The nominal roll process that occurs each school year between School Districts and First Nations bands in Canada is a critical part of education funding for First Nations students. This process ensures accurate records of First Nations students enrolled in schools, helping determine funding allocations for educational services provided to these students. Here's an outline of the process:



**Total  
Indigenous  
Student  
Enrollees:  
2051**



## Update on Enrolment, Nominal Roll (2/3)

### 1. Data Collection

- School Districts: School districts collect enrollment data for all students, including those of First Nations ancestry, by the September 30th deadline.
- First Nations Bands: First Nations bands gather data on their students attending both band-operated schools (on-reserve) and public schools (off-reserve).
- Eligibility Criteria: To be included in the nominal roll, a student must meet eligibility criteria defined by Indigenous Services Canada (ISC), including being a registered First Nations student and attending a recognized school full-time.

### 2. Nominal Roll Submission

- School Districts: Public schools submit their enrollment records, ensuring the proper identification of First Nations students (based on their status or other criteria such as band membership).
- First Nations Bands: Bands submit their own reports to ISC, detailing the number of students, their grade levels, and the schools they are attending.

- Band-School Coordination: First Nations bands and school districts coordinate to ensure that the data on students attending public schools is accurate and consistent between both parties.

### 3. Verification and Reconciliation

- Cross-Checking: School districts and First Nations bands verify the accuracy of the student information, ensuring no duplication or missing data. This is particularly important for students attending schools off-reserve, where the band and district data must align.
- Nominal Roll Validation: ISC reviews and validates the nominal roll submissions, cross-checking against their criteria and records to confirm eligibility for each student listed.

### 4. Funding Allocation

- Funding Calculation: ISC uses the verified nominal roll to calculate the education funding required for First Nations students. This funding supports tuition for off-reserve students attending public schools and operational costs for on-reserve band-operated schools.

## Update on Enrolment, Nominal Roll (3/3)

- **Tuition Agreements:** For First Nations students attending off-reserve public schools, funding transfers occur through tuition agreements between First Nations bands and school districts, which are based on the number of students reported in the nominal roll.

### 5. Ongoing Monitoring

- **Adjustments:** After the initial submission, some adjustments may be made to the nominal roll or funding levels based on any discrepancies or changes in enrollment.
- **Annual Reporting:** The nominal roll process is repeated annually to ensure accurate and up-to-date data for First Nations students each school year.

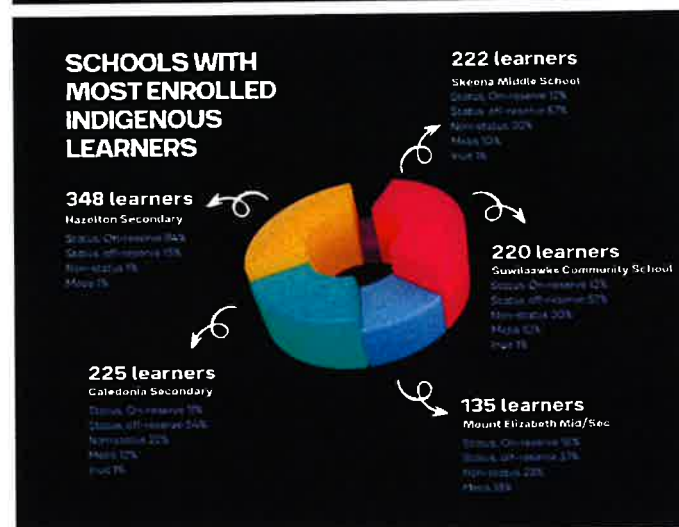
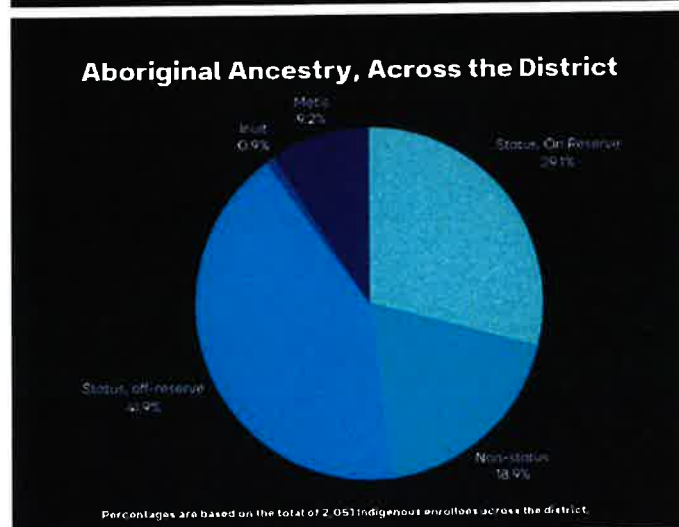
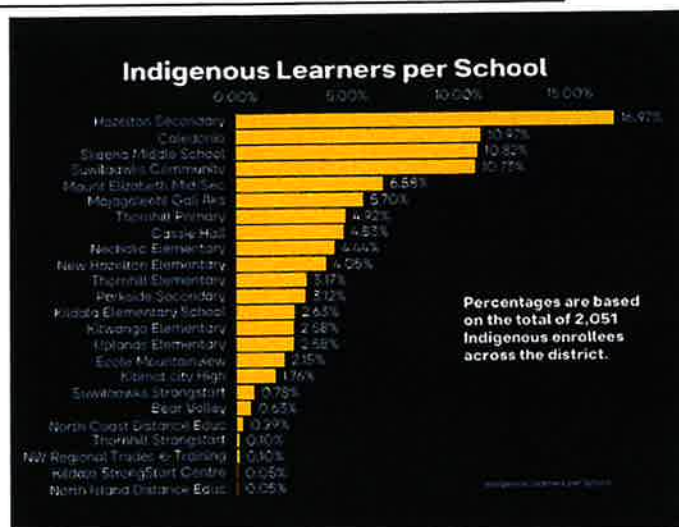
This process ensures equitable funding and helps to meet the educational needs of First Nations students by reflecting their presence in both band-operated and public school systems.

## Director of Instruction (Indigenous Education) Vacancy

Interview for the next Indigenous Education Director is scheduled on November 4, 2024

## EdPlan Insights

Multiple meetings are slotted this month of October. Updates will be provided next month.



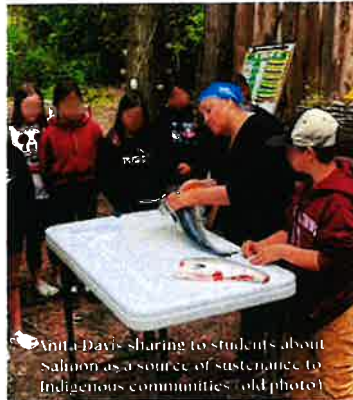


## Role Model Activities for the Month of September & October



### Drumming and Dancing at Nechako Elementary with Shelley and Cassidi Bolton (Haisla)

"The Learners loved the activity, they loved speaking and learning the language. The learners who identify as Indigenous were proud to go up and dance and show their language as well as other learners." - Kelsey Carlow, IESW



### Truth & Reconciliation with Anita Davis (Ska'yan) at Suwilaawks

"Ska'yan was very articulate, passionate and professional. She broke up the discussion/presentation into two parts: Truth, then Reconciliation. She shared her personal stories of family members that attended residential school and then moved on to what reconciliation looked like. The most heartwarming activity was she lead the class to volunteer to stand up confidently and share something that makes them happy. Many students felt safe enough to do this and some of the statements they made were very thoughtful. Examples - while standing, two feet grounded on the floor and heads up with confidence - "I am brave", "I am beautiful in my own unique way", "I am enough", "I am kind." The students really respected and connected with her and it showed as they were attentive and respectful the whole time." - Catherine Eagles

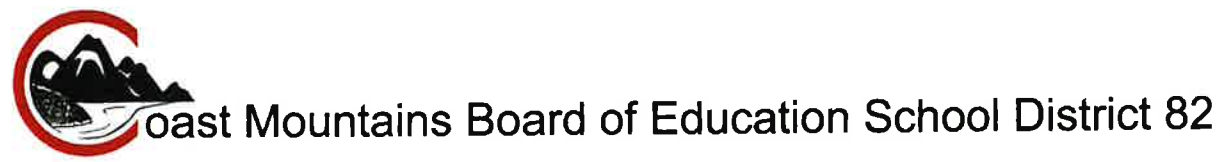


### Impact of Residential Schools and Using Education to Move Forward (Darlene Morgan)

"The students enjoyed both speakers. They were engaged and by the end willing to participate in ceremony. The students would also like to learn more about ceremony. It is informative, caring, and wonderful to have people in to share their knowledge and experiences personally." - Stephanie Louie (IESW)

### TRC & Cultural Rejuvenation Through Smudging (Jolene Wesley) at Caledonia Secondary





**MEETING AGENDA ITEM #10.1.1**

Action: X

Information:

Meeting: Regular

Meeting Date: October 23, 2024

Topic: **Minutes of the Business Committee Meeting, October 9, 2024**

**Background/Discussion:**

Minutes as attached.

**Recommended Action:**

**THAT** the minutes of the Business Committee Meeting held October 9, 2024 be received for information.

Presented by: Secretary Treasurer



## BUSINESS COMMITTEE MEETING

Wednesday, October 9, 2024 – 10:30 a.m. to 12:00 p.m.

Virtual via Zoom

**Committee Members:**

Trustee Ed Harrison (Chair)  
Tracey MacMillan, Superintendent of Schools  
Ginger Fuller, Secretary Treasurer

**Recording Secretary:**

Lindsay Harder, Executive Assistant

**Guests:**

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

## MEETING MINUTES

Items	Action
The meeting was chaired by Trustee Ed Harrison and called to order at 10:30 a.m. Trustee Harrison acknowledged the school district's business being conducted on the traditional and unceded territories of the Gitksan, Haisla, Nisga'a, and Tsimshian, and the honour to work with their children and privilege to live on their land.	
1. <b>Previous Meeting Minutes</b> - September 18, 2024	1. The minutes of the previous Business Committee Meeting held on September 18, 2024 were accepted as presented.
2. <b>Human Resources</b> 2.1 Grievance Update – CMTF & CUPE	2.1 Director Bath provided a grievance update relating to the Coast Mountain Teachers' Federation (CMTF) and the Canadian Union of Public Employees Union (CUPE), Local 2052. CUPE has no grievances. CMTF current numbers are three-Step 1, eight-Step 2 grievances, and five-Step 3 grievances. <b>Information only; no action required.</b>
3. <b>Facilities/Transportation/OH&amp;S</b> 3.1 Monthly Facilities Report, October 2024	3.1 Director Schibli provided an update of recent work at school sites. Maintenance has received confirmation for Major Capital Funding to prefabricate four classroom additions to Suwilaawks Community School. The Minor Capital Project Requests were submitted to the Ministry of Education & Child Care. Director Schibli has provided Engineer's Condition Assessment for academic wing at Mount Elizabeth Secondary School to the Ministry of Education and Child Care & School Protection Program and have received confirmation of receipt, this will be treated on an urgent basis. Director Schibli provided an update of recent work at school sites with work focussing on preventative maintenance activities and winter preparation. Director Schibli provides a staffing update, we have hired a Real Seal Carpenter for Kitimat, welcome Ben Carlo! <b>Information only; no action required.</b>





3.2 District Joint OH&S Committee Meeting Minutes (next meeting to be on October 10, 2024)	3.2 No Report
4. Board Representations 4.1 BCPSEA 4.2 BCSTA	4.1 No Report 4.2 No Report
5. Outstanding Items from Previous Meeting	5. There were no outstanding items from the previous meeting.
6. Finances 6.1 Ministry of Education and Child Care Data Management 1701 Preliminary Report	6.1 Secretary Treasurer Fuller spoke to the Ministry of Education and Child Care Data Management 1701 Preliminary Report, reviewing the numbers for each department, there was a decline in numbers compared to forecasting and will do analysis prior to submitting forecast for 2025/26 <b>Action: Forward the Ministry of Education and Child Care Data Management 1701 Preliminary Report for information only to the next Regular Board Meeting on October 23, 2024.</b>
7. Next Meeting	7. The next Business Committee Meeting is scheduled on Wednesday, November 6, 2024, from 10:30 a.m. to 12:00 p.m.  The meeting was adjourned at 11:37 a.m.



### **MEETING AGENDA ITEM #10.1.2**

Action: X Information:

Meeting: Regular Meeting Date: October 23, 2024

Topic: **Ministry of Education Data Management 1701 Preliminary Report**

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

The attached Ministry of Education and Child Care Data Management 1701 Echo Report dated October 11, 2024 for Coast Mountains School District details the preliminary student headcount and student full time equivalent (FTE) count for funding purposes as at September 27, 2024. Public school districts were required to submit their 1701 Preliminary Reports on October 4, 2024 to the Ministry of Education and Child Care.

The information collected on Form 1701 is used in the calculation of FTE students for public schools. The FTE values are then used to determine funding levels for these schools. This information is also used to monitor various enrolment trends in programs offered by the BC school system.

The Ministry of Education and Child Care then processes the 1701 Preliminary data received and provides school districts with an Echo Report detailing any potential errors for resolution. School districts must then provide any resolutions to the Ministry for the completion of the 1701 Verification Report and final sign-off by October 21, 2024.

The Business Committee discussed the Preliminary Report at its October 9, 2024 meeting and forwards to the Board for information.

#### **Recommended Action:**

**THAT** the Board receive for information the Ministry of Education and Child Care Data Management 1701 Preliminary Report reflecting students eligible for funding as at September 27, 2024.

Presented by: Secretary Treasurer



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# Ministry of Education and Child Care - Data Management

DATE : OCT-11-2024 15:19 (FORM 1601) DISTRICT FACILITY TYPE SUMMARY - AS AT : SEP-30-2024  
DISTRICT SUMMARY : 082 Coast Mountains

ECHO REPORT 8011

SCHOOL CODE	SCHOOL NAME	2023/09/30 FACILITY TYPE	2024/09/30 FACILITY TYPE (IF CHANGED)	2023/09/30-2024/09/30 OPENED	2023/09/30-2024/09/30 CLOSED
08280001	Nechako Elementary	(00) Standard School			
08280004	Kildala Elementary	(00) Standard School			
08280007	Kitimat City High	(03) Alternate Prog.			
08282000	SD 82 Continuing Ed School	(01) Continuing Ed			
08282038	Skeena Middle	(00) Standard School			
08282039	Mount Elizabeth Middle/Secondary	(00) Standard School			
08282040	NW Regional Trades & Training Centre	(00) Standard School			
08288006	Hazelton Secondary	(00) Standard School			
08288008	New Hazelton Elementary	(00) Standard School			
08288012	Uplands Elementary	(00) Standard School			
08288013	Cassie Hall Elementary	(00) Standard School			
08288014	Thornhill Elementary	(00) Standard School			
08288016	Suwilaawks Community School	(00) Standard School			
08288018	Majagaleehl Gali Aks Elementary	(00) Standard School			
08288020	Ecole Mountainview	(00) Standard School			
08288022	Thornhill Primary	(00) Standard School			
08288024	Caledonia Secondary	(00) Standard School			
08288025	Parkside Secondary	(03) Alternate Prog.			
08288028	Bear Valley School	(00) Standard School			
08288030	Kitwanga Elementary	(00) Standard School			
08290058	SD 82 August Exam Site	(12) Summer School			
08298009	North Coast Distance Education	(08) Online Learning			

22 UNCHANGED FACILITY TYPE OR OPEN/CLOSE STATUS SINCE 2023/09/30

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DATE : OCT-11-2024 15:19 (FORM 1701) DISTRICT GRADE ENROLMENT VARIANCE - AS AT : SEP-30-2024 ECHO REPORT 8030  
DISTRICT: 082 Coast Mountains

GRADE DESCRIPTION	ELIGIBLE FOR FUNDING	SEP 30 2024 INTERNATIONAL OUT OF PROV	TOTAL ENROLMENT	SEP 30 2023 TOTAL ENROLMENT	HEADCOUNT CHANGE	PERCENTAGE CHANGE
** EXCLUDING CONTINUING EDUCATION						
HALF DAY KIND	0	0	0	0	0	.00
FULL DAY KIND	254	0	254	260	-6	-2.31
GRADE 1	266	0	266	294	-28	-9.52
GRADE 2	296	0	296	324	-28	-8.64
GRADE 3	323	0	323	250	73	29.20
GRADE 4	263	0	263	311	-48	-15.43
GRADE 5	315	0	315	340	-25	-7.35
GRADE 6	337	0	337	311	26	8.36
GRADE 7	310	0	310	289	21	7.27
ELEM UNGRADED	0	0	0	0	0	.00
GRADE 8	312	0	312	320	-8	-2.50
GRADE 9	340	0	340	376	-36	-9.57
GRADE 10	434	3	437	401	36	8.98
GRADE 11	400	6	406	398	8	2.01
GRADE 12	379	3	382	429	-47	-10.96
SEC UNGRADED	1	1	2	0	2	.00
GRAD ADULT	2	0	2	10	-8	-80.00
TOTAL	4,232	13	4,245	4,313	-68	-1.58
HOME SCHOOL	29		29	22	7	31.82

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DATE : OCT-11-2024 15:19  
DISTRICT SUMMARY : 082 Coast Mountains

(FORM 1701) HEADCOUNT\* FOR SCHOOLS FUNDED WITHIN THE F.A.S. - AS AT : SEP-30-2024

ECHO REPORT 8033

SCHOOL CODE	SCHOOL NAME	KIND HALF	KIND FULL	1	2	3	4	5	6	7	ELEM UNGR	8	9	10	11	12	SECN UNGR	GRAD. ADULT	TOTAL	HOME SCHL
08280001	Nechako Elementary	0	33	31	51	45	41	51	43	0	0	0	0	0	0	0	0	0	295	0
08280004	Kildala Elementary	0	24	41	24	35	30	33	36	0	0	0	0	0	0	0	0	0	223	0
08280007	Kitimat City High	0	0	0	0	0	0	0	0	0	0	0	0	8	18	30	0	0	56	0
08282038	Skeena Middle	0	0	0	0	0	0	0	0	188	0	168	171	0	0	0	0	0	527	2
08282039	Mount Elizabeth Middle/	0	0	0	0	0	0	0	0	78	0	75	86	90	78	54	0	0	461	0
08282040	NW Regional Trades & Tr	0	0	0	0	0	0	0	0	0	0	0	0	2	1	28	0	0	31	0
08288006	Hazelton Secondary	0	0	0	0	0	0	0	0	0	0	62	75	94	92	49	0	0	372	6
08288008	New Hazelton Elementary	0	11	11	10	8	13	13	12	12	0	0	0	0	0	0	0	0	90	0
08288012	Uplands Elementary	0	34	25	49	34	35	36	46	0	0	0	0	0	0	0	0	0	259	0
08288013	Cassie Hall Elementary	0	28	21	22	17	12	24	26	0	0	0	0	0	0	0	0	0	150	2
08288014	Thornhill Elementary	0	0	0	0	0	34	40	61	0	0	0	0	0	0	0	0	0	135	2
08288016	Suwilaawks Community Sc	0	34	43	52	53	42	73	56	0	0	0	0	0	0	0	0	0	353	0
08288018	Majagaleehl Gali Aks El	0	16	16	17	23	18	19	15	16	0	0	0	0	0	0	0	0	141	6
08288020	Ecole Mountainview	0	29	29	24	25	25	16	33	0	0	0	0	0	0	0	0	0	181	0
08288022	Thornhill Primary	0	38	38	41	66	0	0	0	0	0	0	0	0	0	0	0	0	183	3
08288024	Caledonia Secondary	0	0	0	0	0	0	0	0	0	0	0	0	220	175	166	0	0	561	0
08288025	Parkside Secondary	0	0	0	0	0	0	0	0	0	0	2	4	16	29	37	0	0	88	0
08288028	Bear Valley School	0	3	6	1	4	3	4	2	3	0	5	4	3	3	4	1	0	46	0
08288030	Kitwanga Elementary	0	4	5	5	13	10	6	7	13	0	0	0	0	0	0	0	0	63	8
08298009	North Coast Distance Ed	0	0	0	0	0	0	0	0	0	0	0	0	1	4	10	0	2	17	0
TOTAL REPORTED ENROLMENT FOR SCHOOLS FUNDED WITHIN THE F.A.S.		0	254	266	296	323	263	315	337	310	0	312	340	434	400	379	1	2	4232	29

NOTE: Report does not include students whose funding FTE = 0

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# Ministry of Education and Child Care - Data Management

DATE : OCT 11 2024 15:19 (FORM 1701) GRADE ENROLMENT VERIFICATION REPORT - AS AT : SEP-30-2024 Echo Report 8035  
For Schools Funded Within the F.A.S.

DISTRICT: 082 Coast Mountains

PART 1 - STUDENTS ELIGIBLE FOR FUNDING	SUMMARY <---- SUBTOTAL ---->		<---- DETAILS ---->	
	HEADCOUNT	HEADCOUNT	FTE	FTE
REPORTED KINDERGARTEN- HALF	0	0	.0000	
- NUMBER SCHOOL AGE				
REPORTED KINDERGARTEN- FULL	254	0	.0000	
- NUMBER CONSIDERED ELIGIBLE FOR FULL FTE - ELL		98	98.0000	
- NUMBER CONSIDERED ELIGIBLE FOR FULL FTE - ABORIGINAL		14	14.0000	
- NUMBER CONSIDERED ELIGIBLE FOR FULL FTE - SPECIAL ED		142	142.0000	
- NUMBER CONSIDERED ELIGIBLE FOR FULL FTE - OTHER				
REPORTED GRADE 1 TO 3	885	885	885.0000	
- NUMBER SCHOOL AGE				
- GRADE 1				266 266.0000
- GRADE 2				296 296.0000
- GRADE 3				323 323.0000
REPORTED GRADE 4 TO 7	1225	1225	1225.0000	
- NUMBER SCHOOL AGE				
- GRADE 4				263 263.0000
- GRADE 5				315 315.0000
- GRADE 6				337 337.0000
- GRADE 7				310 310.0000
REPORTED ELEMENTARY UNGRADED	0	0	.0000	
- NUMBER SCHOOL AGE		0	.0000	
- NUMBER ADULTS				
REPORTED GRADE 8 TO 10	1086	1086	1085.2500	
- NUMBER SCHOOL AGE				
- GRADE 8				312 312.0000
- GRADE 9				340 340.0000
- GRADE 10				434 433.2500
- NUMBER ADULTS		0	.0000	
- GRADE 8				0 .0000
- GRADE 9				0 .0000
- GRADE 10				0 .0000
REPORTED GRADE 11 TO 12	779	778	710.1875	
- NUMBER SCHOOL AGE				
- GRADE 11				399 392.8125
- GRADE 12				379 317.3750
- NUMBER ADULTS		1	.1250	
- GRADE 11				1 .1250
- GRADE 12				0 .0000
REPORTED SECONDARY UNGRADED	1	1	1.0000	
- NUMBER SCHOOL AGE		0	.0000	
- NUMBER ADULTS				
GRADUATED ADULT		2	.2500	
SUBTOTAL (ELIGIBLE IN-SCHOOL STUDENTS)		4232	4160.8125	
TOT SCHOOL AGE STUDENTS ELIG. FOR FUNDING (EXC HOME SCHL REG)	4229		4160.4375	
MAX NUMBER OF ADULTS ELIGIBLE FOR FUNDING	3		.3750	
MAXIMUM ELIGIBLE FOR FUNDING (excluding home schl reg)	4232		4160.8125	
HOME SCHOOL REGISTRATIONS	29			



DATE : OCT-11-2024 15:19

(FORM 1701) FUNDED ENROLMENT - AS AT : SEP-30-2024  
FOR SCHOOLS FUNDED WITHIN THE F.A.S.

ECCHO REPORT 8035C

DISTRICT SUMMARY : 082 Coast Mountains

MINISTRY SCHOOL CODE	NAME	---- KINDERGARTEN ---- (0.5 FTE) (1.0 FTE)	GRADES 1 TO 3	GRADES 4 TO 7 AND EU	GRADES 8 TO 10 AND SU	GRADES 11 TO 12	GRAD. ADULT	FUNDED *FTE	TOT HOME REG
08280001	Nechako Element	.0000 33.0000	127.0000	135.0000	.0000	.0000	.0000	295.0000	0
08280004	Kildala Element	.0000 24.0000	100.0000	99.0000	.0000	.0000	.0000	223.0000	0
08280007	Kitimat City Hi	.0000 .0000	.0000	.0000	8.0000	48.0000	.0000	56.0000	0
08282038	Skeena Middle	.0000 .0000	.0000	188.0000	339.0000	.0000	.0000	527.0000	2
08282039	Mount Elizabeth	.0000 .0000	.0000	78.0000	251.2500	125.0000	.0000	454.2500	0
08282040	NW Regional Tra	.0000 .0000	.0000	.0000	1.7500	26.0000	.0000	27.7500	0
08288006	Hazelton Second	.0000 .0000	.0000	.0000	229.8125	133.0000	.0000	362.8125	6
08288008	New Hazelton El	.0000 11.0000	29.0000	50.0000	.0000	.0000	.0000	90.0000	0
08288012	Uplands Element	.0000 34.0000	108.0000	117.0000	.0000	.0000	.0000	259.0000	0
08288013	Cassie Hall Ele	.0000 28.0000	60.0000	62.0000	.0000	.0000	.0000	150.0000	2
08288014	Thornhill Eleme	.0000 .0000	.0000	135.0000	.0000	.0000	.0000	135.0000	2
08288016	Suwilaawks Comm	.0000 34.0000	148.0000	171.0000	.0000	.0000	.0000	353.0000	0
08288018	Majagaleehl Gal	.0000 16.0000	56.0000	68.0000	.0000	.5000	.0000	140.5000	6
08288020	Ecole Mountainv	.0000 29.0000	78.0000	74.0000	.0000	.0000	.0000	181.0000	0
08288022	Thornhill Prima	.0000 38.0000	145.0000	.0000	.0000	.0000	.0000	183.0000	3
08288024	Caiedonia Secon	.0000 .0000	.0000	.0000	221.6875	304.8125	.0000	526.5000	0
08288025	Parkside Second	.0000 .0000	.0000	.0000	22.0000	66.0000	.0000	88.0000	0
08288028	Bear Valley Sch	.0000 3.0000	11.0000	12.0000	12.6250	4.2500	.0000	42.8750	0
08288030	Kitwanga Elemen	.0000 4.0000	23.0000	36.0000	.0000	.0000	.0000	63.0000	8
08298009	North Coast Dis	.0000 .0000	.0000	.0000	.1250	2.7500	.2500	3.1250	0
TOTAL:		.0000 254.0000	885.0000	1225.0000	1086.2500	710.3125	.2500	4160.8125	29

\* Excluding Home School Head Count

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DATE : OCT-11-2024 15:19

(FORM 1701) LANGUAGE ENROLMENT\* VERIFICATION REPORT : SEP-30-2024

ECHO REPORT 8040

DISTRICT: 082 Coast Mountains

	KH	KF	01	02	03	04	05	06	07	EU	08	09	10	11	12	SU	GA	TOTAL
SCHOOL-AGE STUDENTS																		
- CORE FRENCH HEADCOUNT:																		
0	0	0	0	0	0	0	262	267	247	0	210	72	26	20	1	0		1105
							13.89	14.15	13.09		26.25	9.00	3.25	2.50	0.13			82.25
- EARLY FRENCH IMMERSION HEADCOUNT:																		
0	38	53	32	45	40	30	43	31	0	31	32	21	28	11	0			435
	38.00	53.00	32.00	45.00	32.00	24.00	34.40	24.80		15.50	16.00	10.50	7.00	2.75				334.95
- LATE FRENCH IMMERSION HEADCOUNT:							0	0	0									0
- PROGRAMME FRANCOPHONE HEADCOUNT:																		
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			0
- ENGLISH LANGUAGE LEARNING HEADCOUNT:																		
Year	KH	KF	01	02	03	04	05	06	07	EU	08	09	10	11	12	SU	GA	TOTAL
Year 1-5	0	0	49	46	55	55	56	45	26	0	27	18	10	18	8	0		413
Year 6+	0	0	0	0	0	0	0	3	0	0	2	1	3	7	1	0		17

NOTE: Report does not include students whose funding FTE = 0  
If program enrolment data have been reported for schools funded OUTSIDE the Funding Allocation System, this enrolment is included above but will be SUBTRACTED PRIOR to the recalculation of the grant.

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DATE : OCT-11-2024 15:20

(FORM 1701) LANGUAGE ENROLMENT BY SCHOOL - AS AT : SEP-30-2024  
(ALL SCHOOLS)

ECHO REPORT 8051

DISTRICT: 082 Coast Mountains

PROGRAM	KH	KF	01	02	03	04	05	06	07	EU	08	09	10	11	12	SU	GA	TOTAL
<b>CORE FRENCH</b>																		
082 80001 Nechako Elementary	0	0	0	0	0	0	51	42	0	0	0	0	0	0	0	0	0	93
082 80004 Kildala Elementary	0	0	0	0	0	0	25	30	0	0	0	0	0	0	0	0	0	55
082 82038 Skeena Middle	0	0	0	0	0	0	0	0	171	0	146	41	0	0	0	0	0	358
082 82039 Mount Elizabeth Middle/Se	0	0	0	0	0	0	0	0	70	0	64	31	24	14	0	0	0	203
082 88008 New Hazelton Elementary	0	0	0	0	0	0	9	4	3	0	0	0	0	0	0	0	0	16
082 88012 Uplands Elementary	0	0	0	0	0	0	36	46	0	0	0	0	0	0	0	0	0	82
082 88013 Cassie Hall Elementary	0	0	0	0	0	0	24	26	0	0	0	0	0	0	0	0	0	50
082 88014 Thornhill Elementary	0	0	0	0	0	0	40	61	0	0	0	0	0	0	0	0	0	101
082 88016 Suwilaawks Community Scho	0	0	0	0	0	0	73	56	0	0	0	0	0	0	0	0	0	129
082 88024 Caledonia Secondary	0	0	0	0	0	0	0	0	0	0	0	0	2	6	1	0	0	9
082 88028 Bear Valley School	0	0	0	0	0	0	4	2	3	0	0	0	0	0	0	0	0	9
<b>CORE FRENCH, DISTRICT TOTALS</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>262</b>	<b>267</b>	<b>247</b>	<b>0</b>	<b>210</b>	<b>72</b>	<b>26</b>	<b>20</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>1105</b>
<b>EARLY FRENCH IMMERSION</b>																		
082 80004 Kildala Elementary	0	5	15	3	8	11	8	6	0	0	0	0	0	0	0	0	0	56
082 82038 Skeena Middle	0	0	0	0	0	0	0	0	17	0	21	24	0	0	0	0	0	62
082 82039 Mount Elizabeth Middle/Se	0	0	0	0	0	0	0	0	8	0	7	6	7	9	0	0	0	37
082 88006 Hazelton Secondary	0	0	0	0	0	0	0	0	0	0	3	2	2	0	1	0	0	8
082 88018 Majagaleehi Gali Aks Elem	0	4	9	5	12	4	6	4	6	0	0	0	0	0	0	0	0	50
082 88020 Ecole Mountainview	0	29	29	24	25	25	16	33	0	0	0	0	0	0	0	0	0	181
082 88024 Caledonia Secondary	0	0	0	0	0	0	0	0	0	0	0	0	12	19	10	0	0	41
<b>EARLY FRENCH IM, DISTRICT TOTALS</b>	<b>0</b>	<b>38</b>	<b>53</b>	<b>32</b>	<b>45</b>	<b>40</b>	<b>30</b>	<b>43</b>	<b>31</b>	<b>0</b>	<b>31</b>	<b>32</b>	<b>21</b>	<b>28</b>	<b>11</b>	<b>0</b>	<b>0</b>	<b>435</b>
<b>ENGLISH LANGUAGE LEARNING, SCHOOL AGE</b>																		
082 80001 Nechako Elementary	0	0	3	5	5	6	9	4	0	0	0	0	0	0	0	0	0	32
082 80004 Kildala Elementary	0	0	3	2	5	3	6	5	0	0	0	0	0	0	0	0	0	24
082 82038 Skeena Middle	0	0	0	0	0	0	0	0	21	0	7	5	0	0	0	0	0	33
082 82039 Mount Elizabeth Middle/Se	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	7
082 88006 Hazelton Secondary	0	0	0	0	0	0	0	0	0	0	22	14	5	14	2	0	0	57
082 88008 New Hazelton Elementary	0	0	5	3	0	4	1	1	0	0	0	0	0	0	0	0	0	14
082 88012 Uplands Elementary	0	0	1	5	0	4	3	4	0	0	0	0	0	0	0	0	0	17
082 88013 Cassie Hall Elementary	0	0	3	4	5	1	2	5	0	0	0	0	0	0	0	0	0	20
082 88014 Thornhill Elementary	0	0	0	0	0	9	4	4	0	0	0	0	0	0	0	0	0	17
082 88016 Suwilaawks Community Scho	0	0	22	19	32	25	29	22	0	0	0	0	0	0	0	0	0	149
082 88018 Majagaleehi Gali Aks Elem	0	0	7	3	2	3	2	3	4	0	0	0	0	0	0	0	0	24
082 88022 Thornhill Primary	0	0	5	5	6	0	0	0	0	0	0	0	0	0	0	0	0	16
082 88024 Caledonia Secondary	0	0	0	0	0	0	0	0	0	0	0	0	8	11	7	0	0	26
<b>E.L.L., SCHOOL AGE, DISTRICT TOTALS</b>	<b>0</b>	<b>0</b>	<b>49</b>	<b>46</b>	<b>55</b>	<b>55</b>	<b>56</b>	<b>48</b>	<b>26</b>	<b>0</b>	<b>29</b>	<b>19</b>	<b>13</b>	<b>25</b>	<b>9</b>	<b>0</b>	<b>0</b>	<b>430</b>

NOTE: Report does not include students whose funding FTE = 0

\* Asterisk indicates that this school has French Program Enrolment in this grade but % TIME TAUGHT = 0

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DATE : OCT-11-2024 15:20 (FORM 1701) ABORIGINAL EDUC ENROLMENT\* VERIF REPORT - AS AT : SEP-30-2024

ECHO REPORT 8060

DISTRICT: 082 Coast Mountains

PROGRAM	K.H	K.F	01	02	03	04	05	06	07	EU	08	09	10	11	12	SU	TOTAL
SCHOOL-AGE STUDENTS																	
NUMBER OF PERSONS OF ABORIGINAL ANCESTRY*	0	108	116	124	164	137	144	157	144	0	164	171	222	206	163	0	2020
* who may or may not be enrolled in any aboriginal education program.																	
ABORIGINAL LANGUAGE AND CULTURE TOTAL	0	90	86	118	112	90	141	118	0	0	56	71	64	23	18	0	987
ABORIGINAL ANCESTRY - SUBSET	0	48	50	60	66	56	74	66	0	0	56	71	64	23	18	0	652
ABORIGINAL SUPPORT SERVICES TOTAL	0	101	111	119	160	132	136	150	139	0	164	171	209	185	146	0	1923
ABORIGINAL ANCESTRY - SUBSET	0	101	110	119	160	132	136	150	139	0	163	171	208	185	145	0	1919
OTHER APPROVED ABORIGINAL PROGRAMS TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ABORIGINAL ANCESTRY - SUBSET	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ALL ABORIGINAL EDUCATION PROGRAMS ABORIG AND NON-ABORIG TOTAL	0	145	148	177	207	167	203	202	139	0	164	171	209	185	146	0	2263
ABORIGINAL ANCESTRY - SUBSET	0	103	111	119	161	133	136	150	139	0	163	171	208	185	145	0	1924
ADULT STUDENTS																	
NUMBER OF PERSONS OF ABORIGINAL ANCESTRY*										0	0	0	0	0	0	0	2
* who may or may not be enrolled in any aboriginal education program.																	
ABORIGINAL LANGUAGE AND CULTURE TOTAL										0	0	0	0	0	0	0	0
ABORIGINAL ANCESTRY - SUBSET										0	0	0	0	0	0	0	0
ABORIGINAL SUPPORT SERVICES TOTAL										0	0	0	0	0	0	0	0
ABORIGINAL ANCESTRY - SUBSET										0	0	0	0	0	0	0	0
OTHER APPROVED ABORIGINAL PROGRAMS TOTAL										0	0	0	0	0	0	0	0
ABORIGINAL ANCESTRY - SUBSET										0	0	0	0	0	0	0	0
ALL ABORIGINAL EDUCATION PROGRAMS ABORIG AND NON-ABORIG TOTAL										0	0	0	0	0	0	0	0
ABORIGINAL ANCESTRY - SUBSET										0	0	0	0	0	0	0	0

NOTE: Report does not include students whose funding FTE = 0  
If program enrolment data have been reported for schools funded OUTSIDE the Funding Allocation System, this enrolment is included above but will be SUBTRACTED PRIOR to the recalculation of the grant.

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DATE : OCT-11-2024 15:20 (FORM 1701) DISTRICT ABORIGINAL EDUC ENROLMENT\* BY SCHOOL - AS AT : SEP-30-2024 ECHO REPORT 8063  
DISTRICT: 082 Coast Mountains

SCHOOL	KH	KF	01	02	03	04	05	06	07	EU	08	09	10	11	12	SU	GA	TOTAL
RECOGNIZED PROGRAM ENROLMENT (ABORIGINAL ANCESTRY ONLY)																		
082 80001 Nechako Elementary	0	7	12	11	19	18	11	13	0	0	0	0	0	0	0	0	0	91
082 80004 Kildala Elementary	0	5	7	3	8	9	7	11	0	0	0	0	0	0	0	0	0	50
082 80007 Kitimat City High	0	0	0	0	0	0	0	0	0	0	0	0	4	9	18	0	0	31
082 82038 Skeena Middle	0	0	0	0	0	0	0	0	82	0	74	67	0	0	0	0	0	223
082 82039 Mount Elizabeth Middle/Secon	0	0	0	0	0	0	0	0	26	0	29	28	20	19	9	0	0	131
082 88006 Hazelton Secondary	0	0	0	0	0	0	0	0	0	0	58	72	85	85	44	0	0	344
082 88008 New Hazelton Elementary	0	4	9	10	8	12	10	11	11	0	0	0	0	0	0	0	0	75
082 88012 Uplands Elementary	0	4	6	7	10	8	8	10	0	0	0	0	0	0	0	0	0	53
082 88013 Cassie Hall Elementary	0	18	12	15	13	7	15	19	0	0	0	0	0	0	0	0	0	99
082 88014 Thornhill Elementary	0	0	0	0	0	18	14	33	0	0	0	0	0	0	0	0	0	65
082 88016 Suwilaawks Community School	0	17	26	34	33	31	46	34	0	0	0	0	0	0	0	0	0	221
082 88018 Majagaleehl Gali Aks Element	0	12	10	10	15	12	12	7	7	0	0	0	0	0	0	0	0	85
082 88020 Ecole Mountainview	0	9	3	7	4	8	7	6	0	0	0	0	0	0	0	0	0	44
082 88022 Thornhill Primary	0	25	21	18	37	0	0	0	0	0	0	0	0	0	0	0	0	101
082 88024 Caledonia Secondary	0	0	0	0	0	0	0	0	0	0	0	0	86	49	48	0	0	183
082 88025 Parkside Secondary	0	0	0	0	0	0	0	0	0	0	2	2	12	22	26	0	0	64
082 88028 Bear Valley School	0	0	1	0	2	1	1	1	1	0	0	2	1	1	0	0	0	11
082 88030 Kitwanga Elementary	0	2	4	4	12	9	5	5	12	0	0	0	0	0	0	0	0	53
RECOGNIZED PROGRAM ENROLMENT (ABORIGINAL ANCESTRY ONLY)	0	103	111	119	161	133	136	150	139	0	163	171	208	185	145	0	0	1924

NOTE: Report does not include students whose funding FTE = 0  
If program enrolment data have been reported for schools funded OUTSIDE the Funding Allocation System, this enrolment is included above but will be SUBTRACTED PRIOR to the recalculation of the grant.

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DATE : 11 OCT 2024 15:20  
DISTRICT: 082 Coast Mountains

(Form 1701) SPECIAL EDUCATION VARIANCE REPORT - AS AT :

30 SEP 2024

ECHO REPORT 8140

PROGRAM	<----- SEP 30 2024 ----->						<----- SEP 30 2023 ----->						<----- NET CHANGE ----->					
	HALF	FULL	PRIM	ELEM	SECD	TOTAL	HALF	FULL	PRIM	ELEM	SECD	TOTAL	HALF	FULL	PRIM	ELEM	SECD	TOTAL
1 Level 1																		
(A) PHYS DEPEND	0	0	2	2	0	4	0	1	4	0	0	5	0	-1	-2	2	0	-1
(B) DEAFBLIND	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
>>> Subtotal:	0	0	2	2	0	4	0	1	4	0	0	5	0	-1	-2	2	0	-1
2 Level 2																		
(C) MOD TO PROFOUND	0	0	2	9	8	19	0	0	3	7	8	18	0	0	-1	2	0	1
(D) PHYS DIS/CHRON	0	2	9	27	39	77	0	2	5	26	44	77	0	0	4	1	-5	0
(E) VISUAL IMPAIR	0	0	0	1	0	1	0	0	0	2	1	3	0	0	0	-1	-1	-2
(F) DEAF/HARD HEAR	0	0	1	3	6	10	0	0	1	2	5	8	0	0	0	1	1	2
(G) AUTISM SPECTRUM	0	9	28	42	48	127	0	6	25	40	44	115	0	3	3	2	4	12
>>> Subtotal:	0	11	40	82	101	234	0	8	34	77	102	221	0	3	6	5	-1	13
3 Level 3																		
(H) BEHAV/MENTAL	0	0	1	9	2	12	0	0	1	8	2	11	0	0	0	1	0	1
>>> Subtotal:	0	0	1	9	2	12	0	0	1	8	2	11	0	0	0	1	0	1
4 High Incidence																		
(K) MILD INT DISABI	0	1	5	18	28	52	0	1	7	17	30	55	0	0	-2	1	-2	-3
(P) GIFTED	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
(Q) LEARNING DISABI	0	0	4	78	208	290	0	0	2	81	221	304	0	0	2	-3	-13	-14
(R) MOD BEHAV/MENTA	0	2	8	9	14	33	0	3	6	9	17	35	0	-1	2	0	-3	-2
>>> Subtotal:	0	3	17	105	250	375	0	4	15	107	268	394	0	-1	2	-2	-18	-19
082 Coast Mountains																		
DISTRICT TOTALS:	0	14	60	198	353	625	0	13	54	192	372	631	0	1	6	6	-19	-6

NOTE: Report does not include students whose funding FTE = 0  
Net Change Figures = CURRENT enrolment - PREVIOUS enrolment  
Graduated Adults are not included in this report.

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DATE : OCT-11-2024 15:20

(FORM 1701)

SPECIAL EDUCATION SUMMARY BY SCHOOL - AS AT :

SEP-30-2024

ECHO REPORT 8155

DISTRICT: 082 Coast Mountains

SCHOOL	PHYSCL DPNDNT (A)	DEAF BLIND (B)	MD SRV PRF/DIS (C)	PHYSCL DIS/CHR (D)	VISUAL IMPARM (E)	DEAF/HD HEAR (F)	AUTISM (G)	SEVERE BEHAV (H)	INT DIS MILD (K)	GIFTED (P)	LRNG DIS (Q)	MBS/MNT ILL (R)	SCHOOL TOT
082 80001 Nechako Elementary			1	4			12		2		4	1	24
082 80004 Kildala Elementary			2	3			9		3		6	1	24
082 80007 Kitimat City High				3			2				14	1	20
082 82038 Skeena Middle			3	11	1	3	17	1	10		40	6	92
082 82039 Mount Elizabeth Middle/Seco			2	6		3	14	1	1		48	2	77
082 88006 Hazelton Secondary			4	17			7		13		48	4	93
082 88008 New Hazelton Elementary				7			1	2	3		8		21
082 88012 Uplands Elementary	2						11				11	1	25
082 88013 Cassie Hall Elementary			2	3			3		6		9		23
082 88014 Thornhill Elementary			1	2			5				7	1	16
082 88016 Suwilaawks Community School			1	7			13	6	3		8	6	44
082 88018 Majagaleehl Gali Aks Elemen			1			2	2		1		3		9
082 88020 Ecole Mountainview				3			7	1			8	1	12
082 88022 Thornhill Primary	1			7			2		5		1	1	15
082 88024 Caledonia Secondary			1	3			11		2		51	3	80
082 88025 Parkside Secondary							8	1			20	3	37
082 88028 Bear Valley School							2				3		5
082 88030 Kitwanga Elementary	1		1	1			1		1		1	2	8
DISTRICT TOTAL HEADCOUNT:	4	0	19	77	1	10	127	12	52	0	290	33	625

\* Asterisk indicates this school has adult enrolment in Special Education in this Category

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## Coast Mountains Board of Education School District 82

### MEETING AGENDA ITEM #10.2.1

Action: X Information:  
Meeting: Regular Meeting Date: October 23, 2024  
Topic: **Minutes of the Education Committee Meeting, October 9, 2024**

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

Minutes as attached.

#### **Recommended Action:**

**THAT** the minutes of the Education Committee Meeting held October 9, 2024 be received for information.

Presented by: Superintendent of Schools



## EDUCATION COMMITTEE MEETING

Wednesday, October 9, 2024 – 4:00 p.m. to 5:30 p.m.

Zoom Virtual Meeting

### Committee Members:

- Trustee Karen Jonkman (Chairperson)
- Anya Carrel, Teacher, Skeena Middle School (CMTF representative)
- Jocelynn Drew, Principal, Bear Valley School (CMAA representative)
- Tracey MacMillan, Superintendent of Schools
- Annette McAlpine, Principal, Uplands Elementary School (CMAA representative)
- Janet Meyer, Interim Superintendent of Schools
- Julia Nieckarz, Director of Instruction, Learner Support
- Shannon Ridsdale, Education Coordinator, Hagwilget First Nation (First Nations representative)
- Stacey Rodriguez, Vice Principal, Mount Elizabeth Middle-Secondary School (CMAA representative)
- Trustee Julia Sundell
- Michelle Sutherland, Teacher, Mount Elizabeth Middle/Secondary School (CMTF representative)
- Freda Wright, Education Coordinator, Kitselas First Nation (First Nations representative)

### Regrets:

- Trustee Wayne Jones
- Monica Brady, President, CUPE Local 2052
- Joe Sampare, Education Coordinator, Gitsegukla First Nation (First Nations representative)
- Pansy Wright-Simms, Education Coordinator, Gitanmaax First Nation (First Nations representative)

### Guests:

- Jacquelynne Amendt, Band Teacher, Caledonia Secondary School
- Keith Axelson, Principal, Caledonia Secondary School
- Beverly Azak, District Vice Principal, Indigenous Education
- Phillip Barron, District Principal, Mentoring & Learner Engagement
- Tina McDonald, District Principal, Early Learning & French Immersion

### Recording Secretary:

- Carole Gagnon, Executive Assistant

## MEETING MINUTES

Items	Action
The virtual meeting was called to order at 4:03 p.m. chaired by Trustee Karen Jonkman, Education Committee Chairperson.	
1. Acknowledgement of the Territories, Introductions & Welcome	<p>Chairperson Jonkman acknowledged with respect the school district's business being conducted on the traditional and unceded territories of the Gitxsan, Haisla, Nisga'a, Ts'mysen and Lheidli T'enneh Peoples noting Trustee Sundell was attending the meeting virtually from Prince George. We are honoured to work with their children and privileged to live, learn, work, and play on these lands.</p> <p>A warm welcome was extended to all for joining the first Education Committee Meeting of the 2024-2025 school year followed by introductions and meeting regrets.</p>





<b>1. Acknowledgement of the Territories, Introductions &amp; Welcome</b> <i>(cont'd)</i>	<p>Chairperson Jonkman acknowledged the following events during the month of June:</p> <ul style="list-style-type: none"><li>• We celebrated all our amazing teachers on October 5, 2024 - World Teachers' Day. Coast Mountains School District recognized its educators on this day, and every day, for the pivotal role and work they do to support our learners and school communities.</li><li>• World Mental Health Day will be acknowledged on October 10. This day aims raise awareness and spotlight the importance of mental health education on a global level.</li></ul>
<b>2. Previous Meeting Minutes, June 5, 2024</b>	<p>The meeting minutes of the previous Education Committee Meeting held June 5, 2024 were received.</p> <p><b>Information only; no action required.</b></p>
<b>3. Board Approval in Principle: Level 5 Field Trips (2 Requests)</b>	<p>Interim Superintendent Meyer shared that in accordance with Policy 1080: Field Trips and Outdoor Education, "Board approval in principle" is required for all Level Five Field Trips prior to initiating, planning or fundraising and prior to promoting with students or the community.</p> <p>Level Five Field Trips encompasses all trips regardless of duration that travel outside of provincial and national jurisdiction. Final Board approval is required for all level Five Field Trips with the submission of the completed Field Trip application to the Board within the following timelines: a) within Canada – 60 days, b) International – 120 days.</p> <p>The following "Board Approval in Principle" submissions (2) were presented respectively by Jocelynn Drew, Principal at Bear Valley School and Jacquelynne Amendt, Band Teacher at Caledonia Secondary School, to the Education Committee for approval recommendation to the Board:</p> <ol style="list-style-type: none"><li>1. Out-of-Country Field Trip: Bear Valley School Travel Club to Costa Rica and Panama, May 29-June 6, 2024</li><li>2. Out-of-Province Field Trip: Caledonia Secondary School Wind Ensemble, Kermode Choir and Jazz Band to Toronto MusicFest Canada, May 14-19, 2025</li></ol> <p><b>Action:</b> The Education Committee reviewed the aforementioned submissions with a recommendation to forward to the Board for consideration and approval at the October 23, 2024 Regular Board Meeting.</p>
<b>4. Board Approval final Applications: Level Five Field Trips (2 Requests)</b>	<p>Interim Superintendent Meyer shared two Out-of-Country Field Trip Applications for the Caledonia Secondary School Travel Club to Italy during Spring Break and the Mount Elizabeth Middle-Secondary School Travel Club to Italy and Greece during Spring Break were received for the Education Committee's consideration.</p> <p>On October 25, 2023 and May 24, 2023 respectively, the Board provided "approval in principle" for these two Out-of-Country Field Trips. In accordance with Policy 1080: Field Trips and Outdoor Education "final Board approval" is required for the Level Five Field Trip with the submission of the completed Field Trip Application to the Board within 60 days of departure.</p> <p>In order to meet the prescribed approval timeline, the completed Field Trip Applications require the Education Committee's review and consideration which then would be forwarded to the Board for final approval.</p> <p><b>Action:</b> The Education Committee recommended the Out-of-Country Field Trip Applications for the Caledonia Secondary School Travel Club to Italy during Spring Break and the Mount Elizabeth Middle-Secondary School Travel Club to Italy and Greece during Spring Break be forwarded to the Board for approval at the October 23, 2024 Regular Board Meeting.</p>





## 5. Education Committee Mandate & Meetings

Interim Superintendent Meyer spoke to the mandate of the Education Committee which is an advisory Standing Committee of the Board that meets monthly except for March with a meeting duration of typically 1.5 hours. The committee membership is made up of partners, learners, district staff and Trustees, upwards to 20 people gathering together. The committee mandate is to meet with the Superintendent of Schools, the Directors of Instruction, and other appropriate staff to review and recommend to the Board, policies and actions pertaining to: Achievement Accountability, Educational Programs, Student Services, Schools, and other matters referred by the Board.

Interim Superintendent Meyer shared the proposed Education Committee Meetings schedule for 2024-2025 in a Year-At-Glance format for the committee's information as provided in the agenda meeting package. She suggested a survey be shared with the Committee on what they would like to see for meetings and share the results of the survey at the next meeting.

Committee member feedback during the meeting noted there is little sustenance for the Committee noting some agenda items are heard twice, and it is time to look at the terms of reference and what the committee is supposed to be contributing. Superintendent MacMillan noted the date conflict for the April Meeting with the BCSSA Spring Forum and suggested the date be revisited.

Interim Superintendent Meyer thanked the committee members for their valued feedback and received confirmation to proceed with a survey for the Committee's feedback prior to the next Education Committee Meeting

**Action:** The Education Committee agreed to proceed with a survey for committee members' feedback and what they would like to see for Education Committee Meetings for the 2024-2025 school year. The results will be shared at the next Education Committee.

## 6. 2024-2025 Draft Enhancing Student Learning Report

Interim Superintendent Meyer referenced the 2024-2025 Draft Enhancing Student Learning report presented to the Education Committee for their information. She shared the framework for enhancing student learning is British Columbia's approach to continuous improvement for public education. The Framework brings a formalized approach to the planning and reporting expectations for schools with a focus on enhancing student learning and success. It combines accountability with evidence-informed decision making and system-wide continuous improvement to support equity of outcomes for all students in the provincial K-12 public system. The Framework also reflects a public commitment by Indigenous peoples, Indigenous rights holders, education partners and communities to work together to improve student learning and enhance the intellectual, social and career development of all learners.

A Ministerial Order requires Boards of Education to publicly report progress on their strategic goals and related student outcome. School districts are required to submit their Enhancing Student Report to the Ministry of Education by October 1, 2024 following Board approval. The Ministry granted an exemption to Coast Mountains School District 82 to submit their report on October 2, 2024 with Board approval to be sought at the October 23, 2024 Regular Board Meeting.

Interim Superintendent Meyer shared the report looks at results from various grade K-12 assessments to determine the intellectual, human and social and career development outcomes among students. The report follows guidelines distributed by the Ministry of Education and Child Care. The School Improvement Plans are aligned with the Enhancing Student Learning and our Board's Strategic Plan 2022-2027 – Engage, Ignite, Empower.



<b>6. 2024-2025 Draft Enhancing Student Learning Report</b> <i>(cont'd)</i>	<p>The draft report is divided into two parts, Section A and Section B. Section A reflects back on key pieces of evidence for the school district on qualitative and quantitative evidence. Section B is moving beyond the data which speaks to some of the successes we have had with existing and emerging areas of growth.</p> <p><b>Action:</b> A recommendation was provided by the Education Committee to forward the 2024-2025 Draft Enhancing Student Learning Report to the Board for approval at its October 23, 2024 Regular Board Meeting.</p>
<b>7. 2024-2025 Draft School Improvement Plans</b>	<p>Interim Superintendent Meyer shared the School Improvement Plans form part of a provincial accountability framework related to continuous improvement with schools focused on learner achievement and well-being. In this framework, the school principal prepares and submits the school plan for the local Board of Education's approval.</p> <p>The School Improvement Plan, previously titled the School Growth Plan, encompasses more focused goals which are reasonable, achievable and manageable for the school.</p> <p>The 2024-2025 School Improvement Plans are informed by unique needs at the school and align with the Board's 2022-2027 Strategic Plan Goals: <i>Create Student Success, Diversity and Organizational Wellness.</i></p> <p>Some schools have developed their School Improvement Plan in a video format. During the meeting, the video for Majagaleehi Gali Aks Elementary School was viewed for committee members' information. Interim Superintendent Meyer noted the MGA video is one of several great examples of work around the district. She further noted that all our schools are on a learning journey in the development of the School Improvement Plan, some are further ahead than others.</p> <p>Interim Superintendent Meyer noted a link to the school district's website will be shared with the Education Committee to view the draft plans. She encouraged committee members to pick a few or all plans to view and hopefully you can see the virtual alignment with the Board's Strategic Plan and the Enhancing Student Learning report.</p> <p>District Principal Barron suggested bringing the videos to future recruitment trips.</p> <p><b>Action:</b> The Education Committee recommended the draft 2024-2025 School Improvement Plans be forwarded to the Board for approval at the October 23, 2024 Regular Board Meeting.</p>
<b>8. Next Meeting &amp; Adjournment</b>	<p>Chairperson Jonkman thanked everyone for participating in the meeting. The next Education Committee Meeting will be held virtually on Wednesday, November 6, 2024 from 4:00 p.m. to 5:30 p.m. by Zoom.</p> <p>The meeting was adjourned at 4:53 p.m.</p>



**MEETING AGENDA ITEM #10.2.2**

Action: X

Information:

Meeting: Regular

Meeting Date: October 23, 2024

Topic: **Board Approval in Principle – Level Five Field Trips (2 Submissions):**

- Out-of-Province Field Trip, Caledonia Secondary School Wind Ensemble, Kermode Choir and Jazz Band, May 14-19, 2025
- Out-of-Country Field Trip, Bear Valley School Travel Club, May 29-June 6, 2025

**Background/Discussion:**

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

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

1. Out-of-Province Field Trip to MusicFest Canada held in Toronto - Caledonia Secondary School Wind Ensemble, Kermode Choir and Jazz Band, May 14-19, 2025
2. Out-of-Country Field Trip to Costa Rica and Panama – Bear Valley School Travel Club, May 29-June 6, 2025

The Education Committee reviewed the above-mentioned Field Trip submissions for Board approval in principle at its October 9, 2024 meeting and forwards to the Board with a recommendation for approval.

**Recommended Action:**

**THAT** the Board approve in principle the Out-of-Province Field Trip to MusicFest Canada for Caledonia Secondary School's Wind Ensemble, Kermode Choir and Jazz Band to be held May 14 to 19, 2025 in Toronto.

**THAT** the Board approve in principle the Out-of-Country Field Trip to Costa Rica and Panama for Bear Valley School's Travel Club to be held May 29 to June 6, 2025.

Presented by: Interim Superintendent of Schools





## Coast Mountains Board of Education School District 82

### BOARD APPROVAL IN PRINCIPLE – LEVEL FIVE FIELD TRIPS

School Name: Caledonia Secondary School

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

School Administrator: Keith Axelson

Destination: MusicFest Canada Toronto

Approx. Departure Date: May 14, 2025

Approx. Return Date: May 19, 2025

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

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

Estimated Field Trip Anticipated Cost per Student:  
\$2000

Anticipated Sources of Funding: Fundraising, Monthly payments

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

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

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

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

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

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

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

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

Cal Music Tour  
MusicFest Canada Toronto 2025  
Synopsis

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

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



\* REVISED TRAVEL DATES \*  
→ MAY 29, 2025  
TO JUNE 6, 2025

## BOARD APPROVAL IN PRINCIPLE - LEVEL FIVE FIELD TRIPS

School Name: Bear Valley School

Class / Group: BVS Travel Club (Grades 8-12)

School Administrator: Jocelynn Drew

Destination: Costa Rica and Panama

Approx. Departure Date: May 15, 2025 Depart from Terrace, BC

Approx. Return Date: May 23

Lead Teacher: Jocelynn Drew Contact Telephone Number: 2506158268

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

3 Chaperones - (1) <sup>(admin)</sup> Jocelynn Drew (2) Erin Boyle <sup>(Parent)</sup>  
(3) Eric Drew <sup>(HS teacher)</sup> (12 Students - 15  
Students ~ Will know more when it

Estimated Field Trip Anticipated Cost per Student: \$6000/student comes up to signing up time <sup>!!</sup>

Anticipated Sources of Funding: Fundraising and Parental Contributions

Fundraising Plans: Each parent will plan a fundraiser and corporate sponsors

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

We plan to raise all funds, so this will not be an issue. Kids/families must work to earn \$

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

Trip is open to all grade 8-12's

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

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



*\* REVISED TRAVEL DATES<sup>3</sup>  
→ MAY 29, 2025  
TO JUNE 6, 2025*

## **Bear Valley School**

### **Costa Rica to Panama: May 2025**

**Group Leader: Jocelynn Drew**

1. A departure date of approximately May 15, 2025 has been requested. It will be finalized approximately a month prior to travel and is determined by flight availability.

**Day 1: Fly to Costa Rica • Guanacaste**

**Day 2: Guanacaste**

**Day 3: Guanacaste • Arenal region**

**Day 4: Arenal Region**

**Day 5: Arenal region • Sarapiquí • San José**

**Day 6: San José • Panama City**

**Day 7: Panama City**

**Day 8: Panama City • Gatun Lake**

**Day 9: Depart for home**

2. Our travel partner is EF (Education First) Tours. The purpose of the travel club is to provide access to other cultures, peoples, and world views. Students become members of the travel club as soon as they:

- a. Submit an application
- b. Register with EF

Travel Club meetings are scheduled to begin in September 2025 and are open to all grade -12 students. We plan to meet about every two weeks prior to travel. A debriefing/feedback meeting will be held after our return.

3. There will be space for all 19 students. The ratio for student to chaperone is 6:1. EF provides one free chaperone for every 6 students. All chaperones have a good relationship with the students – principal, teacher, and Junior Ranger leader. Criminal record checks are in place.
4. Students and parents will be advised of this adventure through routine emails, and a Travel Club Bulletin Board is in the main hallway.
5. Academic standing is not considered but a suspension could have a student removed from the roster.

6. The cost is approximately \$6000/student. This includes plane fare, hotels, breakfasts, most dinners, admission to all planned attractions, travel within the areas we visit, a 24/7 tour director, hotel security, and travel insurance. EF has a 'Cancel for Whatever Reason' policy. Every traveler has a personal account with EF and can look at all the details of every aspect of the trip online. EF also provides several payment options. Parents will be fundraising alongside their children to help with the cost.

I am available via cell (250-615-8268) should you need more information regarding this amazing learning experience and adventure.

Thank you,

Jocelynn Drew

Principal



**MEETING AGENDA ITEM #10.2.3**

Action: X Information:

Meeting: Regular Meeting Date: October 23, 2024

Topic: **Board Approval - Out-of-Country Final Field Trip Applications (2 Submissions)**

- Caledonia Secondary School Travel Club, Spring Break 2025
- Mount Elizabeth Middle/Secondary School Travel Club, Spring Break 2025

**Background/Discussion:**

The following Out-of-Country final Field Trip Applications, as attached, were presented and reviewed by the Education Committee:

- Caledonia Secondary School Travel Club's participation in a 12-Day Tour of Italy, March 17 to 29, 2025. Board approval in principle for this Out-of-Country Field Trip was received on October 25, 2023 as attached.
- Mount Elizabeth Middle/Secondary School Travel Club's participation in an 11-Day Tour of Italy and Greece, March 16 to 26, 2025. Board approval in principle for this Out-of-Country Field Trip was received May 24, 2023 as attached.

In order to meet the prescribed approval timeline, the completed Field Trip Applications required the Education Committee's review and consideration at its October 9, 2024 meeting, then forwarded to the Regular Board Meeting for the Board's final approval on October 23, 2024.

The Education Committee recommended these Out-of-Country Field Trip Applications be forwarded to the Board for final approval.

**Recommended Action:**

**THAT** the Board approve the Caledonia Secondary School Travel Club Out-of-Country Field Trip Application to Italy, March 17 to 29, 2025 at no cost to the Board and subject to ensuring the safety of students and adhering to Federal and Provincial travel advisories, regulations and protocols throughout the travel dates.

**THAT** the Board approve the Mount Elizabeth Middle/Secondary School Out-of-Country Field Trip Application to Italy and Greece, March 16 to 26, 2025 at no cost to the Board and subject to ensuring the safety of students and adhering to Federal and Provincial travel advisories, regulations and protocols throughout the travel dates.

Presented by: Interim Superintendent of Schools

## CALEDONIA SECONDARY SCHOOL

Grand Tour of Italy – Spring Break 2025  
Group Leader – Patsy Chant

\* REVISED TRAVEL  
DATES – MARCH 17  
TO 29, 2025\*

1. A departure date of March 18, 2025, has been requested. It will be finalized approximately a month prior to travel and is determined by flight availability.
  - Day One: Fly to Milan, Italy
  - Day Two: Arrive in Milan
  - Day Three: Travel to Venice via Verona (time permitting)
  - Day Four: Venice
  - Day Five: Florence
  - Day Six: Florence and Pisa
  - Day Seven: Assisi
  - Day Eight: Assisi / Pompeii / Sorrento
  - Day Nine: Sorrento / Capri / Rome
  - Day Ten: Rome
  - Day Eleven: Rome
  - Day Twelve: Fly Home

2. Our travel partner is EF (Education First) Tours. The purpose of the travel club is to provide access to other cultures, peoples, and world views. Students become members of the Travel Club as soon as they 1. Submit an application, and 2. Register with EF.

Travel Club meetings are scheduled to begin in September 2025 so current Grade 9 students will be in Grade 10 at Caledonia. Members meet about every two weeks prior to travel. A debriefing / feedback meeting will be held after our return.

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

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

5. The cost is approximately \$6000 per student. This includes plane fare, hotels, breakfast, most dinners, and admission to all attractions, travel within the countries we visit, a 24/7 tour director, and travel insurance. EF has a "Cancel for Whatever Reason" policy. Every traveler has a personal account with EF and can look at all the details of every aspect of the trip online. EF also provides several payment options and has several fundraising options built within each student account.

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

I am available via cell (250.615.8617) should you need more information and would be happy to speak on behalf of the Travel Club.

Thank you.  
Patsy Chant



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

Destination: Italy		Departure Time:		Return Time: <u>MARCH 29, 2025</u>
Departure Date: March 17, 2025				
Lead Teacher: Patsy Chant				
Phone: (250) 615-8617		Email: <u>patsy.chant@cmsd.bc.ca</u>		
Area of study: History, Geography, Art, Sociology, Archeology		Purpose of trip: Educational		
Grade: 10, 11, 12	# of students: Max 42	# of Male:	# of Female:	

Names of supervisors:	Staff (S) Volunteer (V) Other (O)	Gender: Male/Female
Lead Teacher: Patsy Chant	S	F
Other Supervisor: Daisy Dzanijic	S	M
Other Supervisor: Janet Inkster	S	F
Other Supervisor: Kelley Axelson	S	F
Total Number of Supervisors: Max 7		
Name of Service Provider if applicable: Education First (EF) Tours	SP Contact Person: Stef Carlson	SP Phone: (800) 387-1460

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

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





Field Trip Proposal – Form B (Higher care outings)

Supervision Plan

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

See attached.

Volunteer Plan

Process to identify volunteer candidates:

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

Emergency Plan

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

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

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

Primary First Aider: Steven Chant

Certification Held: Level 1

School Contact Available 24/7: Keith Axelson

Phone (H) (250) 635-1695 (W) (250) 635-6531 (C) (250) 635-0350

Attachments checklist

Check all that apply and attach to this form:

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

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

Evaluation

Criteria for success of Field Trip experience:  
All students will arrive safely home - having had the experience of a life time.

Process to determine success:  
Debrief after return with students, parents and chaperones.

Name of Lead teacher: (print) Patsy Chant	Date: (Y/M/D) 2024/09/25	Signature: 
Name of Administrator: (print) Keith Axelson	Date: (Y/M/D) 2024/09/25	Signature: 
Additional Approval: (if needed)	Date: (Y/M/D)	Signature:

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





## BOARD APPROVAL IN PRINCIPLE – LEVEL FIVE FIELD TRIPS

School Name: Caledonia Sec. School

Class / Group: Caledonia Travel Club

School Administrator: Jane Arbuckle

Destination: Italy

Approx. Departure Date: Spring Break 2025 (12 Day Tour)

Approx. Return Date: Spring Break 2025

Lead Teacher: Patsy Chant Contact Telephone Number: 250.635.6531

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

Students: Max 42

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

Estimated Field Trip Anticipated Cost per Student:

Approximately \$6000

Anticipated Sources of Funding: Students / Parents

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

Plan(s) in place for students wishing to participate who have financial restrictions:  
None

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

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

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

Board Meeting Date & Motion: OCTOBER 25, 2023 REGULAR BOARD MTG.

\* REVISED TRAVEL  
DATES MARCH 16  
TO 26, 2025 \*

## **Mount Elizabeth Middle Secondary School**

### **Proposed trip to Italy and Greece, March 2025 – Itinerary**

If Final Approval is received, the trip would take place from Friday, March 14 through Monday, March 24, 2025 – while flight times are not known at this time, it may mean that students and chaperones will be departing during school hours. All registered student travelers will be supported to meet their courses and classroom teachers' needs prior to departure.

**Day 1-3** - Fly overnight to Rome, Italy to meet our tour director. Learning Activities at the Roman Forum and Colosseum, Trevi Fountain, Pantheon, Piazza Navona, Vatican City, and the Spanish Steps.

**Day 4** – Travel by private bus to explore and learn about the lost city of Pompeii. Return to Rome hotel at end of day

**Day 5** - Fly from Rome to Athens, Greece with our EF Tour Director

**Day 6** – In Athens - Learning Activities include visiting the Acropolis: Parthenon & Temple of Athena Nike. We will also take a guided tour of Athens where we will experience the Olympic Stadium, Syntagma Square, Paka district, Athenian Trilogy, and visit the Acropolis Museum, home to ancient ruins and prehistoric artefacts. We may end the day with taking a Greek dance lesson at dinner

**Day 7** – Travel by private bus to explore sacred site of Delphi. We will visit the Temple of Apollo and stop at the Delphi Museum, which features artefacts from 550 B.C. *Note: This 11-hour excursion includes round-trip bus transfer to Delphi from Athens.*

**Day 8 -10** – Greek Island Cruise - Three days on a cruise with on-board activities and a three-island shore excursion package. Students will experience how Turkish, Roman, and Greek influences helped shape the unique blend of cultures in each coastal town. Stops will include the island of Santori, Mykonos, and Ephesus. After which we will return to Athens to prepare to depart for home.

**Day 11** – Depart Athens for home





**Field Trip Application Form – Level 2-5**  
**Overnight, Moderate Risk, Outdoor Adventure, Out of Province**  
School Name: Mount Elizabeth Middle Secondary  
Coast Mountains Board of Education SD 82

Destination: <u>Rome, Pompeii, and Greece</u>	Departure Date: <u>MARCH 14, 2025</u>	Departure Time: <u>MARCH 16, 2025</u>	Return Time: <u>MARCH 26, 2025</u>
Lead Teacher: <u>Lissa Waite</u>	Email: <u>lissa.waite@cmsd.bc.ca</u>		
Phone: <u>(250) 632-6174</u>	Purpose of trip: <u>Educational Travel</u>		
Area of study: <u>History, Social Studies, Geography, Art</u>	# of Male: <u>10</u>	# of Female: <u>21</u>	
Grade: <u>9-12</u>	# of students: <u>31</u>		

Names of supervisors:	Staff (S) Volunteer (V) Other (O)	Gender: Male/Female
Lead Teacher: <u>Lissa Waite</u>	<u>S</u>	<u>F</u>
Other Supervisor: <u>Ana Pires</u>	<u>S</u>	<u>F</u>
Other Supervisor: <u>Michele Sutherland</u>	<u>S</u>	<u>F</u>
Other Supervisor: <u>Landon &amp; Alana Archibald</u>	<u>V/V</u>	<u>M/F</u>
Total Number of Supervisors: <u>5</u>		
Name of Service Provider if applicable: <u>Education First (EF) Tours</u>	Contact Person: <u>Stef Carlson</u>	Phone: <u>(800) 387-1460</u>

Transportation (check all that apply)		Estimated cost of trip:
<b>Method</b> <input checked="" type="checkbox"/> walking <input type="checkbox"/> school owned bus/van <input checked="" type="checkbox"/> public transport <input checked="" type="checkbox"/> charter bus <input type="checkbox"/> 15 passenger van <input type="checkbox"/> rental van <input checked="" type="checkbox"/> by service provider <input checked="" type="checkbox"/> transport not provided; participants responsible for own <input checked="" type="checkbox"/> other (specify): <u>Airplane, Cruise Ship</u>	<b>Driver</b> <input checked="" type="checkbox"/> professional driver <input type="checkbox"/> volunteer driver (staff/other supervisor) <input type="checkbox"/> volunteer driver/student <input checked="" type="checkbox"/> other (specify): <u>Families will drive students'</u> <u>to local airport</u>	<b>Sources of funding</b> (ie. cost/student/other sources – if so accommodated <u>Student/Parent funded, fundraising</u> )  <b>Equal access for all students:</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> See attached  <b>Special Needs Addressed:</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <input type="checkbox"/> See attached  <b>Alternative Activity non-participants:</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No  <b>Contingency Plan:</b> <u>As determined in consultation with our</u> <u>Board and EF Tours, our service provider</u>

**Educational Value:**

Goals and/or Student Learning Outcomes: Experiencing global cultures, exposure to art/architecture & history, food and traditions

Activity that will occur (or attach Program/Activity/Trip Plan) Trip Itinerary is attached

Student preparations (eg. knowledge, skills, attitudes, fitness) scheduled monthly and bi-monthly meetings in preparation for international travel

Follow-up activity that will occur:

**Safety Guidelines:** I am familiar with relevant board policies, district procedures and the YouthSafe Outdoors: Safety

**First! Guidelines for BC School Off-site Experiences (2005):** ☒ Yes ☐ No

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

Environment (eg. weather, terrain/site, wildlife): As discussed in our Traveller and Supervisor meetings

Activity (eg. transportation, outdoor pursuits/aquatic specific): As discussed in our Traveller and Supervisor meetings

Group (eg. clothing, equipment, water, food, behaviour): As discussed in our Traveller and Supervisor meetings

**Overnight, Moderate Risk, Outdoor Adventure, Out of Province**

**Supervision Plan:** Briefly describe the supervision processes to be used. (Eg. large or small group setting(s), lead/sweep, head counts, buddy system, level of supervision (constant visual, on-site, in the area), other elements of supervision plan as relevant.) All supervisors meet regularly to prepare as per the YBC Safety First Guidelines, small group supervision (7:1).

There is also one parent traveller, who is an educator and well known to the local community. She will complete the MEMSS Volunteer Package with both the traveller and EF Tours completing her criminal

**Volunteer Plan** if relevant: ☒ Background Check ☐ Reference Check ☒ Criminal Record Check

Process to identify, screen if/as appropriate and brief re roles and responsibilities. (eg. briefing to be conducted when, where, how, by whom) As noted above, as well, all assigned supervisors meet regularly to prepare and with EF Tours also does an extensive check on all adults travelling with the group.

**Emergency Plan:** First Aid kit(s) stocked and carried/accessible ☒ First Aid ☐ Repair ☐ Survival

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

☐ telephone ☒ cell phone ☐ satellite phone ☐ radio ☐ none ☐ other (specify)

Name of **Primary First Aider**, if relevant: Lissa Waite Certification Held: Level 1

Name of **School Contact** 24/7: Julia Jacobs Phones: (H) 632-4748 (W) 632-6174 (C) 615-9252

**Attachments checklist:** check all that apply and attach to this form:

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> Program/activity/trip plan                        | <input checked="" type="checkbox"/> Volunteer consent and acknowledgement of risk form   |
| <input type="checkbox"/> Itinerary card   | <input type="checkbox"/> Volunteer driver authorization application form                 |
| <input checked="" type="checkbox"/> Assessing Teacher/Leader Readiness Form           | <input checked="" type="checkbox"/> Service provider proposal, agreement and/or contract |
| <input checked="" type="checkbox"/> Parental consent and Acknowledgement of Risk Form | <input type="checkbox"/> Passenger list form   |
| <input type="checkbox"/> Other (specify): _____                                       | <input checked="" type="checkbox"/> Off-site Experience Checklist                        |

**Evaluation:**

Criteria for success of Off-Site experience: All travellers will arrive home safely, having experienced an amazing educational opportunity

Process to determine success: Debrief with students, parents, and supervisors, along with personal reflection

<b>Name of Lead teacher:</b> (print) Lissa Waite	<b>Date:</b> (D/M/Y) 9/13/24	<b>Signature:</b> 
<b>Name of Administrator:</b> (print) Julia Jacobs	<b>Date:</b> (D/M/Y) 9/13/24	<b>Signature:</b> 
<b>Additional Approval</b> ( if needed print name/title)	<b>Date:</b> (D/M/Y)	<b>Signature:</b>

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





## BOARD APPROVAL IN PRINCIPLE – LEVEL FIVE FIELD TRIPS

School Name: Mount Elizabeth Middle Secondary

Class / Group: MEMSS Travel Club

School Administrator: J. Jacobs/S. Rodrigues

Destination: Rome and Greece with extension to Pompeii & Delphi

Approx. Departure Date: Spring Break 2025 (11 days)

Approx. Return Date: Spring Break 2025

Lead Teacher: Lissa Waite Contact Telephone Number: 250-632-6174 (6119)

Number of Students & Chaperones Participating in Field Trip (provide breakdown):  
Maximum of 42 students with 7 chaperones (ratio of 1 adult:6 students)

Estimated Field Trip Anticipated Cost per Student:  
approximately \$6500 or \$291 / 22 mos for students

Anticipated Sources of Funding: Students and Parents

Fundraising Plans: Parent Organized: bake sales, bottle drives, community support

Plan(s) in place for students wishing to participate who have financial restrictions:  
Monthly payment plan will be offered as well as EF Enrollment incentives.

Participation in fundraising will be voluntary

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

The tour dates should not involve a loss of class time. EF offers early enrollment incentives & monthly payment plans.

Students with exceptional needs will be offered participation with parent enrolment. Once we have approval to proceed, families can take advantage of this

Board Approval in Principle Received: BOARD APPROVAL RECEIVED (Yes/ No)

Board Meeting Date & Motion: MAY 24, 2023 REGULAR BOARD MTG.



**MEETING AGENDA ITEM #10.2.4**

Action: X

Information:

Meeting: Regular

Meeting Date: October 24, 2023

Topic: **2024-2025 Draft Enhancing Student Learning Report**

**Background/Discussion:**

The Framework for Enhancing Student Learning is British Columbia's approach to continuous improvement for public education. The Framework brings a formalized approach to the planning and reporting expectations for schools with a focus on enhancing student learning and success. It combines accountability with evidence-informed decision making and system-wide continuous improvement to support equity of outcomes for all students in the provincial K-12 public system. The Framework also reflects a public commitment by Indigenous peoples, Indigenous rightsholders, education partners and communities to work together to improve student learning and enhance the intellectual, social and career development of all learners.

A Ministerial Order requires Boards of Education to publicly report progress on their strategic goals and related student outcome. School districts are required to submit their Enhancing Student Report to the Ministry of Education and Child Care by October 1, 2024 following Board approval. The Ministry granted an exemption to Coast Mountains School District 82 to submit their report on October 2, 2024 with Board approval to be sought at the October 23, 2024 Regular Board Meeting.

The draft 2024-2025 Enhancing Student Learning Report for School District 82 was presented to the Education Committee at its October 9, 2024 meeting. The report follows the Ministry required template, presented in two sections as follows:

- Section A - "Reflecting on Student Learning Outcomes"
- Section B - "Moving Forward"

The Education Committee forwards the report to the Board with a recommendation for approval.

**Recommended Action:**

**THAT** the Board approve the 2024-2025 Enhancing Student Learning Report for submission to the Ministry of Education and Child Care on October 24, 2024.



# Coast Mountains School District No. 82

## Enhancing Student Learning Report – September 2024



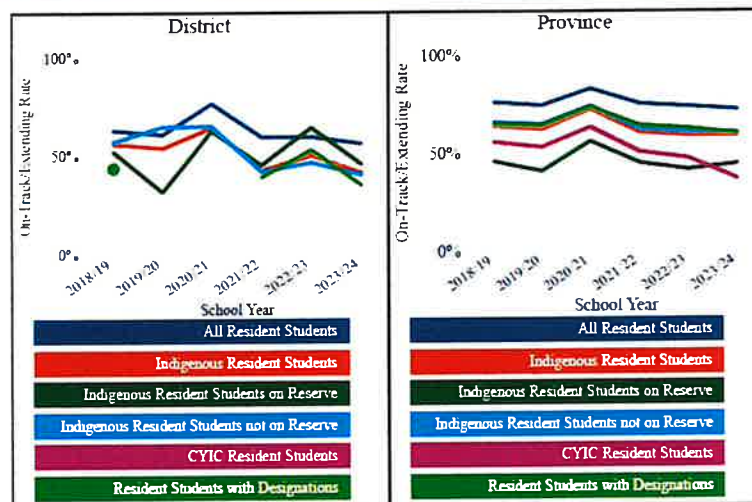
### Section A: *Reflecting on Student Learning Outcomes*

Intellectual Development

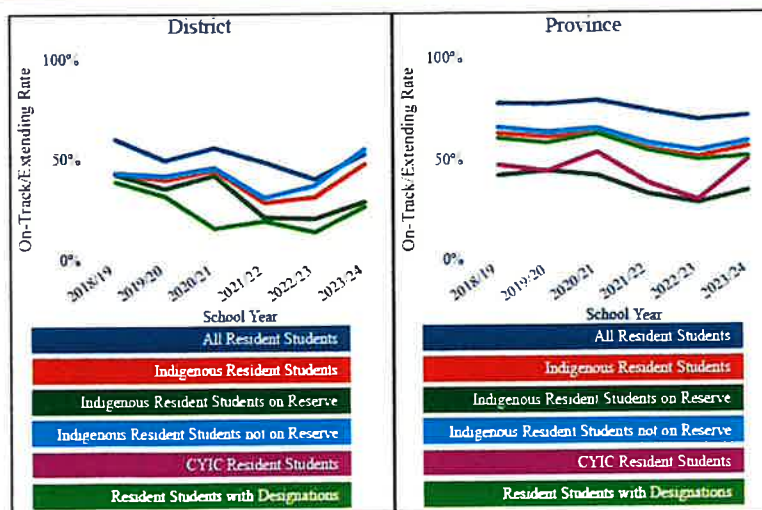
#### Educational Outcome 1: Literacy

*Measure 1.1: Grade 4 & Grade 7 Literacy Expectations*

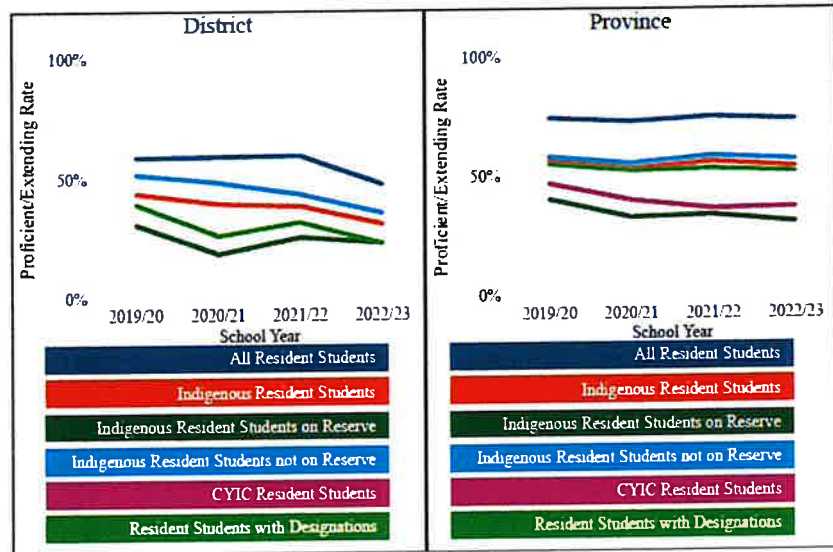
#### Grade 4 FSA Literacy/Reading (On-Track / Extending Rate)



#### Grade 7 FSA Literacy/Reading (On-Track / Extending Rate)

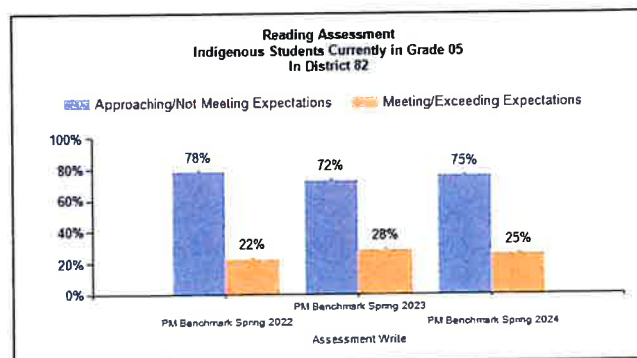
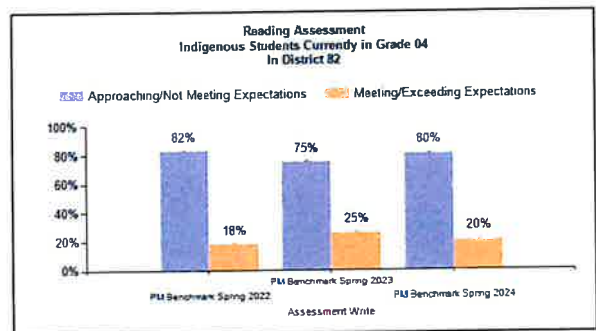
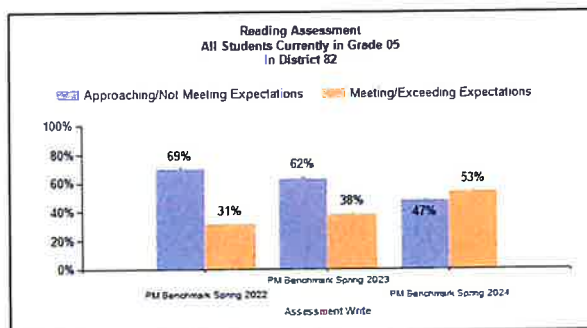


## Grade 10 Grad Assessment Literacy (Proficient / Extending Rate)



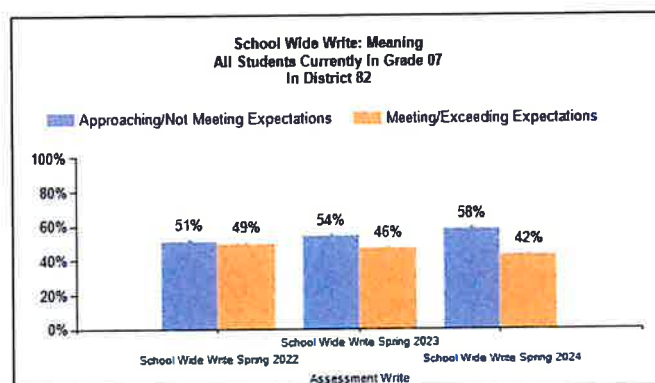
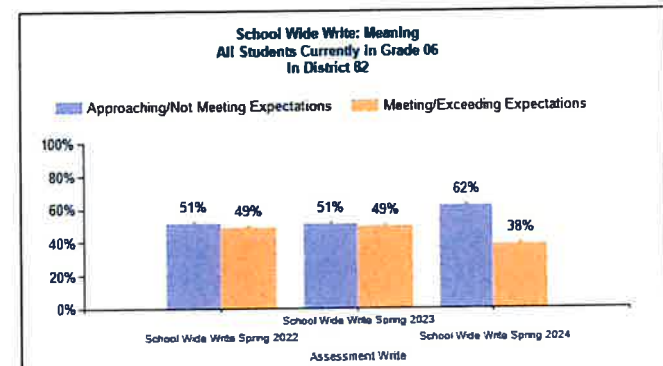
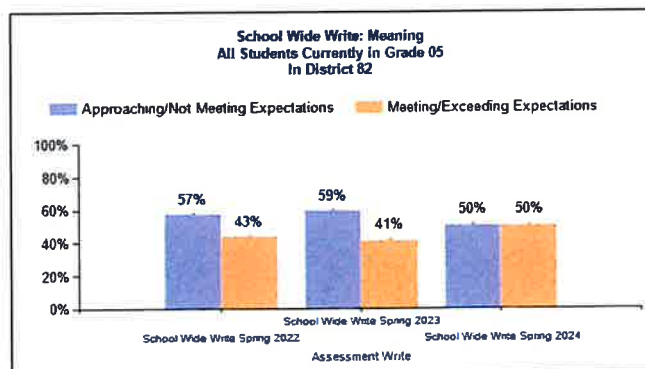
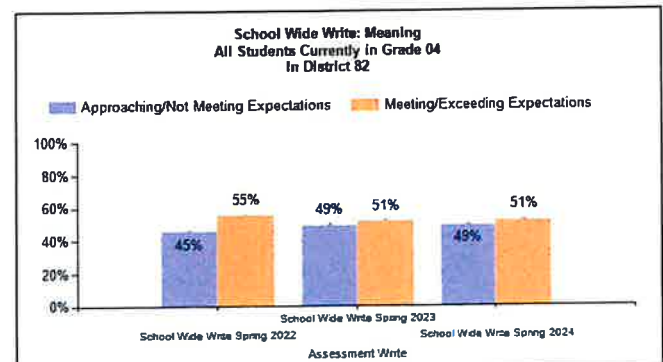
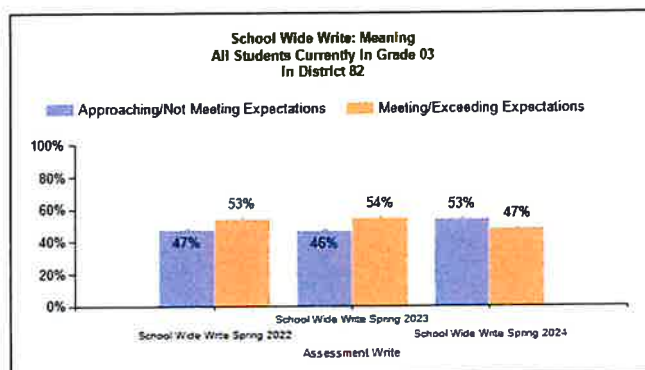
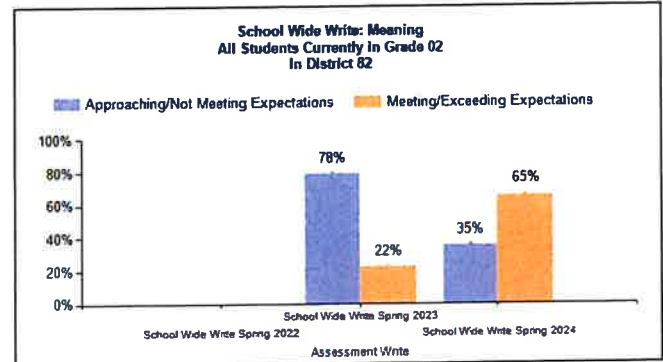
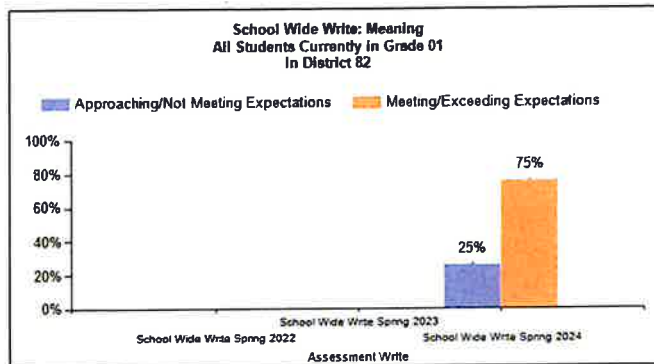
Additional/Local Data and Evidence

## PM Benchmarks Grades 4 and 5 (Learner Enrolment as of September 2024)



This was the last year that our district will report on PM Benchmark as they are not a tool that responds to the five (5) pillars of literacy and do not support a structured literacy.

## School Wide Write Grades 1-7 (Learner Enrolment as of September 2024)



## Analysis and Interpretation: *Outcome 1: Literacy*

### **FSA Literacy/Reading (Grade 4)**

- The results for Grade 4 students in literacy/reading are approximately 20% below the provincial average.
- Indigenous on-reserve learners outperform those off-reserve.
- Between 2022-2023 and 2023-2024 we have seen a downward trend in the district level data.

### **FSA Literacy/Reading (Grade 7)**

- The results for Grade 7 students in literacy/reading are approximately 20% below the provincial average.
- Indigenous off-reserve learners regularly outperform those on reserve.
- Between 2022-2023 and 2023-2024 we have seen an upward trend in the district level data.

### **Literacy 10 Provincial Assessment**

- The results for Grade 10 in Literacy are approximately 25% below the provincial average.
- Indigenous off-reserve students regularly outperform those on-reserve students by 20%.

Note: Children and Youth in Care (CYIC) data is masked as the cohort size is less than 10. These students are included in the "All" data set.

### **PM Benchmark District Reading Assessment**

- For all learners currently in Grades 4 and 5, approximately 48% are on track in relation to grade-level expectations for reading. In comparison, roughly 22% of Indigenous learners at the same grade levels are on track.
- Overall, learners in Grades 4 and 5, have made consistent gains in the last 3 years. However, our primary concern continues to be that Indigenous learners in Grades 4 and 5 are not realizing these same gains.

### **School Wide Write District Writing Assessment**

Across Grades 1-7, approximately 45% of our students are meeting or exceeding grade level expectations.

We are piloting SRSD Writing (Self-Regulated Strategy Development) in a few of our schools this 2024-2025 school year with the hopes of seeing a difference.

Additionally, we are developing a K-6 literacy framework based on structured literacy to support our educators enhance our students' learning outcomes in literacy, in particular writing.

**Acadience Data (Literacy Assessment Tool)**

During the 2023-2024 school year, we began utilizing the literacy screening tool Acadience.

We have been working to increase the professional capacity of those adults supporting literacy learning and ensure appropriate interventions are in place across a multi-tiered system of support to meet the needs of those struggling learners.

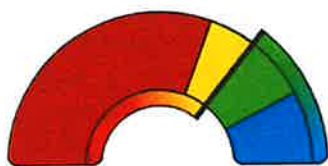
For this 2024-2025 school year, Acadience will be implemented across our K-6 and piloted in grades 7 and 8. We are encouraging our teachers to move away from assessing reading with levelled books such as PM Benchmarks. Teachers will be provided with in-service opportunities to understand the progress monitoring system on Acadience to reach all learners where they are and on building from their strengths.

This year we have launched a multi-year District K-3 Literacy initiative. We have been working to increase the professional capacity of those adults supporting literacy learning and ensure appropriate interventions are in place across a multi-tiered system of support to meet the needs of those struggling learners.

**Grade 1**

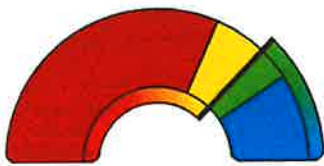
The assessment tool measures student’s ability to read by mid-grade 1. Many of our students were still acquiring letter and sound recognition skills by February.

61% Well-below expectations 10% Below expectations 13% Meeting expectations 16% Exceeding expectations	63% Well-below expectations 11% Below expectations 7% Meeting expectations 19% Exceeding expectations	61% Well-below expectations 9% Below expectations 14% Meeting expectations 16% Exceeding expectations
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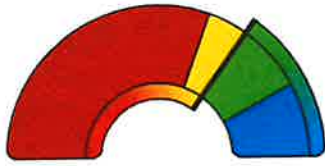
232

Fall



231

Winter



242

Spring



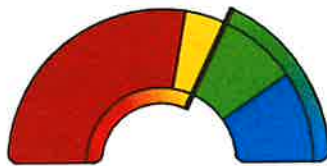
## Grade 2

Students seem to be missing phonemic awareness in all levels, however, in grade 2 it is very apparent that many students have learned to read using memorization with site words. Decoding and encoding is a struggle across all levels.

60% Well-below expectations  
15% Below expectations  
14% Meeting expectations  
11% Exceeding expectations

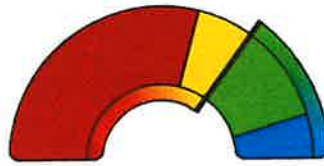
58% Well-below expectations  
12% Below expectations  
21% Meeting expectations  
9% Exceeding expectations

55% Well-below expectations  
9% Below expectations  
17% Meeting expectations  
19% Exceeding expectations



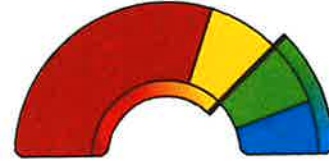
243

Fall



257

Winter



259

Spring

## Grade 3

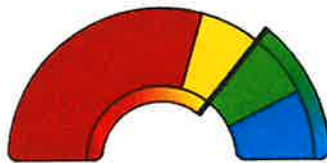
Students struggled with the MAZE component of this assessment that measures reading comprehension. It is essentially a cloze passage requiring the student to choose between three words provided to complete the sentence.

Also to be noted is that all assessment measured are timed. No accommodations can be made for time regardless of IEP.

60% Well-below expectations  
16% Below expectations  
13% Meeting expectations  
11% Exceeding expectations

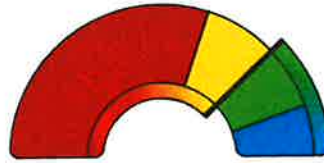
58% Well-below expectations  
13% Below expectations  
14% Meeting expectations  
15% Exceeding expectations

61% Well-below expectations  
10% Below expectations  
21% Meeting expectations  
8% Exceeding expectations



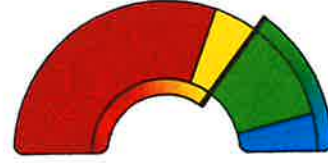
155

Fall



203

Winter



210

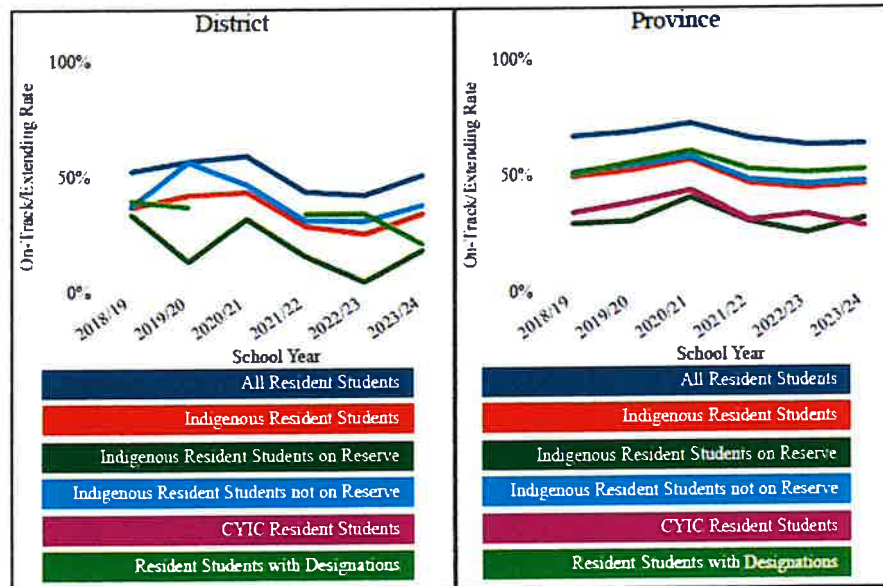
Spring



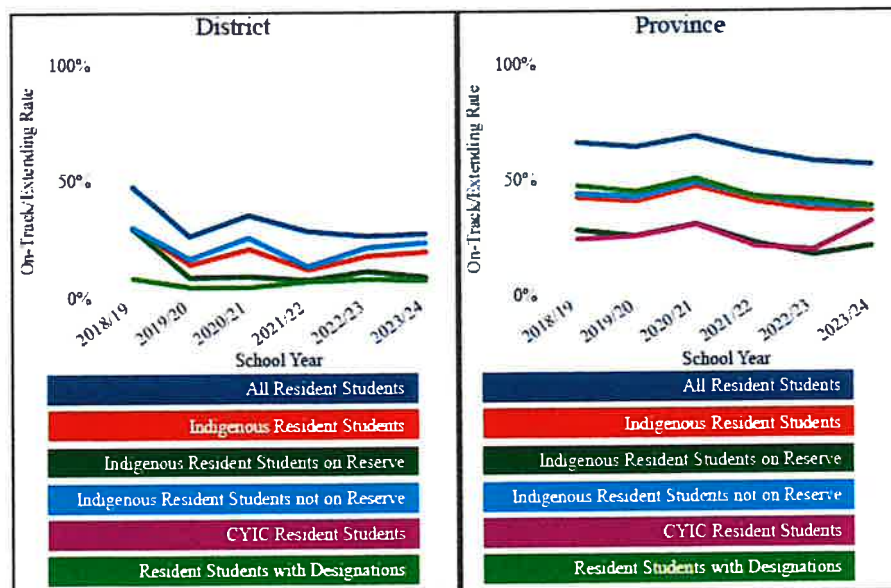
## Educational Outcome 2: Numeracy

### Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations

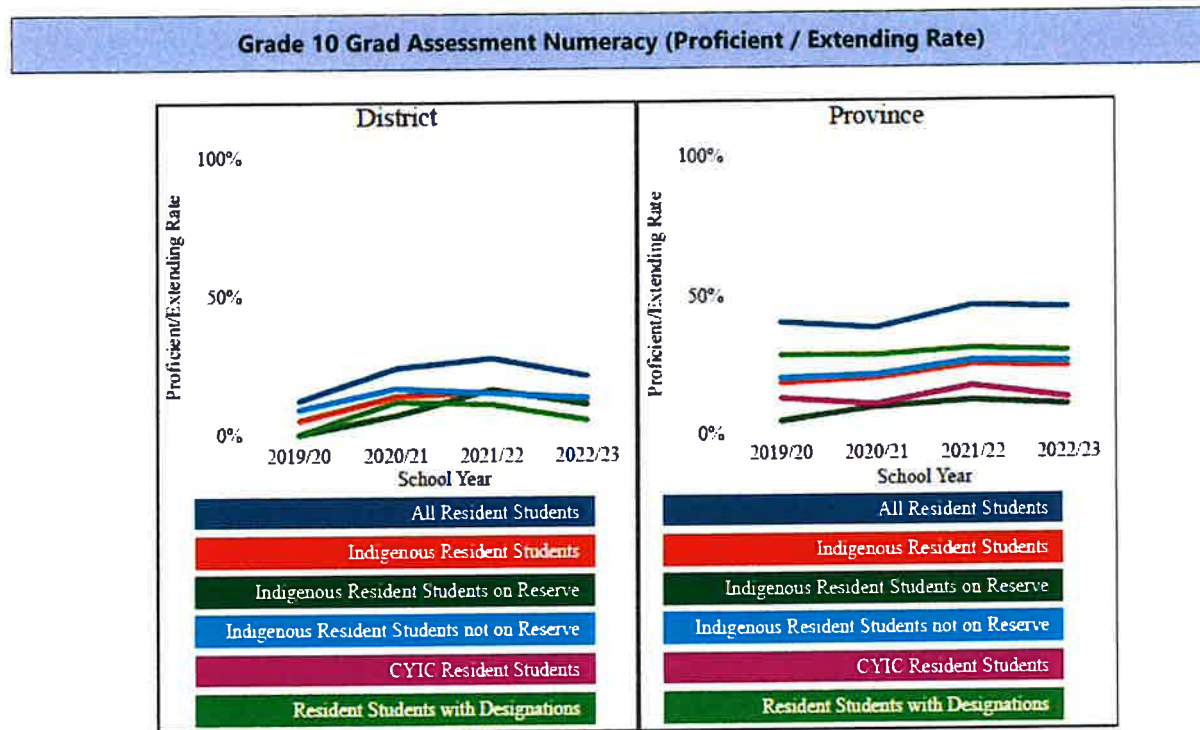
#### Grade 4 FSA Numeracy (On-Track / Extending Rate)



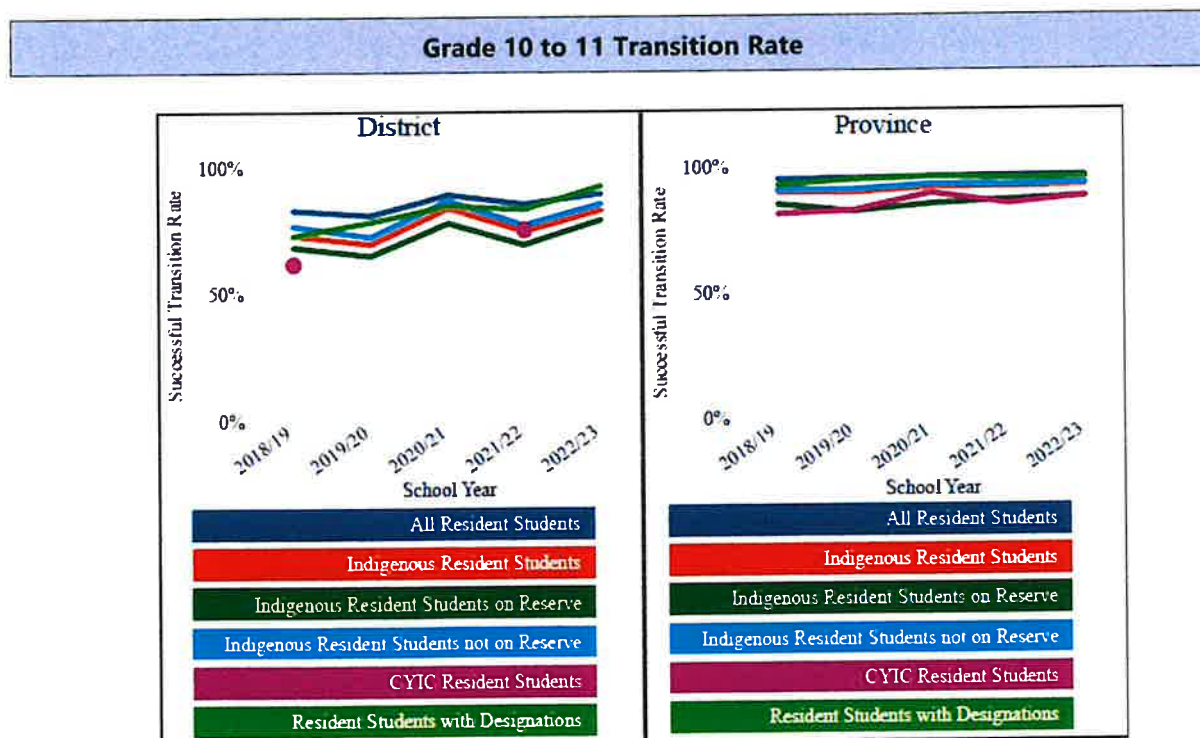
#### Grade 7 FSA Numeracy (On-Track / Extending Rate)



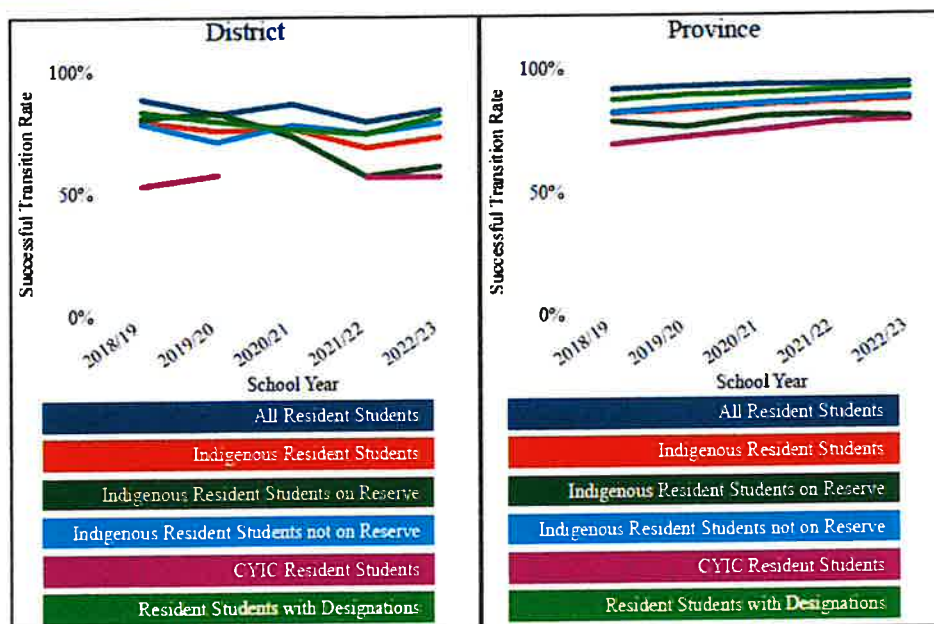
## Measure 2.2: Grade 10 Numeracy Expectations



## Measure 2.3: Grade-to-Grade Transitions 10 Numeracy Expectations



## Grade 11 to 12 Transition Rate



### Analysis and Interpretation: *Outcome 2: Numeracy*

#### Grade 4 FSA Numeracy (On Track / Extending Rate)

- In 2022-2023, approximately 50% of learners were on track or extending in the Grade 4 FSA Numeracy Assessment. All sub-groups fell short of this overall achievement level.
- In 2022-2023, there were gains of approximately 5-10% from the previous year for all student groups with the exception of learners with designations which declined approximately 10%.
- Over the last five years, there has been a decline in the success of learners across all groups, most noticeably for learners with designations and those Indigenous learners living on-reserve.

#### Grade 7 FSA Numeracy (On Track / Extending Rate)

- In 2022-2023, approximately 25% of learners were on track or extending in the Grade 7 FSA Numeracy Assessment. All sub-groups fell short of this overall achievement level.
- In 2022-2023, there were slight gains from the previous year overall, including for Indigenous learners, however, results still significantly lag behind the province. Slight declines were observed for learners with designations, as well as for Indigenous learners who reside on-reserve.
- Over the last five years, like the province there has been a downward trend in student achievement in this assessment.

#### Grade 10 Grad Assessment Numeracy (Proficient / Extending Rate)

- In 2022-2023, approximately 25% of learners were on track or extending in the Grade 10 Grad Assessment (Numeracy). All sub-groups fell short of this overall achievement level.
- In 2022-2023, there was a slight decline in student achievement from the previous year. Gaps exist in achievement across identified groups, with learners with designations and Indigenous learners experiencing lower levels of success.

### **Grade 10 Grad Assessment Numeracy (Proficient / Extending Rate) *(continued)***

- Over the four years of the assessment, there has been a positive trend in achievement, despite the slight decline in 2022-2023. Compared to the province, trends in achievement are similar, but learners in the district are experiencing much lower levels of success overall.
- Indigenous learners living on-reserve within the school district are performing at levels on par with those around the province, but a significant achievement gap exists.

### **Local Data: District Numeracy Assessment at Grades 4 & 7**

District assessments, administered at a variety of grade levels over the last three years, provide an overall snapshot of learner achievement across curricular themes in Numeracy including Representing and Describing Numbers, Comparing & Ordering Numbers, Partitioning, Operations and Patterning. Criteria are used to classify learners into bands that include Emerging, Developing, Proficient and Extending.

- *Grade 4 District Numeracy Assessment*
  - In 2023-2024, approximately 25% of participants were proficient or extending across the district numeracy assessments for Representing and Describing Numbers, Operational, Partitioning and Patterning.
  - Over the three years of its administration, there has been a decline in the percentage of learners proficient or extending in the assessments for Representing and Describing Numbers, Operational, Partitioning and Patterning.
- *Grade 7 District Numeracy Assessment*
  - In 2023-2024, approximately 35% of participants were proficient or extending across the district numeracy assessments for Operational and Comparing and Ordering Numbers.

### **Grade 10 to 11 Transition Rate**

- Comparatively in 2022-2023, Grade 10 to 11 transition rates for the district are approximately 8% lower than the province for all learners and Indigenous learners.
- Over the last five years, the district Grade 10 to 11 transition rate is improving at a rate faster than the province, thereby closing the gap.
- Transition rates are improving for all identified groups, including Indigenous learners living both on- and off-reserve.

### **Grade 11 to 12 Transition Rate**

- Comparatively in 2022-2023, Grade 11 to 12 transition rates for the district are approximately 10% lower than the province for all learners and Indigenous learners. Both Indigenous learners living on reserve and learners living in care are more than 15% below the provincial mark.
- At the district level, transition rates for all learners improved between 2021-22 and 2022-2023 by approximately 7%, a rate higher than the province.
- Over the last five years, the district Grade 11 to 12 transition rate for all learners has declined. It has declined most noticeably for Indigenous learners living on-reserve. A very small decline is noted for learners with designations.



## Intellectual Development Summary

### **Grade 4 FSA Numeracy (On Track / Extending Rate)**

Despite gains for most students in 2022-2023, gaps persist in the level of achievement for all groups of learners in the district versus the province.

### **Grade 7 FSA Numeracy (On Track / Extending Rate)**

Large gaps persist between the district and the province in numeracy achievement across all student groups.

### **Grade 10 Grad Assessment Numeracy (Proficient / Extending Rate)**

Across all groups, learners in the school district are experiencing lower levels of achievement in numeracy than those reported provincially. Learners with designations and Indigenous learners are experiencing the lowest levels of achievement.

### **Overall Interpretation of Numeracy Evidence**

- Across the key provincial and district numeracy assessments, evidence indicates that learners are not experiencing the levels of success that are being realized provincially.
- Evidence indicates that in recent years, there have been declines in levels of learner achievement in numeracy.
- In all instances where disaggregated evidence exists, learners of Indigenous ancestry, those in care, and those with designations are experiencing reduced levels of success in numeracy.
- It is evident that the current combination of classroom instruction, targeted supports and focused interventions, starting at the earliest grade levels, are not adequately meeting the numeracy learning needs of many students, particularly those representing group who have been historically marginalized.
- Because of the cumulative nature of numeracy, strong foundational skills are critical for students at the elementary grades, ensuring they are able to progress as concepts becomes more complex. With students largely not demonstrating strong skills in assessments at elementary grade levels, this presents an opportunity for dialogue around professional learning, classroom resources, and supports, especially pertaining to the engagement of Indigenous learners, those in care, and those with designations.

### **Grade 10 to 11 Transition Rate**

Overall, the data indicates that learners are experiencing higher levels of success in Grade 10 than they have historically across all groups, and success levels are approaching those of the province. Gaps persist with Indigenous learners experiencing lower levels of success.

### **Grade 11 to 12 Transition Rate**

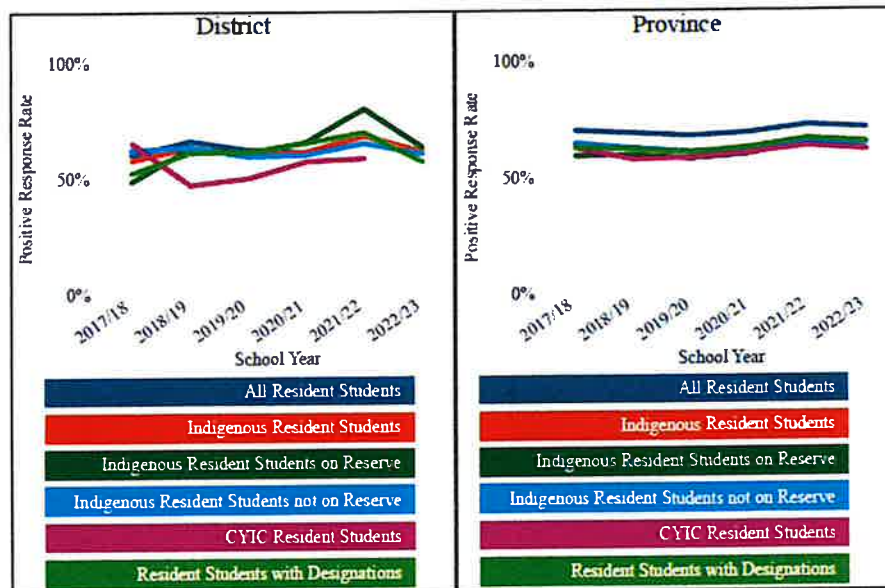
Overall, the data indicates that learners are not experiencing the same levels of success in the district than provincially in Grade 11. Despite gains in 2022-2023, success levels are far below that of the province, especially for Indigenous learners living on-reserve and children living in care.

## Human and Social Development

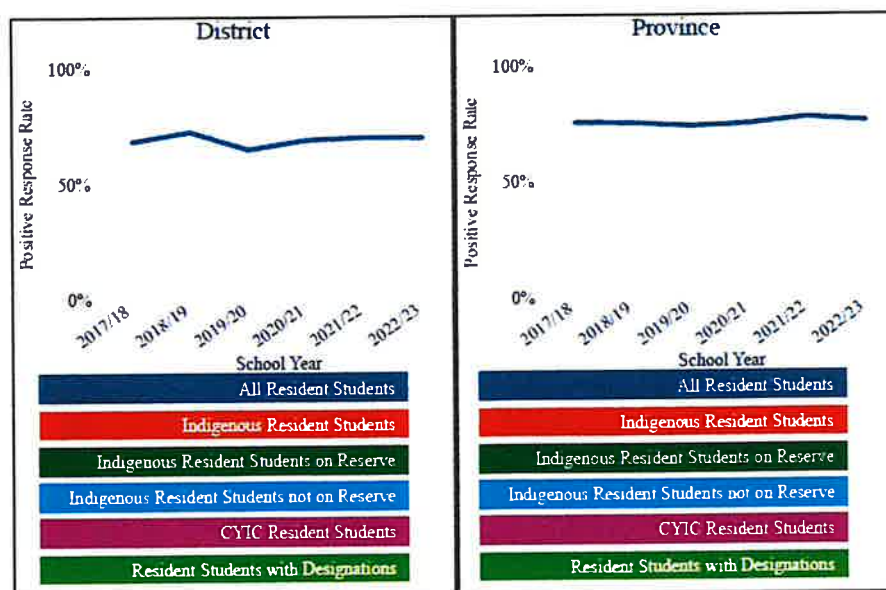
### Educational Outcome 3: Feel Welcome, Safe, and Connected

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

##### Feel Welcome (Positive Response Rate for Grades 4, 7, and 10)

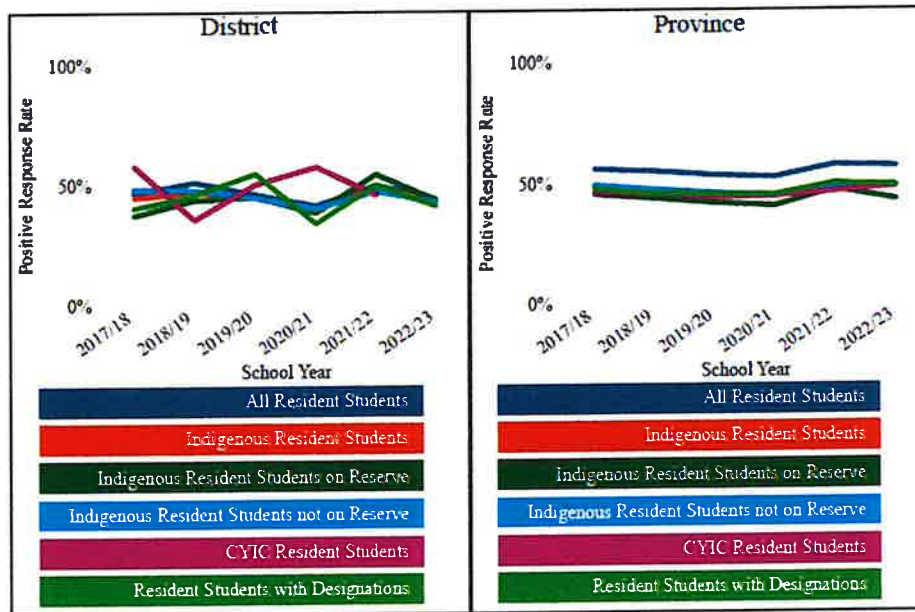


##### Feel Safe (Positive Response Rate for Grades 4, 7, and 10)



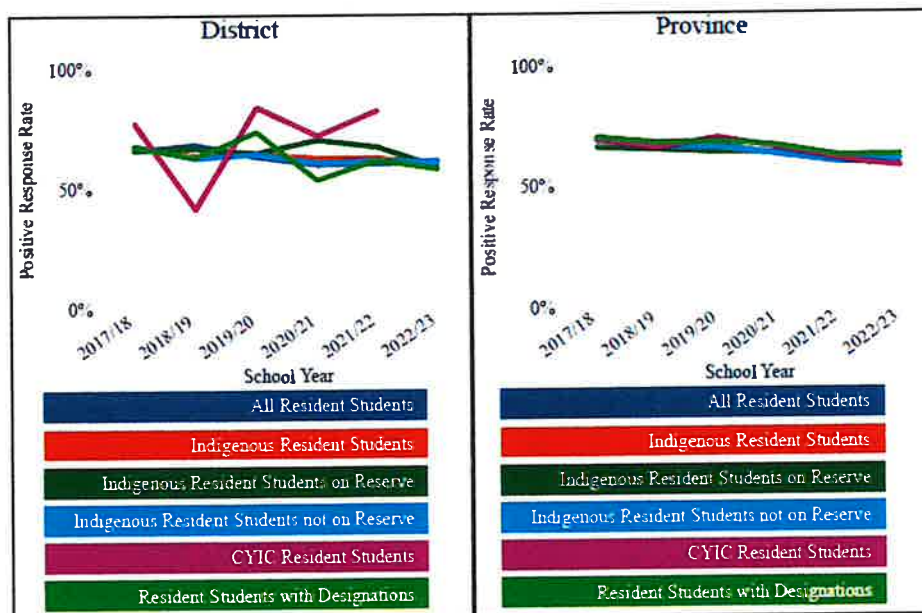


### Sense of Belonging (Positive Response Rate for Grades 4, 7, and 10)



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

#### 2 or More Adults Care (Positive Response Rate for Grade 4, 7, and 10)



## Relevant Additional/Local Data and Evidence

### **School District Student Voice / Spring Forum Events**

Learners representing diverse demographics and life experiences participated in the Student Voice Spring Series. Restorative circles and a carousel approach were used to illicit responses related to students' feeling of focus topics of belonging, safety and engagement in school.

Across all key inquiry areas, the majority of participants identified positive aspects to their school experience, including their connectedness to others and finding schools to be welcoming places.

Key highlights included:

- We had a significant increase in the number of students who expressed an interest in participating in Student Voice opportunities this year.
- Every participant had at least one positive thing to say about their school.
- Participants attend school for a variety of reasons, including specific course offerings (i.e. band, arts and trades), extracurricular clubs & teams, school activities, and food programming.
- The majority of participants felt connected to peers and/or adults at school.
- Many participants found school to be a welcoming place.
- Almost all participants indicated they had someone in their life who believed in them.
- Participants have excellent ideas how to address racism and discrimination.
- Many participants want to have more input in their school experience, like bell schedules, course offerings and extracurricular activities.
- Many participants stated clearly that they would like to see increased involvement in having their voices heard during forums such as our Student Voice forums.

### **Analysis and Interpretation: Outcome 3: *Students Feel Welcome, Safe, and Connected***

Coast Mountains School District places relationships (between learners, their peers and their teachers and other adults) as foundational to the overall success and well-being of students. The core values outlined within the Strategic Plan point to the importance of a compassionate system that prioritizes the well-being of learners, and the right to a safe, welcoming, and caring environment established through both respectful and meaningful relationships.

As a district, evidence from the provincial Student Learning Survey, the BC Adolescent Health Survey and the Youth Development Instrument were reviewed, along with quantitative responses from students stemming from school and district 'Student Voice and Student Forum' events. The information gathered collectively supports the learner experience in our classrooms across the school district.

The following key highlights were identified from the specific data sets:

#### **Student Learning Survey**

- Across all demographics, there is a continual increase in the percentage of learners feeling welcomed in our schools and classrooms.

### **BC Adolescent Health Survey**

- Students generally feel safe in different locations at their school and getting to and from school (51% feel safe at school) - the majority of respondents feel safe in their school, home and community.
- The majority of youth (58%), feel staff treat them fairly and that the teachers care about them (56%).
- 37% of Indigenous youth rated their mental health as good or excellent.
- The majority of Indigenous youth (64%) felt they got along with people around them and that they had a good life.
- The majority of Indigenous youth (55%) felt that school staff treated them well and that the teachers cared about them (53%).
- 53% of youth indicated they felt happy most or all of the time.

### **Youth Development Instrument**

Completed by youth in grades 10-12:

- 37% of youth feel a high sense of belonging to a social group (this is slightly below the provincial average).
- 31% of youth feel supported by the adults in their community.
- 54% of youth indicated that they feel safe at school.
- 38% of youth feel they are supported by the adults at their school.
- 26% of youth feel like they belong on their school (this is below the provincial average).

It can be challenging to effectively tell the story of the learners' experience in school as it pertains to human and social development. Adults in Coast Mountains schools are working diligently to ensure classrooms are safe, caring spaces where every child feels they belong, however the reality is that learners do not always perceive this to be the case, so work remains.

As a school district we remain committed to honouring the history, culture, language and knowledge of local Nations, and in so doing, improving the sense of safety and belonging. With respect to Indigenous learners, both on- and off-reserve, it is promising that both qualitative and quantitative evidence indicates growth in this area.

### **Human and Social Development Summary**

This data area presents is with some challenges to continuous growth. There is a challenge for us as a district to understand the differences in the information gathered from school-based local surveys, the Early Development Instrument (EDI), the Middle Development Instrument (MDI), the Youth Development Instrument (YDI), the Adolescent Health Survey (AHS) and the provincial Student Learning Survey data. For example, student responses for the AHS indicated fewer students feeling a sense of belonging and connection to their school, than we see in our MDI and YDI results. It will be important to continue to investigate the possible reasons for the differences between data sources.

### **Mentorship Programs for New Teachers**

Coast Mountains School District offers a Teacher Mentorship Program to all teachers who are beginning their career or are new to our district.

Through the collaborative efforts of our Mentorship Team, new teachers are connected with a district mentor/experienced colleague who each offer support, guidance, encouragement, resources, and time to assist them in the many demands of their new teaching role.

We know that beginning teachers and those new to their role thrive under the mentorship of experienced colleagues, greatly improving both their effectiveness in the classroom and satisfaction with their work. Mentoring is a central component in helping to build and strengthen a professional culture of collegiality, collaboration, and learning within schools and districts. Feedback from participants has been very positive and encouraging with some participants indicating that this type of support is aiding us in our efforts to retain new teachers.

### **Compassionate Systems**

Coast Mountains School District is pleased to be going into year three working with a team from the University of British Columbia's Human Early Learning Partnership program as we learn about the many benefits of Compassionate Systems Leadership (CSL). CSL uses practices that have been proven to be helpful for personal well-being and expands them to include building strong relationships and understanding how the whole system affects the results we want to achieve. This work is supported by district and school-based leadership teams and is being introduced to our student leadership groups through participation in Student Voice Forums.

### **Supporting Children in Care**

Coast Mountains is a small school district with a very small population of students in care. This allows the unique opportunity of being able to know the story of each child at the district level. The Director of Instruction for Learner Support reviews all students in-care Permanent Record cards and has conversations with schools. This year, schools will start to have yearly meetings with the local First Nation Education Coordinators and the Ministry of Children and Family Development to review each child's academic and social emotional success. It enables the school to put supports in place to ensure the students are thriving and on track for graduation.

### **Our Commitment**

- All schools have developed a Mental Health Goal informed by the Mental Health Plan and survey data collected from students, parents, and staff and will continue to actively implement goals from the plans.
- The district worked closely with BC Children's Hospital School Mental Health Practice Support Coaching Service to develop a multi-year plan.
- **Priority Area 1: *Digital Safety***  
This priority will support the district's understanding of digital safety and how this relates to other health areas. For example, improved digital safety will also support other related health topics as it is connected to things like bullying, sleep habits, sexual health.
- **Priority Area 2: *Increase Mental Health Literacy Across the District***  
This priority includes increasing the district's awareness of mental health literacy and its meaning, including reducing stigma, understanding mental health disorders, awareness of help-seeking behaviours, understanding stress, and developing coping mechanisms.

- **Priority Area 3: *Building Relationships with Students, Staff, and Communities***  
This priority focuses on developing trusting relationships through clear communications, deeper connections, and the sharing of resources to support youth.
- Each year the Director of Instruction for Learner Support reviews all Permanent Records cards for every student in care to ensure that they are on track for graduation or there is a specific plan in place for each student.
- This year we are focused on developing longer transition plans from one program to another, including school to school.
- Establish consistent communication strategies by setting a yearly meeting to discuss students in care to ensure that each child's story is well-known and current with specific conversation with each band.
- Ensure that every child in care is known to school staff. Principals monitor their academic, social emotional and attendance success.

### **Supporting Learners with Diverse Abilities**

Coast Mountains School District strives to support learners with diverse abilities. We are continuing to create safe, inclusive, and trauma-informed learning environments. The Learner Support Team works closely together to provide service across a geographically large district. Often teams including the Inclusive Education Teacher, Integration Support Teacher, Speech Language Pathologist, Behaviour Interventionist and Education Assistant Mentor will support school teams with complex issues by developing comprehensive programs and then supporting schools in implementation and training. In addition, the Learner Support Department is working with schools to develop a tier-three approach to literacy by supporting the training and implementation of an Empowered Reading program supported by the Hospital for Sick Kids in Toronto. The Learner Support Team provides schools with researched-based practices to create real change.

### **Our Commitment**

The district is continuing to implement and extend the following initiatives:

- Focusing on UDL (Universal Design for Learning) through district-wide initiatives as well as with learning opportunities with Counsellors, Learning Assistance and Resource Teachers, Education Assistants and other district Itinerant Specialist staff. UDL will be offered on professional learning days.
- Creating safe and inclusive environments by promoting and supporting the ERASE programs throughout 2023-2024 (targeted focus for the district's non-instructional day in November 2024).
- Implementing goals from Mental Health Plans developed by all schools that are informed by survey data collected from students, parents, and staff.
- Activating a new Behaviour Interventionist position and Education Assistant Mentor position.
- Removing all barriers to access district learner support services by eliminating any referral paperwork.
- Schools have a SOGI lead and run a regular Diversity Club.
- Enhancing knowledge around SOGI curriculum by delivering learning burst videos at every staff meeting and inserting specific information for parents on school newsletters.
- We offer Non-Violent Crisis Prevention Intervention training three times a year and we are working towards all staff have their training in the next few years.

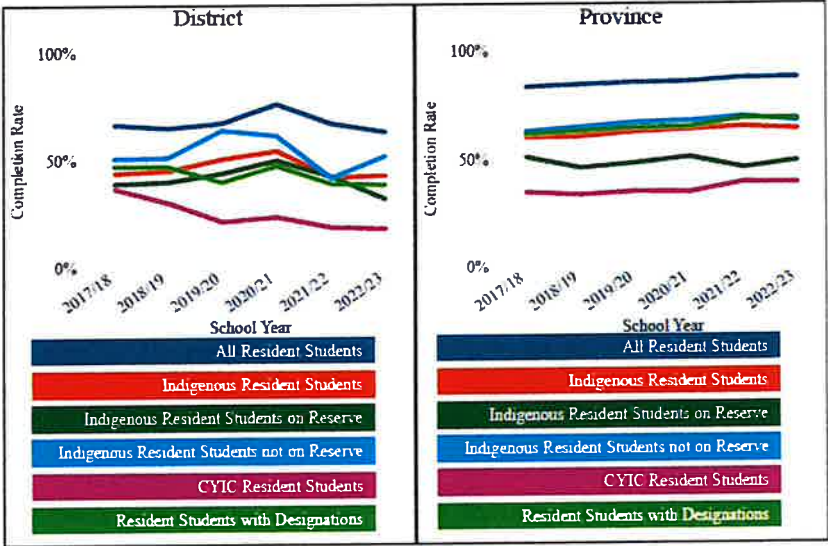


Career Development

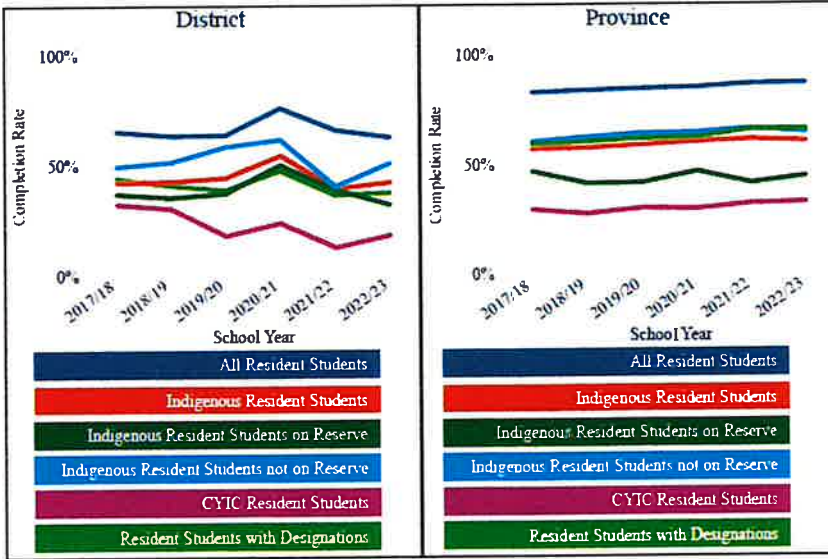
Educational Outcome 4: Graduation

Measure 4.1: Achieved Dogwood Within 5 Years

5-Year Completion Rate (Dogwood & Adult Dogwood)



5-Year Completion Rate (Dogwood only)



## Analysis and Interpretation: *Outcome 4: Graduation*

Coast Mountains School District is proud of the progress made with the implementation of the first year of the three goals in the Strategic Plan 2022-2027 Engage Ignite Empower.

### **Achieved Dogwood Within 5 Years**

The 5-year graduation rate decreased for all students to 65%, while Indigenous learners leveled off at 42%.

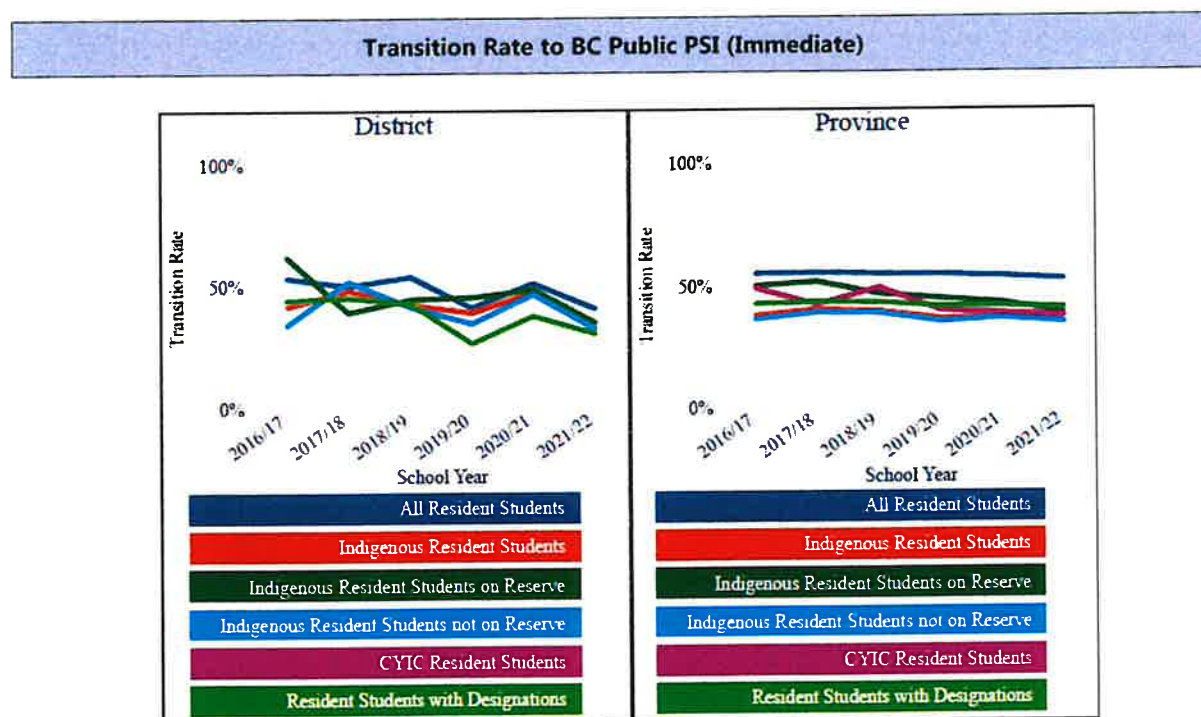
### **Achieved Dogwood Within 6 Years**

The 6-year completion rate for all students is 70%, while Indigenous learners are at 55%.

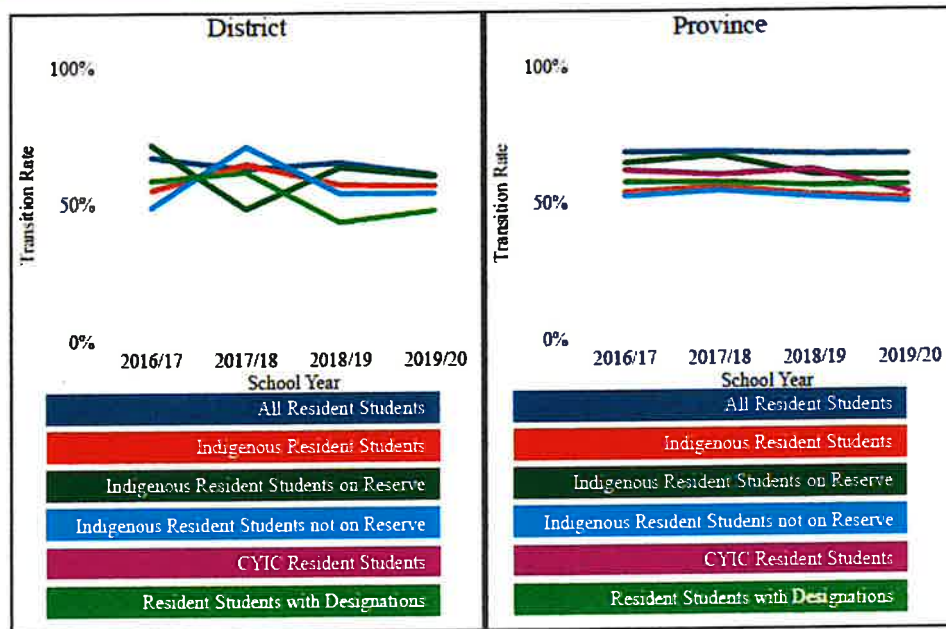
The 5-year graduation rates for status off-reserve Indigenous learners continue to trend higher than the status on-reserve Indigenous learners with an increased gap of 15%. The steep changes in the rates in years 2020-2022 is the time of the COVID Noro-virus pandemic. Transitioning to home schooling in virtual classes and returning to schools during that period of time.

## **Educational Outcome 5: Life and Career Core Competencies**

### *Measure 5.1: Transitioning to Post-Secondary*



### Transition Rate to BC Public PSI (Within 3 Years)



### Analysis and Interpretation: *Outcome 5: Post Secondary Transitions*

#### Post-Secondary Institution (PSI) Transition Rates: Immediate Transition

Over 27.5% of all students are transitioning to public post-secondary institutions immediately following graduation. Indigenous learners transition close to the same rate as the rest of the district at 26.4%.

#### Post Secondary Institution (PSI) Transition Rates: Within 3 Years

All students in the district are transitioning to BC public institutions within 3 years at a rate of 65%, while Indigenous learners were transitioning at 60% within 3 years.

#### Interpretation

The percentage of learners who transition into a BC public Post-Secondary Institution is 30% of all students and there is little difference in the Indigenous learner population transitioning immediately following graduation.

### Career Development Summary

The commitment of the Board's Strategic Plan Goal is that ALL STUDENTS WILL REALIZE THEIR FULL POTENTIAL. This included examining the Indigenous Education Department programs and services provided for learner success. The initial actions included refining services and building capacity to support learner success.

The Director of Instruction for Indigenous Education attended the Ministry of Education and Child Care's Northern Region Equity Scan Gathering in 2023, to learn and understand the impactful work other districts have been involved in to support learner success.

Coast Mountains School District gathered with 30 Equity Scan members, rightsholders and partners in May 2023. The Indigenous Education Department supported the members to understand the actions that engage, inspire, and ignite the process. Members/partners were reminded of the need for and importance of working in collaboration.

Commitments and action items in the Strategic Plan 2022–2027 were implemented this year with reviewing service delivering with intentions to improve programming to meet the need for improving learner success. Implementation of the goals and action items will require focused and intentional implementation with planning, communication, and collaboration with all stakeholders.

The district achieved procurement and design of an online dashboard accessible by school and district staff to support conversations related to learner success. This district-wide platform will support Principals and Vice Principals for learner success meetings and support Indigenous Education Support Worker interface reporting and informing engagement with learners.

### **Existing and/or Emerging Areas for Growth**

The design and implementation of a focused approach to service delivery and clarification of enhanced services to best meet the needs of all Indigenous learners, including the re-design of both structures and processes that create impact. Coast Mountains School District acknowledges that much more work is required to transform the system and realize the intended impacts for learners.

It's not surprising that high school transition rates, as well as the 5- and 6-year graduation rates for all groups of learners, are also lagging. The re-imagining, refining, and capacity building of roles/responsibilities within the Indigenous Education Department will attend to improved service delivery and support across the system, including the monitoring of progress towards graduation for Indigenous learners at the secondary grades.

Ongoing Strategic Engagement (qualitative data) to support monitoring the progress in 2023-2024 had a focus on learner outcomes, including the analysis and interpretation of the provincially issued *Aboriginal How Are We Doing?* report. The Indigenous Education Department created roles and responsibilities to increase capacity in Indigenous learner focus and learner success, supporting learners with making connection to Indigenous Support Workers and developing trusting relationships.

In response to learner evidence, a re-imagining of the district's Indigenous Education Department has led to the collaborative creation of refined roles and responsibilities for team members, as well as the creation of new positions to support the monitoring of success for Indigenous learners K-12. Regional team members will provide wrap-around support in relation to Indigenous youth outreach, while Indigenous Education Graduation Advisors will operate as a small team across 6 district schools to ensure learners are on track for success in Grades 8-12.

Trusting relationships support identifying barriers to learner success and allowing for learners to set goals to understand their learning process. Indigenous Education Support Workers accessed the district Student & Family Affordability Fund Consultations with Principals and families to support removal or reducing barriers to learning success.

Indigenous Education Graduation Advisors support making connections with Indigenous learners in Grades 9–12 to support transitions through the grades, advocating discussions with Teacher and Principal for options in credit recovery, collaborating with Indigenous Education Support Workers, School Counsellors, Teachers and Principals.





# **Enhancing Student Learning Report**

## **September 2024**

In Review of the Board's Strategic Plan – Engage, Ignite, Empower 2022-2027



Approved by Coast Mountains School District  
Board of Education – October 24, 2024

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## Section B: Moving Forward

### *Planning and Adjusting for Continuous Improvement*

#### Introduction: District Context

Coast Mountains School District lies on the ancestral, traditional and unceded territories of the Gitxsan, Haisla, Nisga'a and Ts'msyen Nations. The school district employs close to 800 people who are in service to 4,300 learners attending 19 schools across the main communities of the Hazeltons, Kitimat, Kitwanga, Stewart, Terrace and Thornhill.

Through its mission, Coast Mountains School District is committed to supporting all learners in achieving their full potential while aspiring a passion for lifelong learning. We value learner engagement, culture, diversity, relationships, equity, and well-being and are growing our capacity around these daily. With learners at the centre, our district is focused on improving the quality of our programming and supports while honouring and respecting culture, diversity, and inclusion. This includes a commitment to developing and delivering culturally responsive and respectful learning experiences and environments.

Approximately 50% of the learners in Coast Mountains School District are of Indigenous ancestry. The school district works in partnership with 10 local First Nations. They are:

- Gitanmaax First Nation
- Gitanyow First Nation
- Gitsegukla First Nation
- Gitwangak First Nation
- Hagwilget First Nation
- Haisla First Nation
- Anspayaxw First Nation (Kispiox)
- Kitselas First Nation
- Kitsumkalum First Nation
- Sik-e-Dakh First Nation (Glen Vowell)

In the year ahead, Coast Mountains School District anticipates the development of new Local Education Agreements (LEA) as we work alongside the local Nations to best meet the learning and well-being needs of Indigenous learners from the ten communities. As well, the school district's partnerships with Metis Nation of British Columbia (MNBC) and Kermode Friendship Society, serve and support a large urban Indigenous population particularly in the communities of Terrace and Kitimat.

Coast Mountains understands its responsibility for sustained and ongoing action that will contribute to the healing that must occur between non-Indigenous people who are guests on the unceded territories of the Gitxsan, Haisla, Nisga'a and Ts'msyen Nations as well as fostering better relationships with the diverse Indigenous Peoples who are represented in Terrace and Kitimat. Part of this commitment is to ensure that we engage with all rightsholders to ensure their voice is centered in this work.



We are enhancing how local First Nations ways of knowing and being, knowledge systems, culture, language, and history support a pathway to Reconciliation and contributes to every student's learning. Doing this in an intentional way will mean investing in the time and resources dedicated to ongoing learning so we build capacity across the system. Nurturing and fostering positive personal and cultural identity is essential for all learners, and through each student's knowing the story of who they are, will contribute to appreciating and valuing the diverse stories of others.

Not unlike other rural and remote school districts in British Columbia, Coast Mountains has experienced significant staffing challenges in recent years. By the end of the 2023-2024 school year, approximately 10% of the district's enrolling teachers were uncertified, operating on a Letter of Permission (LOP). As well, several school and district positions have remained unfilled, including those that provide counselling and specialist services, instructional support, and even administration. On top of this, close to 50% of the teachers currently working in our schools are approaching retirement, compounding the issue significantly going forward. Many of these challenges themselves represent inequities in the provincial context, and they have had a negative impact on school and district climate and on the success of our learners.

## Current Strategic Plan Priorities

Coast Mountains School District is entering the second year of implementation of its new Strategic Plan – Engage, Ignite, Empower (<https://cmsd.bc.ca/strategic-plan>). With strong connections to the Board of Education's *mission* and *values*, and guided by the First Peoples Principles of Learning, the strategic planning process resulted in the identification of three overarching goal statements.

- **All learners will realize their full potential**
  - Learners are engaged in their learning, making clear connections to their personal interests, strengths, and passions.
  - Learners are developing essential skills in numeracy and literacy.
  - Learners are building 21st century competencies, including critical thinking and communication skills.
  - Learners are demonstrating proficiency in education, career and life planning.
- **We will honour and respect culture, diversity & inclusion**
  - Learners appreciate contributions of Indigenous Peoples and local communities, as well as experience Indigenous ways of knowing and doing.
  - Learners understand how cultural identity shapes world view.
  - The Coast Mountains School District workforce reflects the rich diversity in our local communities.
  - Inequities of outcomes are identified and barriers to learner success are removed.
- **We will facilitate well-being across the district**
  - Learning environments are welcoming, trauma informed and culturally safe for all learners.
  - Learners are developing strong relationships with peers and caring adults.
  - Learners are developing both socially and emotionally.
  - The well-being needs of learners are met by professionals working in collaboration.

Again this year, operational plans across all departments define both the efforts and resources necessary to meet the Board's bold vision over the next several years.

## Looking Back on the Year: Effectiveness of Implemented Strategies

In response to the launch of the Board's visionary Strategic Plan, the 2022-2023 school year saw the beginnings of a multi-year action plan aimed to positively impact the well-being and achievement of every learner in Coast Mountains School District. With an increasing focus on equity, creating safe, caring and welcoming learning environments, and classroom instruction that is engaging, culturally responsive and impactful, the school district is positioned for growth over the next several years.

In this first year of implementation, some of the successfully realized strategies include:

- The collaborative development of a District K-3 Literacy Strategy focused on building professional capacity related to evidence-based practices. Components of the strategy include delivery of teacher professional learning, acquisition of resources necessary to support effective literacy instruction, and service delivery across a multi-tiered system of supports, all guided by sound assessment evidence.
- The procurement and design of an online dashboard accessible by school and district staff to support conversations related to learner success. The dashboard supports the district in meeting responsibilities for reporting on learner success as per Local Education Agreements (LEA). The dashboard provides up-to-date learning data for all learners.
- Engagement in a robust district teacher recruitment and retention project, in partnership with other Northern BC School Districts and the Ministry, addressing teacher shortages impacting the success of learners, particularly in communities with high populations of Indigenous learners. In 2022-2023 approximately 10% of the district's teachers were uncertified operating on a Letter of Permission (LOP), and still other key support and service positions remain unfilled. Recruitment efforts secured many new educators, primarily from outside of the province.
- Coast Mountains School District offers a Teacher Mentorship Program to all teachers who are beginning their career or are new to our district. Mentoring is a central component in helping to build and strengthen a professional culture of collegiality, collaboration, and learning within schools and districts. Feedback from participants has been very positive and encouraging with some participants indicating that this type of support is aiding us in our efforts to retain new teachers.
- Purposeful collaboration and dialogue with Indigenous communities regarding supports, services and learner success, with planning underway for increased engagement in the year ahead.
- The design and implementation of a focused approach to service delivery and clarification of enhanced services to best meet the needs of all Indigenous learners, including the re-design of both structures and processes that create impact.
- An intentional yearlong focus on growing the professional capacity of Inclusion Teacher Mentors, supporting their school-based colleagues in meeting learners' needs and celebrating all forms of diversity in their schools.
- A team of French Immersion teachers created a French literacy screener for Grades K-4. This tool was developed to replace GB+ and is aligned with the work we are currently doing in English. A select group of teachers piloted this in the Spring of 2024. This tool will be used in the fall French literacy assessments.



- With the grants from the Ministry of Education and Child Care for both Seamless Day and Just B4 Preschool, our district was successful in not only opening one of each program, but five Seamless Day Programs, and two Just B4 Preschools. Many of our programs are at capacity and two Seamless Day Programs and one preschool have doubled in capacity. All sites but one have Early Child Educators running the programs.

To date feedback on the strategic actions undertaken within the district noted above have been positive, and there is acknowledgement that much more work is required to transform the system and realize the intended impacts for learners.

## Existing and/or Emerging Areas for Growth

Without question, a number of existing areas for growth were confirmed through the review and analysis of learner evidence across multiple data sets. Key measures of system progress, both local and provincial, indicate significant numbers of K-10 learners are not achieving grade level expectations in Literacy and Numeracy.

Across both curriculum areas, levels of success in Coast Mountains School District typically fall well short of the province, and there are very few instances of recent growth. Learners identifying as Indigenous, both on- and off-reserve, as well as those in care or with disabilities/diverse abilities are also lagging behind provincial measures.

Given the evidence of success at the elementary and middle level grades, it is also not surprising that high school transition rates, as well as the 5- and 6-year graduation rates for all groups of learners, are also lagging.

It is evident that given the long-term record of academic achievement, especially when examined through a lens of equity, that the district's approaches to supporting teaching and learning have not consistently had the necessary impact.

Some key initiatives are currently being undertaken in actioning the Board's strategic vision for growth to address some of these realities. Targeted professional learning to build capacity at K-3, for example, will support the literacy learning needs of our youngest learners, while the re-imagining of roles/responsibilities within the Indigenous Education Department will attend to improved service delivery and support across the system, including the monitoring of progress towards graduation for Indigenous learners at the secondary grades.

Not unlike other areas of the province, new emerging challenges have also had an impact on the overall achievement and well-being of learners across northwest communities. These include increased levels of substance abuse and mental health struggles among youth, and decreased levels of learner engagement and attendance, particularly noted among Indigenous students. These, coupled with ongoing workforce challenges, are presenting additional barriers that require our attention.

## Ongoing Strategic Engagement (Qualitative Data)

Strategic engagement is the targeted and meaningful involvement of district partners in addressing a specified need with the ultimate goal of improving student outcomes. Coast Mountains School District values the active engagement of all partners who are invested in the success of our learners - including parents, guardians, caregivers, local Indigenous Peoples, community members, educators, partnering agencies, learners themselves, and still more.

Recent examples of strategic engagement in the district included:

- **School District Working Groups**

During the 2022-2023 school year, a number of short-term working groups, primarily involving school district employees and community partners, were established. Working groups with mandates closely tied to learner outcomes included District Food Programming, Early Literacy Learning, Data Dashboard, Employee Wellness, and School Improvement Planning. Working groups operated by consensus to make decisions tied to their area of focus. These working groups are ongoing.

- **Northern Inquiry Project**

As part of the Northern BC Teacher Recruitment & Retention initiative, consultations took place in the Hazeltons with school district employees, learners, First Nations representatives, and community partners. Input continues to support the efforts to establish a full complement of qualified teachers in Hazelton area schools.

- **Annual Budget Consultations, Including Survey**

Consultations took place in Spring 2023 related to school district priorities and the creation of the annual budget. Participants included partner groups, Trustees, Indigenous Peoples, and learners. A full community survey was administered in advance of the gathering of the Budget Working Group, providing an opportunity for all interested parties to help shape the budget priorities for 2023-2024.

- **Whole Staff Professional Learning Survey**

A survey of all school district employees was implemented in Spring 2023 to inform district staff in the ways employees wished to grow professionally in the 2023-2024 school year. Input from participants has been used to shape professional learning opportunities planned for the school year aligning with priority areas including Literacy, Numeracy, Well-being, Indigenous Education and Truth & Reconciliation.

- **District Education Committee**

The school district's Education Committee, a standing committee of the Board, has a very broad and inclusive membership including staff, District Parent Advisory Council (DPAC), learners, local First Nations and more. The committee meets monthly with trustees and senior district staff to discuss matters related to learner achievement, learner support and school district issues. All meetings in 2022-2023 had a focus on learner outcomes, including the analysis and interpretation of the provincially issued *Aboriginal How Are We Doing?* report leading to discussions on changes necessary to improve outcomes for Indigenous learners throughout the school district.

- **Student & Family Affordability Fund Consultations**

With approximately \$500,000 one-time funding from the provincial government, extensive partner consultations took place in Fall 2022 to receive input on the best use of funds to support learners and families in Coast Mountains School District. Consultations occurred with First Nations, District Parent Advisory Council (DPAC), community partners, and district employees, and an open ThoughtExchange was used for further input. As a result, equitable and targeted funding distribution decisions were made, and feedback with all partners ensured they were aware of how their contributions influenced the process.

- **School Student Forums**

Annually, the district works collaboratively with schools to promote student voice through learner participation in Student Forum events. In Spring 2024 input from diverse groups of learners was solicited on themes relevant to their lived experiences in classrooms, including belongingness and safety. Learner feedback was shared with school staffs and reported back to the Board of Education and community via the Regular (Public) Board Meeting.

Overall, school district strategic engagement was well utilized to gain timely input on several matters related to learner outcomes. Improvements to this important work can be made in 2024-2025 with increased attention to the planning process, with more intentional dialogue related to a planned annual schedule for engagement with our educational partners.

## Adjustment and Adaptations: Next Steps

The 2024-2025 school year represents the third year of the Board's Strategic Plan – Engage, Ignite, Empower 2022-2027 – developed with extensive community and partner consultation in 2021-2022. The school district will proceed with a number of action plan commitments across the three overarching goal areas, several of which were initiated during 2022-2023 as multi-year steps to improve outcomes for all learners served in Coast Mountains School District. With consideration of resources at hand and the accomplishments realized in 2023-2024, key next steps have been identified, including:

- **K-3 Literacy Strategy Implementation**

Following last year's development of an evidence-based approach to district wide literacy instruction across a Multi-Tiered System of Supports (MTSS) framework, early teacher adopters, including on-site Literacy support teachers, will begin to engage in professional learning and ongoing coaching using Acadience, a universal reading diagnostic tool, to guide instruction that builds learner skills and confidence across foundational, scaffolded literacy outcomes.

- **Enhanced District Services for Indigenous Learners**

In response to learner evidence, a re-imagining of the district's Indigenous Education Department has led to the collaborative creation of refined roles and responsibilities for team members, as well as the creation of new positions to support the monitoring of success for Indigenous learners K-12. Regional team members will provide wrap around support in relation to Indigenous youth outreach, while Indigenous Education Graduation Advisors will operate as a small team across 6 district schools to ensure learners are on track for success in Grades 8-12.

- **Teacher Recruitment & Retention**

With both a shortage of educators in British Columbia and a local teacher population largely approaching retirement, the district continued to prioritize teacher recruitment and retention in 2023-2024. Our team will continue to work with Ministry, local communities and Northern BC partners with this focus, as well as look to strengthen relationships with post-secondary institutions where we have experienced past recruitment success.

- **Electronic Dashboard**

Development of a virtual dashboard began in Spring 2023 and continued into the 2023-2024 school year. With an intuitive, user-friendly interface, the dashboard allows for school and district staff to securely access and engage with online information, including attendance and achievement evidence. Modules will be added over time that are responsive to the data needs of the adults using the evidence to guide decisions related to instruction and resource allocation, for example. The tool also provides for the generation of progress reports on Indigenous learners in support of the agreements that exist with local First Nations.

- **Culturally Respectful and Responsive Practices**

Coast Mountains School District has prioritized professional learning for all employees related to cultural awareness, especially pertaining to local First Nations, to best meet the needs of learners within our remarkably diverse, culturally rich school communities. This learning supports employees in acquiring the knowledge and cultural capacity to engage with learners and families in a manner that is both culturally respectful and inclusive.

- **Anti-Racism Learning & Action**

The provincial K-12 Anti-Racism Action Plan provides the framework for addressing racism and discrimination in education, creating inclusive and caring climates where all learners and school community members feel they belong. Being anti-racist is more than having an awareness of racism - it's a call to support anti-racism through action. This priority area for 2023-2024 represented the school district's commitment to expand our collective understanding of racism in all its forms while empowering our learners to act through targeted school actions grants.

- **Indigenous Worldview & Knowledge Systems**

Coast Mountains School District is fortunate to have abundant resources and partnerships to support learners' understanding of Indigenous worldview and knowledge systems. For the 2023-2024 school year, the district prioritized enhancements to school programming that provided opportunities to learn on the land from First Nations Elders and Knowledge Holders, as well as further develop outdoor learning spaces that incorporate Indigenous language and cultural teachings.

- **K-12 Mental Health & Wellness Strategy Development**

With emerging needs identified across all school communities, district staff will engage with key partners, including Northern Health and BC Children's Hospital, to systematically plan for the health and wellness of learners K-12. For 2023-2024 these efforts aligned with school plans and include funding opportunities for learner-led health and wellness Action Grant initiatives.

- **Healthy Food Programming**

In response to feedback from partner groups and local First Nations, Coast Mountains School District will work collaboratively to develop and implement practices and standards that increase learners' access to healthy and culturally responsive food programming across all schools. With the support of community and national sponsors and the BC Feeding Futures Fund, the district will look to boost nourishing breakfast, snack, and lunch programming options for learners in a stigma free environment.

## Alignment for Successful Implementation

In Coast Mountains School District, key priorities associated with the strategic plan were presented to the Budget Working Committee in Spring 2023, along with budgetary requests to realize anticipated action plan commitments. Some of the priorities shared at that time included:

- **Teacher Recruitment & Retention**

With aspirations to improve educational outcomes for children while experiencing a teacher shortage, the priority of recruitment and retention represents a cost pressure. Funds must be prioritized for not only finding teachers, but ensuring there is ongoing mentoring support, especially for those individuals hired operating on Letters of Permission (LOP).

- **Data Dashboard**

Seen as a district tool to inform, communicate and simply elevate conversations related to learner outcomes, the dashboard is a new cost pressure shared by district and Indigenous Education Department.

- **Enhanced Supports and Services for Indigenous Learners**

In response to learner evidence, both qualitative and that received through story, a re-imagining of roles, responsibilities, and service delivery is unfolding with the Indigenous Education Department, funded internally by means of departmental funding.

- **Reconciliation, Anti-Racism & Mental Health Actions Grants**

Learner-led initiatives centre students in meaningful, action-oriented and relational learning that has great potential for both empowerment and genuine impact in local school communities.

For 2023-2024, third party sponsorship is playing a significant role in allowing the school district to proceed with priority action items related primarily to learning and Indigenous culture. With the generous financial support of local community donors, Coast Mountains School District has been fortunate to support the following:

- **K-3 Literacy Strategy**

Targeted donations are enabling educator professional learning, procurement of classroom instructional resources, and enhancements to literacy service delivery across tiers of support.

- **Outdoor Learning Spaces & Experiential Learning**

The creation of spaces and experiences incorporating Indigenous language, culture and knowledge are being supported in a limited number of schools, with aspirations for expansion over the remaining years of the strategic plan.



A final but critical component for system improvement, supporting the success of each child, are local school growth plans. To have impact, these plans must be grounded in the school's context and centered on the needs of its learners, while at the same time, aligned with the school district's priorities. In Coast Mountains School District, this means local school growth plans are crafted by school staff in pursuit of equitable outcomes for all learners. These plans are specifically focused on student learning, wellness, inclusion, and Indigenous culture.

In Spring 2023 a district working group met to discuss a collective approach by schools to engage meaningfully in the school improvement process. The group reviewed school planning processes around the province and identified promising practices for exploration over the 2023-2024 school year with alignment of goal areas. It is anticipated schools will be transitioning to an improved process and will also be making explicit their plans for schoolwide engagement as it relates to both Indigenous Education and Mental Health.

Moving forward, our school plans are meaningful roadmaps for growth and improvement in educational outcomes for children and youth. At the district level, meaningful engagement of all school staff members in the work, including intentional evidence-based instruction and assessment practices will be provided support for school leadership in the creation of school plans in a meaningful engagement where all school staff have a voice in the work.

## **Conclusion**

With its sights firmly set on the Board's visionary Strategic Plan – Engage Ignite Empower – the Coast Mountains School District is committed to improving educational outcomes for all learners, with a special lens of equity focused on those who have been historically marginalized and continue to experience lower levels of success. It is clear that there are great opportunities ahead for the meaningful engagement of all educational partners as they collectively build the capacity to best meet the needs of the learners and families served by our school district.



**MEETING AGENDA ITEM #10.2.5**

Action: X

Information:

Meeting: Regular

Meeting Date: October 23, 2024

Topic: **2024-2025 Draft School Improvement Plans**

**Background/Discussion:**

School Improvement Plans form part of a provincial accountability framework related to continuous improvement with schools focused on learner achievement and well-being. In this framework, the school principal prepares and submits the school plan for the local Board of Education's approval.

The 2024-2025 School Improvement Plans are informed by unique needs at the school and align with the Board's 2022-2027 Strategic Plan Goals: *Create Student Success, Diversity and Organizational Wellness*.

An overview of the draft plans including a video sample of a School Improvement plan was shared with the Education Committee at its October 9 meeting. A link to the school district's website <https://cmsd.bc.ca/school-plans> was further shared with the Education Committee to view the draft plans. The Education Committee recommended the draft 2024-2025 School Improvement Plans be forwarded to the Board for approval.

Trustees were also provided the link to view the draft School Improvement Plans in preparation for the October 23, 2024 Regular Board Meeting.

**Recommended Action:**

**THAT** the Board approve the 2024-2025 School Improvement Plans.

Presented by: Interim Superintendent of Schools



## Coast Mountains Board of Education School District 82

### MEETING AGENDA ITEM #12.1

Action: X Information:  
Meeting: Regular Meeting Date: October 23, 2024  
Topic: **Board Chair Report – October 2024**

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

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

Presented by: Board Chair Warcup



### **BOARD CHAIR REPORT**

#### **OCTOBER 23, 2024 REGULAR BOARD OF EDUCATION MEETING**

I would like to start my report by welcoming our new Superintendent, Tracey MacMillan to her first Regular Board of Education Meeting with Coast Mountains School District.

I did have the opportunity, with fellow Trustee Ed Harrison, to meet with Tracey and shared where we are at with the responsibilities of the Board. We discussed aspects of holding a by-election, the Board evaluation, possible education needs for the Board, our commitment to work with the Nisga'a School District, agenda items for the Policy Committee to address this school year, a review of challenges with recruitment and retention, a review of the Education Committee mandate, accessibility legislative changes and how we are addressing those. We also discussed how to open conversations on a regular basis and whether the monthly Trustee/Superintendent Meeting should be held again. Lastly, we discussed aspects of Tracey's on-boarding and evaluations to be done.

As the Northwest BC Public School Employers' Association (BCPSEA) Board member, I have been working on policy and processes to ensure decisions with respect to diversity, inclusion and cultural competencies. To add to my thinking on this, I completed the BCPSEA online course on Diversity, Equity and Inclusion which also prompted thoughts for how inclusive, equitable and diverse our School District is. This being something our Board may want to dialogue on and review our current policies and practices. October in British Columbia is INCLUSION MONTH proclaimed by the Attorney General of BC. There are questions on whether Celebrate Diversity Month is held in April or October. April is International Diversity Month and October is BC's Inclusion Month which celebrates the United Nations Convention on the Rights of Persons including persons being able to live independently, be included in communities and be able to fully participate in society. I note this, so we can reflect on how inclusion impacts education and what we do in our School District for true inclusion in all we do.

The Board advocacy letter to candidates was sent to each of the Provincial Election candidates in our School District. Thank you to Trustees who provided feedback on the letter.

Provincially, we have received a detailed BCPSEA report on the changing requirements for accessibility and clarity on understanding Trustee conflict of interest. Our District staff is addressing the accessibility requirements.

**BOARD CHAIR REPORT *(continued)***  
**OCTOBER 2024 REGULAR BOARD OF EDUCATION MEETING**

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Next month is a busy month for Trustees province wide with the upcoming BC School Trustees Association (BCSTA) Trustee Academy to be held November 21-24 in Vancouver. The issues of recruitment and retention will continue to be a focus of many of the discussions.

Trustees have completed input for the Board Evaluation, and Trustee members of the Education Committee have shared their survey feedback into the mandate of the committee.

Respectfully submitted by,



Trustee Margaret Warcup, Board Chair

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