



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

**BOARD OF EDUCATION
REGULAR BOARD MEETING**

**MOUNT ELIZABETH MIDDLE SECONDARY
SCHOOL**

**WEDNESDAY, FEBRUARY 25, 2026
5:30 P.M.**

**HYBRID MEETING
(IN PERSON OR VIA MICROSOFT TEAMS)**

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



COAST MOUNTAINS BOARD OF EDUCATION SCHOOL DISTRICT 82
REGULAR MEETING OF THE BOARD OF EDUCATION
WEDNESDAY, FEBRUARY 25, 2026 – 5:30 P.M. – HYBRID MEETING
IN PERSON AT MOUNT ELIZABETH MIDDLE SECONDARY SCHOOL OR VIRTUAL

AGENDA

<u>Public Presentation: Canadian Parents for French Hazelton Chapter – Bryana Jack, President of CPF Hazelton Chapter</u>		Information	Attachment	Pages 3-10
1. ACKNOWLEDGEMENT OF THE TERRITORY & CALL TO ORDER				
2. DECLARATION OF QUORUM				
3. APPROVAL OF AGENDA		Motion		
4. APPROVAL OF MINUTES OF PRIOR MEETING		Motion	Attachment	Pages 11-18
4.1 Regular Meeting of the Board, January 28, 2026				
5. RECEIPT OF RECORDS OF IN CAMERA MEETING		Motion	Attachment	Pages 19-20
5.1 Summary of In Camera Meeting, January 28, 2026				
6. BUSINESS ARISING FROM THE MINUTES		Motion	Attachment	Pages 21-44
6.1 Hazelton French Immersion Program Review Update				
7. CORRESPONDENCE		Information	Attachment	Pages 45-50
7.1 Letters of Support for Hazelton French Immersion Program				
8. SUPERINTENDENT OF SCHOOLS' MONTHLY REPORT		Information	Attachment	Pages 51-68
9. INDIGENOUS EDUCATION REPORT		Information	Attachment	Pages 69-82
10. INDIGENOUS EDUCATION COUNCIL (IEC) - Updates		Information	Verbal	
11. STANDING COMMITTEE REPORTS				
11.1 <u>Business Committee Report (Trustee Ed Harrison)</u>		Information	Attachment	Pages 83-87
11.1.1 Business Committee Meeting Minutes, February 11, 2026		Motion	Attachment	Pages 88-90
11.1.2 Annual Review – District Video Surveillance System		Information	Attachment	Pages 91-95
11.1.3 Quarterly Financial Statements, December 31, 2025		Bylaw	Attachment	Pages 96-113
11.1.4 2025-26 Amended Annual Budget Bylaw		Information	Attachment	Pages 114-115
11.1.5 Ministry Data Collection Projected Enrolments for 2026-2027, 2027-2028 & 2028-2029 School Years		Information	Attachment	Pages 116-118
11.1.6 Annual Review Policy 5095 - Trustee Remuneration		Motion	Attachment	Pages 119-122
11.1.7 Review Revised Policy 1035 – Student Records (First Reading)		Motion	Attachment	Pages 123-125
11.1.8 New Policy 1120 – Response to Unexpected Health Emergencies (First Reading)				
11.2 <u>Education Committee Report (Trustee Karen Jonkman)</u>		Information	Attachment	Pages 126-128
11.2.1 Education Committee Meeting Minutes, February 11, 2026		Motion	Attachment	Pages 129-146
11.2.2 Board Approval in Principle: Out-of-Province Field Trip, Ottawa, Ontario, Hazelton Secondary UNESCO Leadership, May 26, 2026				

<p>12. NEW BUSINESS 12.1 Appointment of Elections Chief Officer and Deputy Chief Officer</p>	Motion	Attachment	Pages 147
<p>13. TRUSTEE REPORTS 13.1 Board Chair Report – February 2026 13.2 BCSTA Provincial Council Report – February 2026 13.3 Trustee Reports</p>	Information Information	Attachment Verbal	Pages 148-149
<p>14. QUESTION PERIOD</p>			
<p>15. ADJOURNMENT</p>			



MEETING AGENDA: Presentation

Action: Information: X

Meeting: Regular Meeting Date: February 25, 2026

Topic: **Presentation:** *“French Immersion in Hazelton – Canadian Parents for French (CPF) Hazelton Chapter”*

Background/Discussion:

In accordance with the presentation protocol for the School District’s Regular Board of Education Meetings, a request was received on February 18, 2026, and approved for Bryana Jack, President of the Canadian Parents for French (CPF) Hazelton Chapter, to present to the Board regarding the French Immersion program in Hazelton (reference attached presentation).

Recommended Action:

For information only.

Presented by: Bryana Jack



Canadian Parents for French Hazelton Chapter

French Immersion in Hazelton by Bryana
Jack, president of CPF Hazelton Chapter



Background

During covid the CPF Hazelton chapter went dormant. During that time many volunteers saw their children graduate and no handover was able to happen to new parents. The notice to changes in the program and consultation meetings last year were the first time many parents learned that there was a problem with the french program. It is where I learned about Canadian Parents for French. We have a committed group of parents and kids who want this program to succeed. Now that we are aware we are willing to implement the strategies that were used back in 2017. The CPF Hazelton were asked to stop recruiting for French as the amount of kids being registered were more than Hazelton could accommodate.



Successes in French

CPF Hazelton and PAC partnered cover the cost of the annual Carnival de Quebec celebration for the whole MGA school. Children went skating (skate and helmet rentals included), enjoyed beaver tails, and games in the gym. We are happy that CPF was able to keep this annual celebration and sharing of culture alive in Hazelton.

CPF Hazelton also supported the high school french class with a year end party.

The French Immersion program is listed as a strength in the Village of Hazelton Strategic Plan.



Our FI learners have sacrificed other opportunities to be in French, we want to make sure that work pays off and they are able to benefit from their commitment



The background of the slide shows a group of people sitting at a table in a dimly lit room, looking out a large window. The view outside is a cityscape with a prominent domed building, likely a capitol or parliament building, in the center. The scene is captured in silhouette, with the people and the interior of the room being dark against the lighter city view.

Many necessary professionals chose the Hazeltons for their families because of our french immersion program. Doctors, nurses, teachers, and others. French Immersion has been a huge success for Hazelton

Timeline

CPF Hazelton AGM

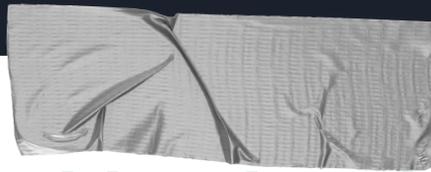
November 2025

Working with FI program to increase support

2026

Increase awareness and recruitment of FI Program

Work with families in FI to decrease attrition in the program



We are working hard to support this program as we see it's immense value. I hope that with Tina's report you will make a favorable decision and give us the time needed to continue to help it recover.

Thank you, Bryana Jack

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

WEDNESDAY, JANUARY 28, 2026 – 5:00 P.M.

BOARD OF EDUCATION OFFICE - TERRACE

HYBRID MEETING (IN PERSON OR VIRTUAL)

PRESENT WERE:

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

Superintendent of Schools
Secretary Treasurer
Recording Secretary

- T. MacMillan
- G. Fuller
- L. Harder

Indigenous Education Council (IEC) Chair
Indigenous Education Council (IEC) Vice-Chair

- J. Collison
- K. Robinson

DISTRICT STAFF PRESENT:

Director of Instruction, Inclusive Education
Director of Instruction, Learning Services
Director of Instruction, Human Resources
Director of Facility Services

- J. Nieckarz
- P. Barron
- K. Bath
- R. Schibli

Board Chair 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 and that virtual participants were invited to acknowledge their own territories. We are honoured to work with their children and privileged to live on these lands.

Presentation: *Compassionate Systems Leadership*

Joanne Schroeder, with UBC's Human Early Learning Partnership (HELP), delivered a presentation on Compassionate Systems Leadership, describing it as one of the pillars within the provincial mental health in schools strategy and focusing on cultivating compassion and mindfulness across complex systems. Key concepts included self-leadership, relational leadership, and systems leadership, as well as practical tools used in professional learning (including grounding/check-in and the "ladder of inference"). Trustees asked questions, including a discussion about distinguishing leadership from bullying, and clarification about leadership as collective rather than hierarchical.

Trustees thanked Ms. Schroeder for her presentation and ongoing work with district staff.

Board Chair Warcup welcomed guests who joined the meeting both in person and virtually. The meeting was also livestreamed via Coast Mountains School District YouTube Channel. Introductions followed by Trustees and District staff in attendance at the meeting.

Board Chair Warcup welcomed attendees and reflected on the busy and meaningful period across schools leading into the winter break, noting the importance of rest, restoration, and appreciation for staff, students, and families following a very active December. She referenced the book “*I Am Lundy*” by Dr. Joe Lundy, highlighting its historical connections to health care, education, and child development in northern communities, and its relevance to learning from history in order to strengthen systems in support of children and families.

Board Chair Warcup acknowledged and recognized the following observances held during the month of January:

Black Excellence Day, recognized on January 15, noting its significance as an opportunity to celebrate the achievements and contributions of Black individuals and communities, and to reaffirm the District’s ongoing commitment to equity, inclusion, and anti-racism. Her remarks served to frame the evening’s presentation and the work of the Board.

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

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

1. CALL TO ORDER

Board Chair Warcup called the meeting to order at 5:10 p.m.

2. DECLARATION OF QUORUM

A quorum was declared.

3. APPROVAL OF AGENDA

Motion #8907

THAT the agenda be adopted as circulated.

Carried
All in Favour

4. APPROVAL OF MINUTES OF PRIOR MEETING

4.1 Regular Meeting of the Board, November 25, 2025

Motion #8908

THAT the minutes of the Regular Meeting of the Board held November 25, 2025 be approved.

Carried
All in Favour

4.2 Special Regular Meeting of the Board, December 16, 2025

Motion #8909

THAT the minutes of the Special Regular Meeting of the Board held December 16, 2025 be approved.

Carried
All in Favour

5. RECEIPT OF RECORDS OF IN CAMERA MEETING

5.1 Summary of In Camera Meeting, November 25, 2025

Motion #8910

THAT the Summary of the In Camera Meeting of the Board held November 25, 2025 be approved.

Carried
All in Favour

5.2 Summary of Special In Camera Meeting, December 16, 2025

Motion #8910

THAT the Summary of the Special In Camera Meeting of the Board held December 16, 2025 be approved.

Carried
All in Favour

6. BUSINESS ARISING FROM THE MINUTES

There was no business arising from the minutes to report

7. CORRESPONDENCE

7.1 City of Terrace Council Liaison Appointment 2026

THAT the Board receive for information the letter received on December 17, 2025, from The City of Terrace advising that Mayor Sean Bujtas has been appointed as City Council Liaison to Coast Mountains School District for 2026 calendar year. The Board noted the intent to arrange a meeting with the Liaison to discuss matters relevant to the City of Terrace and the District.

Received
(No motion required)

8. SUPERINTENDENT OF SCHOOLS' MONTHLY REPORT – January 2026

THAT the Superintendent of Schools' Monthly Report to the Regular Board Meeting of January 28, 2026, be received as presented.

Received
(No motion required)

9. INDIGENOUS EDUCATION REPORT – January 2026

THAT the Board receive for information the Indigenous Education Report for January 2026 presented by Superintendent MacMillan.

Received
(No motion required)

10. INDIGENOUS EDUCATION COUNCIL (IEC) – Updates for January 2026

An update was provided on the establishment and work of the Indigenous Education Council (IEC), which was formed in October 2025. It was reported that the Council has held three formal meetings to date and represents eleven First Nations communities, with a total membership of 28 members. Ten of the participating Nations currently have students attending public schools within Coast Mountains School District.

The purpose of the IEC is to support the success of Indigenous learners by strengthening collaboration among schools, administrators, educators, and Indigenous support workers, with a focus on improving academic outcomes, attendance, and student engagement, particularly where systemic or complex barriers may contribute to disengagement.

It was reported that, through Indigenous targeted funding, the Council has approved a number of initiatives, including supports at Caledonia Secondary School such as a girls' group, a "dudes" group, a drum group, the purchase of a drum kit, and a cedar weaving pilot program. The Council has also approved three Indigenous outreach worker positions, one each in Terrace, Kitimat, and Hazelton, as well as an Elder-in-Residence position at Hazelton Secondary School. In addition, continued support for the Sparkle Program at Hazelton Secondary School was approved.

The Council reported that work is ongoing to finalize its Terms of Reference, including confirming participating communities and organizations, in order to establish a clear and respectful path for partnership between the School District and First Nations on whose territories public schools operate. The Council emphasized its commitment to responsible stewardship of targeted funds, accountability, and reporting in support of Indigenous student success.

It was noted that the next meeting of the Indigenous Education Council is scheduled for February 9, 2026. Following the Indigenous Education Council (IEC) update, the IEC Chair and Vice Chair excused themselves from the meeting.

Received
(No motion required)

11. STANDING COMMITTEE REPORTS

11.1 Business Committee Report (Trustee Ed Harrison)

11.1.1 Business Committee Meeting Minutes, January 14, 2026

THAT the minutes of the Business Committee Meeting held on January 14, 2026, be received for information.

Received
(No motion required)

11.2 Education Committee Report (Trustee Karen Jonkman)

11.2.1 Education Committee Meeting Minutes, January 14, 2026

THAT the minutes of the Education Committee Meeting held January 14, 2026, be received for information.

Questions:

A question was raised regarding the distinction between absenteeism and truancy. It was noted that clarification would be provided to ensure accurate definitions.

A question was also raised regarding the transition from the Moodle platform to Brightspace and how it relates to online and in-school (“brick and mortar”) learning. Staff provided clarification that Brightspace supports both distance learning and in school delivery, and that the transition reflects an upgrade from an older platform.

Received

(No motion required)

12. NEW BUSINESS

There is no new business to report.

13. TRUSTEE REPORTS

13.1 Board Chair Report – January 2026

THAT the Board receive for information the Board Chair Report for January 2026.

Board Chair Warcup raised for discussions for the upcoming Canadian School Boards Association (CBSA) 2026 Trustee Gathering in Whistler, including preliminary cost estimates and a request to review governance budget considerations. Secretary Treasurer Fuller confirmed she would review available budget information and provide details to the Trustees prior to the February Board meeting for discussion.

Received

(No motion required)

13.2 Trustee Reports

Trustee reports included highlights of community and school-related events and discussion regarding a potential request connected to music festival facility costs. Trustees noted that any request requiring Board consideration would be brought forward with a briefing note and details in a future Board package.

Received

(No motion required)

14. QUESTION PERIOD

There were no questions received.

15. ADJOURNMENT

The next hybrid Regular Board of Education Meeting will be held on Wednesday, February 25, 2026 at 5:30 p.m. at Mount Elizabeth Middle Secondary School located in Kitimat.

The meeting was adjourned at 6:25 p.m.

Board of Education Chair

Secretary Treasurer



**SUMMARY OF PROCEEDINGS AND DECISIONS MADE AT THE
IN CAMERA MEETING OF THE BOARD OF EDUCATION
SCHOOL DISTRICT 82 (COAST MOUNTAINS)
HELD January 28, 2026
PURSUANT TO SECTION 72(3) OF THE *SCHOOL ACT***

The Board of Education:

1. Discussed governance matters.
2. Discussed labour relations matters.



MEETING AGENDA ITEM #6.1

Action: X Information:
Meeting: Regular Meeting Date: February 25, 2026
Topic: **Hazelton French Immersion Program Review Update**

Background/Discussion:

For Trustees' information and decision, please reference the attached Hazelton French Immersion Program Review Update to be presented at the Regular Board Meeting by the District Principal of Curriculum Support.

The review of the Hazelton French Immersion Program has included an examination of enrolment trends, staffing considerations, funding allocations, student attrition data, and community feedback. Consultations have included meetings with students, staff, parents, caregivers, and community members. Letters of support and stakeholder input have also been received and are attached for reference.

The information gathered outlines enrolment projections, financial implications, program sustainability considerations, and potential options for the future structure of French Immersion programming in Hazelton.

Coast Mountains School District remains committed to supporting quality French Immersion programming while ensuring responsible stewardship of district resources. The Board will consider the information presented and determine next steps following this review.

Recommended Action:

THAT the Board consider the options presented in the Hazelton French Immersion Program Review Report and determine the structure of French Immersion programming beginning for the 2026–2027 school year by Motion.

Presented by: Superintendent of Schools



SECTION A

Introduction:

The Board of Education of School District 82 (Coast Mountains) initially requested interim superintendent, Janet Meyer to task the school district's District Principal of Curriculum Supports, Tina McDonald, in collaboration with the senior administrative staff, to conduct a review of the French Immersion Program in the Hazelton community due to the decline in enrolment at Hazelton Secondary School in the fall of 2024. The primary issues to be under review relate to the program's viability, educational value, and cost effectiveness. The scope of the review includes examination of:

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

Process:

- A formal letter dated September 23, 2024, was sent to families in Hazelton alerting them to the concerns of the decline in enrolment and the attrition of the High School French Immersion Program.
- The district provided three additional letters dated November 28, 2024, April 8, 2025, and November 3, 2025, to the community with three initial consultation sessions during the 2024-2025 school year, followed by two additional dates in the 2025-2026 school year to proactively seek strategy to mitigate the concern. The dates were as follows: December 4th, 2024, January 9th, 2025, February 10th, 2025, December 2nd, 2025, and January 15th, 2026. An additional year was added to the review process to allow the district more time to gather information and make a thoughtful, informed decision.
- An interview with Hazelton Secondary School's French Immersion students was conducted on February 13th, 2025, and on January 15th, 2026, to gain student engagement and retention considerations. An interview was also conducted with 3 students who left the program during their high school years.
- A final report will be presented to the Board of Education on February 25th, 2026, to ensure that the background and contextual information being considered was both available to community members and to the Board of Education.

SECTION B

HAZELTON FRENCH IMMERSION

HISTORICAL ENROLMENT CONTEXT:

Since its inception in **1986**, the French Immersion Program in the Hazeltons has undergone significant change. In its early years, the program operated a full-time Kindergarten with waitlists reflecting strong enrolment demand. In recent years, however, the program has experienced a marked shift. Since 2020, enrolment has declined significantly, and this downward trend continues to the present day, resulting in ongoing challenges in maintaining full classrooms.

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

The **2017 report** highlighted an examination of the program, during which the Board of Education mandated committees to review the French Immersion Program. Since the issuance of the 2017 report, enrolment at the secondary level has continued to decline. As noted in 2017, parents in Hazelton continue to advocate for maintaining the current standing of the French Immersion Program in their community, despite the challenges associated with low enrolment.

During the COVID-19 period from **2020 to 2022**, there was a decline in registrations in the French Immersion Program, as well as a decrease in the number of students continuing in the Grade 8 Immersion program at Hazelton Secondary School. At present, there are no students enrolled in Grade 12 in the French Immersion Program.

HISTORICAL ENROLMENT PATTERNS in Hazelton including current enrolment

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

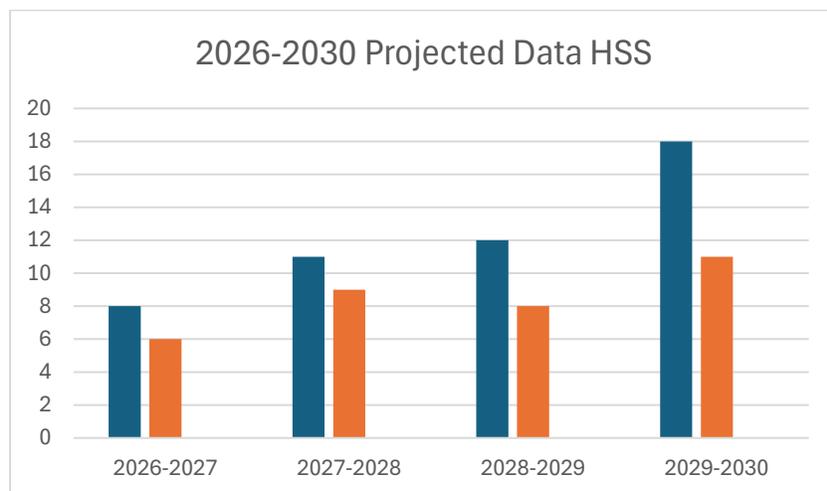
2024-2025	4	9	5	10	3	6	4	5	2	2	2	0	1	53
2025-2026	2	3	4	2	7	3	5	2	2	2	1	2	0	35

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

DATA ANALYSIS of HAZELTON ENROLMENT

- Immediately following the review in 2017, you can see that enrolment had increased.
- From 2019-2026, across all grades there has been a steady decline in both registration and retention.
- A review of current Grade 12 enrolment indicates a decline of approximately 75% over the past seven years.
- A review of students currently in Grade 10 indicates an attrition rate of 67%. By comparison, the reported provincial and national average attrition rate in French Immersion programs is approximately 20–30%.
- Upon entry to Hazelton Secondary School, the attrition rate has fluctuated between 37.5% and 100%.
- Upon entry into Grade 8, French Immersion enrolment declines. Contributing factors identified include the following:
 - Staffing (both hiring and retention of certified teachers)
 - Course selection
 - As most timetables are structured around required French Immersion courses, schedules may be more limited, which can restrict access to certain electives or required courses, such as Biology 30 or others.
 - Peers are in the English program
 - Français Langue Seconde becomes too challenging
 - Academic learning needs
 - Program is too rigorous
 - Expectations for Dual Dogwood is 96 credits vs 80 credits in English program
- Only 2 Kindergarten registrations in 2025-2026 school year. This could be attributed to the review or may have been impacted by the implementation of the Gitxsan Immersion program being offered at Majagaleeh Gali Aks School as well.

PROJECTED ENROLMENTS at HAZELTON SECONDARY SCHOOL:



Blue represents enrolment without attrition and orange represents a 20% attrition rate.

**Attrition: the number of students who leave the program overtime.*

There are currently two French Immersion students enrolled in Grade 7 at Majagaleehl Gali Aks Elementary. Based on a projected attrition rate of approximately 20–30% at the secondary level, enrolment is expected to decline further as students transition to high school. Maintaining the program will be at a significant cost to the district. The table above highlights the projected enrolment at Hazelton Secondary School, based on a 20% attrition rate.

Over the next four years, assuming an attrition rate of 20%, enrolment would increase by approximately 4.0 FTE students.

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

Attached to this report are letters of support for the program from parents, community members, and Canadian Parents for French (CPF). The letters express a desire to maintain the French Immersion Program, citing perceived benefits for students, including support for academic achievement, access to post-secondary opportunities, and the potential to attract professionals to the area. Several families who attended the meetings indicated that they were former students of the program. Correspondence and meeting feedback also noted concerns regarding the program being under review for a third time by the district.

You will also find the follow-up summary dated November 3, 2025, outlining how the district responded to the ideas generated in the 2024/2025 consultation review meetings.

STUDENT SURVEY QUESTIONS:

SUMMARY OF STUDENT RESPONSES from HAZELTON SECONDARY SCHOOL

The HSS French Immersion students met with District Principal, Tina McDonald, virtually via TEAMS on February 13, 2024, and in person on January 15th, 2026, to address the following questions. Seven students engaged in the survey. Meetings were conducted with former French Immersion students on January 15, 2026, to gather information regarding their reasons for leaving the program.

In summary:

- Can you please share your perceptions regarding French Immersion within the school/community?
 - We have our own community. It's like a family within a school community.
 - This is a great educational program that provides us with great opportunities for jobs with a second language.
 - We get to be ourselves without judgment as we have been together for so long.
- What are your expectations regarding English and French Immersion programming? Are your expectations being met?
 - Higher expectations in class in French program than in English. Students feel that they are challenged more in their French Immersion program. They feel that the program is setting them up to be successful in post-secondary.
- What suggestions/ recommendations might you have for the Board on sustaining the program in your community?
 - Scheduling should be more accommodating to ensure that they are able to take upper-level sciences and math in their scheduled year. IE: not being able to take Chem 11 in grade 11.
 - Mosaics (courses that are options in high school as samples) are offered in both semesters in grades 8 and 9. English students can try 8 of these samples, whereas the French Immersion students between 3-4.
 - Ability to take Gitxsan in high school.
 - As there are only female students left, they suggested perhaps having a male role model in the class to encourage male students to remain in the program.
 - Opportunities to travel and learn in French.
- What is your level of satisfaction with your learning experiences?
 - They love their teacher and how they are challenged in their class.
 - They find that this program allows for more creativity and expression, whereas in some English-speaking classrooms, it tends to be more rigid.
 - They are very committed to their program.
 - One student stated: "I'm excited for Monday to be in this class again" after discussing weekends.

- How would you rate your ability in French? Oral and written?
 - Most students felt their written ability exceeds their oral. This is partially since there were no French classes for 1 years' time (maternity leave).
 - They were confident that they would catch up quickly.

- How do you think your program has equipped you for the future?
 - The students felt academically challenged. They stated the French Immersion prepared them for university by giving them the skills necessary to be successful such as writing essays, interacting with adults, expressing themselves orally, and more.

SUMMARY OF SURVEY RESPONSES HAZELTON

(A survey link was provided to parents, staff, community members, and students in the Hazelton community.)

Seventeen people responded to the survey. The respondents represented students in all grades except grade 2. When asked their thoughts on why Hazelton has been facing a decline in enrollment and a high rate of attrition, it was identified that 11/17 felt course selection was highly impacting students' ability to stay in the program. Additionally, some highlighted that there was not enough French speaking occurring at the elementary level to support a true French Immersion program. Another point shared was that there have been residual effects from Covid on enrollment. A consensus of those responding to the survey was that they were not in support of an online option. Survey respondents felt that students would struggle to maintain the quality of the oral language.

Additional survey comments:

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

Some additional recommendations from survey participants included:

- Elementary teachers focusing on French- limit speaking English in class
- Reactivate CPF in Hazelton (local branch) -this has been accomplished
- Yearly check-ins on the program and help with transitions
- Dual track Gitxsan/French only
- More parent involvement

SECTION C

COAST MOUNTAINS SCHOOL DISTRICT FRENCH IMMERSION PROGRAMS

CURRENT ENROLMENT CONTEXT IN THE SCHOOL DISTRICT'S FRENCH IMMERSION PROGRAMS

School Name	Community	Grade Configuration	Current Enrolment	School Population	% of students in Immersion
Kildala Elementary	Kitimat	K-6 Dual Track	60	237	25.3
Mount-Elizabeth Middle/Secondary School	Kitimat	7-12 Dual Track	39	503	7.8
Ecole Mountainview	Terrace	K-6 Single Track	186	186	100
Skeena Middle School	Terrace	7-9 Dual Track	67	530	12.6
Caledonia Secondary	Terrace	10-12 Dual Track	47	598	7.9
Majagaleehl Gali Aks	Hazelton	K-7 Dual Track	28	126	22.2
Hazelton Secondary School	Hazelton	8-12 Dual Track	7	381	1.8

Note: It is noted that the percentage of students enrolled in French Immersion at the middle and secondary levels is lower, as single-track English elementary schools feed into these programs. However, enrolment in the K-6 (or K-7) French Immersion programs remain comparatively stronger.

Staffing in French Immersion programs continues to be a national challenge. In some instances, individuals employed under a Letter of Permission (LOP) have filled French Immersion roles due to their fluency in the language. Historically, Hazelton has experienced challenges in recruiting and retaining certified French teachers.

However, for the 2025–2026 school year, Coast Mountains School District employs three full-time French teachers, one part-time French teacher, and 0.1 FTE French Literacy Support. In addition, other certified French-speaking teachers are employed by the district in various roles within the community.

SECTION D

FRENCH IMMERSION PROGRAMS IN NORTHERN BRITISH COLUMBIA

Smithers:

- Offers French Immersion in elementary only up to grade 7
- Students are streamed to online learning and offered an extensive Core French
- Students are encouraged to become certified in DELF (Diplôme d'études en langue française is an internationally recognized proficiency standard in second language)
- No dual-dogwood certification

Prince Rupert:

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

Haida Gwaii:

- Eliminated its French Immersion Program

Nechako Lakes School District:

- A full French Immersion is not offered in their high schools aside from FLA class.
- One location's French Immersion program was removed due to decreased enrolment and cost to the district in 2020. This was in Burns Lake. Vanderhoof still maintains their immersion program.
- Without two courses being offered at the High School per year, dual dogwood would not be possible without an online component.
- They allow entry to Immersion in kindergarten or grade 1.

SECTION E

BUDGET:

The Ministry of Education and Childcare Funding

- 1 Full Time Teacher = 123,280
- 3.6 Teachers in Hazelton's French Immersion program \$443,808
- Ministry funding \$9,015 per student FTE
 - These funds must accommodate teaching staff, office admin, support staff (both clerical and custodial), and student resources such as books, school supplies, and utilities
 - Estimated yearly cost for maintenance and janitorial for one classroom \$9,092
 - Estimated yearly cost for utilities for one classroom \$1060
 - Estimated yearly cost for supplies for one classroom \$1532
 - Total for maintenance, utilities, and supplies is \$11,683 per classroom

At Majagaleehl Gali Aks, there are currently 28 students enrolled. The grants generated from the Ministry per student FTE equals \$252,420 (*teacher cost 3.1 x 123,280, \$369,840 + (3x 11,683, \$35,049 equaling an estimate of \$404,889).*

At Hazelton Secondary School, there are 7 students currently registered. The ministry grant is \$63,105. Currently, we are not meeting the minimum requirements to run this program. Our current costs are as follows (*teacher cost .5x 123,280, \$61,640+ \$5,841.50 (utilities) equaling an estimate of \$67,481.50*). With a proper French Immersion program, the teacher's FTE would be 0.715. A more correct financial representation would be (*teacher cost .715x 123,280, \$88,145+ \$8353 (utilities) equaling an estimate of \$96,498*) at HSS for a part-time French Immersion teacher.

It is important to note that a one-time French Immersion Grant covered additional teaching resources during the last three school years in Hazelton. The additional educational grant was used to support a 0.4 teacher at MGA during the 2023-2024 school year, 0.3 teacher, in 2024-2025 and 0.1 teacher this current school year (2025-2026).

The district received additional funding through OLEP (Official Languages in Education Program):

(More information on OLEP can be found in Appendix A)

- In the 2025–2026 school year, Coast Mountains School District received \$68,396.01 in funding to support all of its French Immersion programs. This equates to \$157 per student for enhancement programming. Based on Hazelton enrolment, \$5,495 is generated within the Hazelton's French Immersion community. These funds are used to pay for resources, furniture, teacher professional development, cultural activities, and technology. The combined budgets for both MGA and HSS exceeded this total.
- In the 2025–2026 school year, the district is funding the French Immersion program in Hazelton at an estimated \$170,000 above and beyond the funding received from the Ministry.

SECTION F

PROGRAM SUSTAINABILITY

STUDENT ENGAGEMENT AND RETENTION CONSIDERATIONS:

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

Key aspects to support a French immersion program include:

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

- Integrate culturally relevant content and perspectives into the curriculum.
- Regularly review and adapt the curriculum to meet the evolving needs of students.
- **Assessment and Monitoring:**
 - Regularly assess student language proficiency to identify strengths and areas for improvement.
 - Utilize diverse assessment tools including standardized tests, portfolios, and observations.
 - Monitor program effectiveness and adjust as needed.

ENRICHMENT ACTIVITIES

A variety of programs are available to Canadian high school students to enhance their second-language learning experience. The following is a selection of programs that may be considered in supporting student retention within the French Immersion Program.

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

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

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

Destination Clic is an experiential summer program for francophone (French as a first language) students living outside Quebec. The program is aimed at nurturing their sense of belonging and identity with the francophone community and enhancing their French-speaking skills.

Find more information about the Official Languages Programs at www.englishfrench.ca.

Youth Exchanges Canada (Canadian Heritage)

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

[AFFNO](#) (Association des Francophones et Francophiles du Nord-Ouest) has the mission of uniting both Francophones and Francophiles of Northwestern British Columbia (Haida Gwaii,

Hazelton, Kitimat, Prince Rupert, Smithers, and Terrace and their regions, to promote the French language and Francophone culture, to develop and offer community and educational services in French, without discrimination or racism, and to participate in economic development.

Promotion of French Cultural Activities

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

SECTION G

Possible Options for Consideration:

Option 1:

Continue to support and build the French Immersion Program in Kindergarten to Grade 7, while offering secondary programming (Grades 8–12) through online French Immersion courses and support students in pursuing a Dual Dogwood Diploma.

Option 2:

Continue to offer and build the French Immersion Program in Kindergarten to Grade 7 only, with no new secondary French Immersion intake. Students currently enrolled in secondary French Immersion will be offered course options to support continuation of their French Immersion studies through to graduation. Should enrolment decline in K–7, reassess the long-term sustainability of the program in Hazelton.

Option 3:

Gradually phase out the French Immersion Program in Hazelton by discontinuing new enrolment effective the 2026–2027 school year, while maintaining programming for students currently enrolled until they complete the program.

Option 4:

Gradually phase out the secondary French Immersion program while continuing to offer an intensive French language course to support students in maintaining their French language proficiency. This option may include online course offerings.

Option 5:

Relocate the Kindergarten to Grade 7 French Immersion Program to New Hazelton Elementary School to support enrolment growth, noting that the current location (Majagaleehl Gali Aks) also offers the Gitxsan Immersion Program.

Option 6:

Maintain the current structure for the 2026–2027 school year, continuing to offer French Immersion programming from Kindergarten to Grade 12. Given the current enrolment projections, this option would require the reduction of one teaching FTE.

Option 7: Other?

Please Note: In all options, staffing levels will be determined based on student enrolment as per the Collective Agreement.



APPENDIX A: FRENCH IMMERSION SUPPORTS IN COAST MOUNTAINS SCHOOL DISTRICT

Midway through the 2023–2024 school year, Tina McDonald, District Principal of Curriculum Support, assumed the role of French Coordinator for Coast Mountains School District. Prior to this, the responsibility had been assigned to an English-speaking principal or the Director of Instruction, Indigenous Education. Since late fall 2023, District Principal, McDonald, an experienced former francophone school administrator, has been leading professional learning and providing instructional support for the district’s French teachers.

In the fall of 2023, the District Principal successfully applied for a \$146,000 learning grant. The full amount was allocated to support the French Immersion schools and benefit students. At that time, a teaching position at Majagaleehl Gali Aks Elementary was scheduled to be reduced to 0.6 FTE, which would have resulted in approximately 40% of instruction being delivered in English within a French Immersion classroom. Through a combination of Ministry funding and the grant funds, the district maintained the position at 1.0 FTE to ensure that instruction for those students remained fully delivered in French.

In addition, the district purchased French decodable readers, a French phonics program for Kindergarten to Grade 3, instructional games, furniture, and other classroom resources to support student learning. Each teacher was also provided with an iPad to support French literacy screening and progress monitoring.

The district initiated work to replace GB+ reading assessments with the development of a Kindergarten to Grade 6 literacy screener for French Immersion. French Immersion staff from across the district collaborated with a pedagogist from Vancouver, Lucile Denys, to develop this resource. One teacher from Majagaleehl Gali Aks Elementary participated in and contributed to this project.

Following one year of development, teachers are implementing the screener and began assessing students in November 2025. Several other districts have contacted the district to request that the work and resources be shared with them.

Over the past two years, French Immersion teachers in Coast Mountains School District have participated in several in-service days and professional development opportunities. Examples include:

- Participation in AIM (Accelerative Integrated Method) training in Kelowna and virtually this year. AIM is a gesture-based approach to second-language learning in which gestures are paired with vocabulary to support comprehension, memory, and retention.
- K–6 French literacy screener development. Approximately five development sessions were held in collaboration with Lucile Denys (pedagogist). In addition, the district literacy lead teacher met independently with Lucile Denys and the District Principal of Curriculum Support to support completion of the project.
- K–3 phonics instruction. Professional learning focused on the essential phonics skills to be taught at each grade level in Kindergarten to Grade 3.

- Grades 4–6 phonics instruction. Professional learning focused on strategies to support students in decoding and understanding multisyllabic words.
- Grades 7–9 orthographic mapping and writing instruction. Professional learning focused on strengthening spelling, word recognition, and writing development through orthographic mapping strategies.
- Support for teacher participation in the ACPI (French Immersion Association Conference) and professional learning opportunities offered by CASLT (Canadian Association of Second Language Teachers) to enhance French language proficiency and instructional practice.
- Training in UFLI (phoneme–grapheme correspondence, *Son au graphème*) to support explicit phonics instruction in French.
- Acadience training for French Immersion teachers in Grades 4–6 (October 2024 and October 2025).

The professional development, in-service sessions, and training provided are intended to strengthen instructional practice and support student learning. Students benefit when teachers engage in ongoing professional learning.

In addition to professional learning opportunities, the district also supports French Immersion students through cultural enrichment experiences. Examples include:

- French cultural activity in partnership with AFFNO held in Terrace on September 6 (Hazelton schools declined the invitation).
- Will’s Jams concert for French Immersion classes (Winter 2024).
- Participation in Concours régional: 2022–2023 (Hazelton), 2023–2024 (Terrace), and 2024–2025 (Kitimat).
- District support for transportation and accommodations to enable student participation in Concours provincial in Vancouver in May. A student from Majagaleehl Gali Aks Elementary has participated for two consecutive years.
- French Theater production group presentation.
- Coordination with ImmersArt to host French artist/singer Eloïz in the region on April 15.

An important component of the district’s commitment to French Immersion includes retention and recruitment efforts. District staff have attended the following recruitment fairs to support the hiring of French-speaking teachers for the district.

- Faculté St-Anne (Edmonton) and Calgary University January 26, 2023
- Mount Saint Vincent -January 2024 and 2025
- Ottawa University February 2024 virtual
- Toronto- Ed Talent April 2024
- Queens – January 2025
- McGill University, Montreal Feb 6, 2025
- Toronto – Ed Talent, April 2025
- Apply to Education online recruitment May 2025
- Université du Nouveau Brunswick and Moncton University, February 2 and 4th, 2026

During the initial consultation meeting held on December 4, 2024, recommendations were identified regarding ways the district could support the French Immersion Program in Hazelton as concerns related to attrition were being examined. The district responded in the following ways:

- Virtual meeting with Hazelton Secondary School (HSS) French Immersion students on February 13, 2025.
- Meeting with the District Education Team (DET) on February 21, 2025 to discuss French Immersion in Hazelton.
- Development of a French Immersion informational pamphlet for distribution in schools.
- Meeting with HSS leadership on March 6, 2025 to discuss staffing.
- Meeting with Majagaleehl Gali Aks (MGA) administration to discuss staffing.
- An in-person information session for French Immersion at Majagaleehl Gali Aks (MGA) was organized collaboratively by the school Principal, Shylah Marshall, and the CMSD's District Principal, Tina McDonald. The session was advertised by the school to take place on May 5, 2025. District Principal McDonald was present and available to meet with parents from 9:00 a.m. to 7:30 p.m.; no parents attended.
- A Welcome to Kindergarten evening for French Immersion was hosted at Majagaleehl Gali Aks (MGA) on May 23, 2025.

Coast Mountains School District 82 remains committed to supporting its French Immersion programs through the following actions:

- Providing access to in-service and professional development opportunities to strengthen French Immersion teachers' literacy instruction.
- Fostering a community of practice by facilitating collaboration, resource sharing, and connections among French Immersion teachers.
- Participating in online sessions with northern communities to strengthen French Immersion instructional practice and enhance teacher professional experience.
- Collaborating with external organizations, including AFFNO (Association des francophones et francophiles du Nord-Ouest), CPF (Canadian Parents for French), BC French Education, and the University of British Columbia (UBC).
- Exploring training for teachers in DELF (Diplome d'études en Langue Française) with implementation taking place in 2026.
- This district has developed a French as a Second Language (FSL) challenge exam for French Immersion students requiring secondary school credits, enabling increased flexibility in course selection, including access to elective and trades programming.

APPENDIX B: MINISTRY FUNDING

Funding Support Under Official Languages in Education Programs (OLEP) - Province of British Columbia

This section provides an overview of how Ministry and Official Languages in Education Program (OLEP) funding is received and applied to the French Immersion programs, as well as the budgetary impacts associated with low enrolment.

Revenues

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

Funding is provided across the categories outlined below. The district has discretion to allocate the total funding in accordance with local needs and priorities.

E-Learning Technologies Grant

E-Learning Technology funding represents nine percent (9%) of the total school district funding envelope under the current BC Action Plan. The purpose of this grant is to assist French Immersion programs in providing students with a learning environment where technology is an integral part of their educational program and facilitating students' language acquisition or expanding their language skills. With the exception of capital assets, salaries, and e-books, all district expenses incurred in direct support of this initiative are eligible under the guidelines of this program.

Learning Resources Grant

Learning Resources funding represents eight percent (8%) of the total school district funding envelope under the current BC Action Plan. The purpose of this grant is to assist districts with the higher cost of buying education resources in French, for the library as well as the classroom. Expenditures under this category are limited to resources destined to French Immersion classes and include electronic versions of such resources. School districts offering French Immersion will receive: \$11 per FTE for Kindergarten to Grade 7; \$90 per FTE for Grade 8 to Grade 12; plus, a library grant of \$2,250 for districts with one immersion school or \$4,500 for districts with two immersion schools or more.

French Immersion Grant

The French Immersion funding represents 53 percent (53%) of the total school district funding envelope under the current BC Action Plan. The purpose of this grant is to provide the supplemental funding needed to deliver French Immersion programs in participating school districts. Except for items otherwise covered under the guidelines of this grant, all districts' expenses in direct support of this initiative, including any allowable salary expense under this guide, are eligible. School districts offering French Immersion will receive: \$50 per FTE for Kindergarten to Grade 3; \$70 per FTE for Grade 4 to Grade 7; \$95 per FTE for Grade 8 to Grade 12; plus an additional amount equal to their base funding times their Immersion Funding protection factor (IF); plus an additional amount equal to their base funding times their Rural Factor (RF). They will also receive additional funding adjusted for the Rural Factor as follows:

Teacher Professional Development Grant

The Teacher Professional Development funding represents five percent (5%) of the total school district funding envelope. The purpose of this grant is to support teachers' participation in activities such as in-service/program implementation for Core French and French Immersion programs that may be offered to individual or groups of teachers, and may include workshops, online learning, conference attendance and post-secondary courses. School districts with more than 10 students will receive \$4,500 for the first 2,570 students and an additional \$1.50 per student beyond that threshold.

Cultural Activities Grant

This grant represents two percent (2%) of the total school district funding envelope under the current BC Action Plan. The purpose of this grant is to assist districts in providing opportunities for students to be exposed to francophone culture by sponsoring various French cultural activities that could include visiting musicians/authors or children's theatre groups; field trips; or "special days." Neighbouring school districts are encouraged to cooperate to "make the money go further."

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

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

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

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

Student Learning and Academic Achievement	<ul style="list-style-type: none"> Develop, acquire, and support the implementation of French language resources (e.g., books, themed kits, licenses to online platforms, audio-visual material, hardware, software, etc.) Purchase French language resources to support student learning in areas of numeracy and literacy. Purchase literature circle sets, library resources, and other print materials. Supporting teacher participation in DELF administration or marking sessions. Teacher release time for the co-creation of learning resources.
Cultural Activities	<ul style="list-style-type: none"> Provide online, in-school and out-of-school activities involving French-speaking communities and organizations. Planning for school-wide cultural activities. Work with Canadian Parents for French's <i>Culture en Classe</i> program to book cultural presentations. Arrange for collaboration between schools and school authorities around cultural activities. Subsidize student travel, TTC expenses for teacher chaperones, and/or fees on school-organized cultural field trips within B.C. and Canada. Hire a French Teaching Assistant from France and use OLEP funding to support additional associated expenses like salary top up, acquiring cultural resources for presentations, etc. Top up Odyssey Language Assistant's salary or cover other expenses with associated cultural or learning activities.

Teacher Retention and Professional Learning	<ul style="list-style-type: none"> • Provide meaningful, research-based professional learning support to teachers, administrators and support staff through online modules, job-embedded professional learning and coaching, professional learning activities, sessions, conferences, etc. • Purchase teacher resources that are specific to FI. • Provide release time for teachers and administrators to participate in professional development activities. • Bring an educational presenter to a school or district to offer local professional learning opportunities. • Offer a mentorship program for teachers new to teaching French and cover expenses relating to associated teacher release time. • Support mentorship between FI and Core French teachers. Provide Core French teachers with opportunities to learn about existing program resources. • Maintain or expand formal partnerships to support French language programs. Encourage collaboration between school districts and educational organizations.
Staffing and Recruitment	<ul style="list-style-type: none"> • Recruitment of qualified French teachers and other educational personnel. • Pay staffing expenses associated with hiring a French teacher coordinator. • Pay staffing expenses associated with hiring a French administrator coordinator.
Program Growth and Student Retention	<ul style="list-style-type: none"> • Promotion and marketing of early and late FI programs. • Promotion of the benefits of English-French bilingualism. • Add courses/classes to secondary programming. • Open or expand Early & Late-entry FI programs. • Teacher release time to support FI student transitions between grades and/or schools. • Hosting FI information or orientation events for parents. • Supporting student clubs, leadership opportunities, and other key events to develop students' sense of belonging in the French learning environment.

Educational Staffing

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

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

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

Examples:

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

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

APPENDIX C MINISTRY REQUIREMENTS

MINISTRY of EDUCATION POLICY for FRENCH IMMERSION

The Ministry of Education Policy for French Immersion is provided below.

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

Ministry Policy Statement

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

Rationale or Purpose of Policy

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

Policy in Full

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

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

French Immersion Program Content

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

Pupil Eligibility

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

Having established a program, school districts should promote the program and recruit students. Should enrollment become insufficient, school districts should consult parents to find solutions. If there is no resolution to the problem, the district should give at least one year's

notice to parents of any changes contemplated to permit full discussion and to allow parents time to consider alternatives for their children.

Financial Support

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

Procedures Related to Policy

To qualify for French Immersion funding, boards of education must follow the Ministry’s policies and the procedures set out in this section.

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

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

***Coast Mountains School District offers the Early French Immersion program model.*

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

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

Early French Immersion

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

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

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

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

Secondary French Immersion

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

Transportation

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

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

Learning Resources and Pupil Services

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

Teachers of French Immersion

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

For the purposes of communication in English within the school and with parents, teachers in these programs are expected to also have a good working knowledge of English.

Post-secondary training in a particular subject is a minimum criterion for teaching that subject at a secondary level, whether the subject is taught in English or in French.

Principals of French Immersion Schools

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



MEETING AGENDA ITEM #7.1

Action: Information: X
Meeting: Regular Meeting Date: February 25, 2026
Topic: Letter of Support for Hazelton French Immersion Program

Background/Discussion:

The Board has received the following correspondence in support of the continuation of the Hazelton French Immersion Program:

- Letter from Angelique Lalonde, dated February 18, 2026
- Letter from Kevin Koch, dated January 23, 2026
- Letter from Canadian Parents for French – Hazelton’s Chapter (Bryana Jack, President), dated December 2, 2025

The correspondence expresses support for the continuation of French Immersion programming in Hazelton and reference’s themes of educational equity, student opportunity, enrolment stability, and community impact.

This correspondence is provided for the Board’s information in conjunction with Item 6.1 – Hazelton French Immersion Program Review.

Recommended Action:

For information only; no action required.

Presented by: Board Chair

External Mail: Letter of Support for the Hazelton French Immersion Program

From Angelique Lalonde <alalonde@rrdfp.ca>
Date Wed 2026-02-18 10:34 AM
To Tina McDonald <Tina.McDonald@cmsd.bc.ca>

You don't often get email from alalonde@rrdfp.ca. [Learn why this is important](#)

*** External message. Do not click links, open attachments, or reply unless you recognize the source.

Dear Board of Education Trustees of School District No. 82,

I am writing to express my support for the continuation of the Hazelton French Immersion Program. I currently have two children enrolled in the program, grades 2 and 5 and both have expressed distress and discouragement that their studies in French may be cut short if the program is cancelled. This process has been a source of stress for our family this year as we navigate all the many decisions and commitments of life in a rural and remote community.

I was able to attend one of the consultation meetings, but unable to attend some of the follow-up meetings because of scheduling challenges being a single parent, but have stayed informed through other parents and through participation in the MGA PAC and communications from the Canadian Parents for French, Hazelton Chapter.

As expressed in the letter of support from the Canadian Parents for French, Hazelton is a unique community that consistently faces equity challenges in accessing resources. I face this daily in my work for the Divisions of Family Practice, Coordinating primary care services in the community, and have seen it over and over again with past work in non-profit organizations for literacy and food security. Once resources are removed from the community, we must fight to see additional resources coming to take their place. Part of my role is in the recruitment and retention of family physicians and nurse practitioners to the community. The French Immersion program is one small way that Hazelton attracts medical professionals and other working professionals to the community. The instability in the program following drops in registration during and after the pandemic has been a factor in medical professionals choosing to settle in neighboring communities rather than Hazelton. The loss of this program will further disadvantage the community in attracting and retaining medical and education professionals to the Hazeltons. It will also interrupt the education of those students already enrolled and certainly impacts my own choices as a parent about whether or not to consider moving out of the community so that my children can continue their bilingual education.

As a French-speaking parent with children in this program, I routinely support in ways I am able. Almost all of the parents on the PAC at MGA have children enrolled in French Immersion. Parents with children in the French Immersion program are committed to supporting the entire school system. I have consistently volunteered my time to judge Concours over the last decade, even prior to having children enrolled in the school. I see the pride and the community celebration and diversity this brings to the school. It gives kids who grow up in an underserved area something to take with them in the larger world that is an advantage.

While I understand the economic challenges that have been put forth in favour of cancelling this program, economics alone fail to take into account the broader ripple effect for the community if this program is cancelled.

Commitment to stability of this program and continued fostering of the existing strengths of the committed teachers, students, and parents who have put so much into this program would go a long way in encouraging more parents to enroll their children in the program.

Thank you for your thoughtful consideration and commitment to all students and families in the School District,

Sincerely,



Angelique Lalonde

Angelique Lalonde, PhD (she/her)
Hazelton Chapter/PCN Coordinator
Rural and Remote Division of Family Practice
M 250.842.8513 | **E** alalonde@rrdfp.ca
<http://www.divisionsbc.ca/>

Follow us on X & Facebook

Grateful to live and learn on unceded, ancestral, and traditional Gitxsan and Wet'suwet'en territories.

Subject: Letter of Support for the Hazelton French Immersion Program

Dear Board of Education Trustees of School District No. 82,

I am writing to express my strong support for the continuation of the French Immersion program in Hazelton. As the Board considers the future of this program following recent community consultations, I respectfully urge you to recognize its importance to our students, families, and the broader Hazelton community.

Hazelton is a smaller community within the district, and while our enrollment numbers may not be as high as those in larger centres, our children deserve equitable access to the same educational opportunities. Maintaining the French Immersion program in Hazelton ensures that students here are not disadvantaged due to geography or population size. Equity in education means providing meaningful opportunities for all students, regardless of where they live.

The uncertainty surrounding the potential removal of the French Immersion program has already had a significant impact. Families have left the program out of concern for its sustainability, and new registrations have declined due to the possibility that it may be discontinued. This cycle has contributed to the current enrollment challenges and does not accurately reflect the true level of community support or interest in French Immersion.

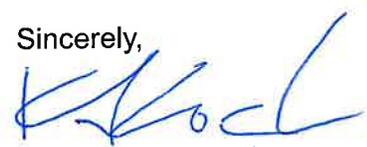
The program itself is deeply valued in Hazelton. It supports the learning and development of students by offering the well-documented cognitive, academic, and social benefits of second-language learning. Beyond these benefits, the presence of a French Immersion program strengthens our community as a whole. Many professionals and families choose to live and work in communities that offer diverse and high-quality educational options for their children. The French Immersion program plays a meaningful role in attracting and retaining such families in Hazelton.

While I understand the financial challenges associated with staffing and enrollment, I encourage the Board to consider the long-term impacts of removing this program. Once lost, programs such as French Immersion are extremely difficult to rebuild. Maintaining the program provides stability, restores confidence for current and prospective families, and demonstrates a commitment to educational equity within School District No. 82.

The children currently enrolled in the Hazelton French Immersion program deserve the opportunity to continue their education without disruption. They deserve access to the lifelong benefits that bilingualism provides. I respectfully ask the Board to support the continuation of the French Immersion program in Hazelton and to work collaboratively with the community to ensure its sustainability.

Thank you for your time, thoughtful consideration, and commitment to the students and families of School District No. 82.

Sincerely,


KEVIN KOCH

Jan 23/2026



December 2, 2025

Dear School District Trustees and School District Leadership,

On behalf of the Canadian Parents for French Hazeltons branch, we wanted to ensure that our voices are heard. We recently held an AGM and reinstated our branch in the Hazeltons. Working with CPF former treasurer, Andrea Vickers and former board members, we are organizing French-language events to support our French-language learners. We hope to continue exploring the possibility of an exchange program with College Saint Charles Garnier in Levesque, Quebec. We will continue to fundraise for additional language-learning support and meetings with AFFNO. We want to work with local French speakers to support our current students with extra language-learning resources.

We want to be clear, ***we do not want any reduction in French Immersion programming for all students currently enrolled in French Immersion in the Hazeltons on Gitxsan territory.*** The Parent Advisor Committee at Majagaleehl Gali Aks also supports this action: no reduction of French Immersion for learners currently enrolled.

We would like all currently enrolled learners in French Immersion to have the opportunity to graduate with a Dual Dogwood Diploma, and we, as an organization, want to support the School District in helping students achieve this goal through extra language classes, organizing exchanges to Quebec and other French-speaking places. ***We want the School District to grandfather/grandmother all current French Immersion students into a pathway of obtaining their Dual Dogwood if they choose to do so.*** We do not want to attend consultations between now and 2030 and beyond because of a flawed process that has affected **generations of families** in the Hazeltons.

Recently, a grandmother of French Immersion granddaughters at MGA shared that her two sons graduated from Hazelton High School and completed French Immersion. She shared that she and her friends had to travel to Kitimat and Terrace back in the day to advocate for the continuation of the French Immersion program. This grandmother with much emotion let us know that French Immersion opened so many opportunities for her two sons: internships, jobs, and lifelong friendships and exchanges. Her sons graduated from HSS two decades ago!

Our communities have been through French Immersion consultations since the 2000s, and additionally in 2017/2018; 2023 at MGA, 2024/2025. We have copies of all media releases related to these consultations.

We want to support the School District with extra French Language activities so that our learners can be successful in their goals of language immersion, speaking a second language, and graduation with a Dual Dogwood Diploma. We are extremely grateful to our teachers in the Hazeltons who are committed to supporting language learning, including the Gitxsenimx language.

As was noted at the School Board presentation on October 29th, Lynzee Nyce, a Gitksan language teacher at New Hazelton Elementary School and graduate of French Immersion from Hazelton High School shared that French Immersion helped her learn Gitksan later in life because the languages have a similar grammatical structure.

We are an active, passionate board of enthusiastic parents who want our students and learners to have equitable opportunities to learn a second language.

We want to see the School District work cooperatively with us to achieve a common goal. Many of our French Immersion graduates over the years have achieved great success. We want to highlight this success and this program.

Warmest regards,

Canadian Chapter for French 2025-2026 Board of Directors

*Bryana Jack
Christine Anonuevo
Kassie Loring
Jen Loring-Zyp
Selina Stoeppler*



MEETING AGENDA ITEM #8

Action: Information: X
Meeting: Regular Meeting Date: February 25, 2026
Topic: **Superintendent of Schools' Monthly Report – February 2026**

Background/Discussion:

Attached for reference is the Superintendent of Schools' Monthly Report for presentation at the February 25, 2026, 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:

Information only; no action required.

Presented by: Superintendent of Schools

Superintendent's Report to the Board

February 2026



A Message from the Superintendent

Ama Sah / Good Day,

February has been a month marked by both deep reflection and meaningful connection across our district. First, I would like to acknowledge the tragedy in Tumbler Ridge. Our hearts are with the students, families, staff, and the broader community as they navigate this incredibly difficult time. On behalf of Coast Mountains School District, we sent a care package to the community and to the Peace River South School District Board Office as a small gesture of solidarity and support. In moments like these, we are reminded that as public education communities across British Columbia, we are connected.

I want to reassure parents and families that the safety and well-being of students remains our highest priority. This month, we have included a featured article outlining our safety procedures in practical terms — what they look like in schools, how we respond in emergencies, and the systems in place to ensure students are cared for. While we hope never to face crisis situations, we continually review and practice our protocols so that staff and students are prepared.

I would also like to thank our school and district staff for their thoughtful and timely response in putting additional supports in place for students and staff who required them. Counsellors, administrators, teachers, and support staff worked collaboratively and compassionately to ensure care was available where needed. Your professionalism and care make a difference.

Over the past month, I have continued visiting schools and witnessing firsthand the learning and extracurricular opportunities taking place across the district. At Nechako Elementary, I was inspired by the creativity and depth of understanding demonstrated in students' solar system projects — the pride in their work was evident. At Suwilaawks Community School, I was invited to learn about Hobiye. The student leaders who facilitated information sessions for their peers were exceptional. They spoke with confidence, shared knowledge generously, and answered questions thoughtfully. It was a powerful example of student voice and leadership in action.

Schools across the district also hosted cultural events and community gatherings, welcoming families and community members into our learning spaces. Several of our secondary schools held career fairs this month, providing students with opportunities to speak one-on-one with colleges, universities, and local employers. These experiences help students envision their futures and see the pathways available to them.

I would like to extend sincere appreciation to the many staff members and community volunteers who serve as coaches, mentors, and organizers for extracurricular activities — including athletics, fine arts, clubs, and leadership initiatives. These opportunities build positive connections to school, foster belonging, and support students' overall well-being.

As we move forward, we do so with care and steadiness. Maintaining routines, relationships, and a strong sense of connection is important for our students. Together, we will continue to support one another, focus on learning, and ensure our schools remain places where students feel safe, valued, and inspired.

Thank you for your continued partnership and commitment to the children and families we serve.

With gratitude and appreciation,

Tracey MacMillan
Superintendent



Upcoming Dates:

March 11-12 – Early Dismissal
March 16-27 – Spring Break
April 3 – Good Friday
April 6 – Easter Monday
April 24 – Non-Instructional Day

Superintendent's Report to the Board

February 2026



Snowshoes and Smiles: Thornhill Embraces Winter Learning

Thornhill Elementary School is taking advantage of the snow while they can! Thornhill received a big dump of snow, giving students the chance to experience a traditional mode of transportation firsthand. As part of their learning about traditional living and ways to enjoy extreme weather, students strapped themselves in snowshoes and headed out across the field. It was an exciting and memorable experience, and we're hoping for more snow so the adventure can continue!



Pictured above: A snowy adventure for Thornhill Elementary students learning outdoors.

(With appreciation to Surinder Dhaliwal, Principal, Thornhill, Elementary School, for these contributions.)

Coming Together: Thornhill's School-Wide Breakfast Celebration

Thornhill Elementary School recently enjoyed a school-wide breakfast, with everyone being served in the kitchen and then eating together in the gym. This special event was made possible by the generosity of parent volunteers, teachers and EAs, and our food coordinator, who put in extra time to make it all happen. The students loved sharing a group breakfast, and it was a wonderful way to build community at our school.

Pictured right: A delicious community breakfast brings Thornhill Elementary together, thanks to the hard work of volunteers and staff.



Sly Stanley's Good News



Sly Stanley has really started to engage with community supports, while also seizing opportunities to grow and challenge himself via our new CMSD Outreach Program. Sly is consistently engaging with our weekly Outreach group, housed at Kermode on Kalum Street. Sly is interacting with peers, advocating for himself, and participating in cultural activities designed to foster a sense of self and community. Most recently, Sly has agreed to participate in the Infuse/Inspire youth entrepreneurship and leadership program offered to our youth through Kermode Friendship Society. Sly will be building a community based project to support those in Terrace. Through this program, Sly will receive a \$2500 grant to establish his project and see it through to fruition in community. Upon completion, Sly will receive a \$4200 payment for his successful participation and engagement. Way to go Sly! We are so lucky to get to walk along side you and support you as you continue to grow and develop in ways that serve our North Coast community. *(With appreciation to Zack Frankel, Vice Principal, Graduation Success Advisor/Outreach Program-Terrace, for this contribution.)*

Superintendent's Report to the Board

February 2026



It Takes a Village at Bear Valley School



At Bear Valley, we are continually reminded that it truly **takes a village** to support our students, both in their learning and in their well-being.

One of the highlights each month is our partnership with the RCMP. On the last Thursday of every month, members of our local detachment come into the school to prepare and serve a pancake breakfast for all students. This has quickly become a favourite tradition. The smiles, conversations, and relaxed atmosphere help build strong, positive relationships, and these interactions foster trust between our students and the RCMP, an invaluable connection for a small community like ours.

We are also incredibly grateful for our ongoing partnership with the Stewart Community Connections Society. Their support of our Foods program has been exceptional. In the past, they funded the purchase of six new stoves, helping us modernize and improve our kitchen classroom. Most recently, they generously donated **\$12,000** toward the purchase of a greenhouse to enrich student learning, promote local food production, and support long-term sustainability initiatives. This funding will also help us purchase equipment needed for our breakfast and lunch programs, ensuring we can continue to provide nutritious meals to students throughout the year.



These community partnerships make an enormous difference. Without the support of our village, our RCMP, our community organizations, and our families, we would not be able to do what we do: fill our kids' bellies with good food, create meaningful learning opportunities, and strengthen the sense of belonging that makes Bear Valley such a special place.

Thank you to everyone who continues to stand beside our students. Together, we make great things happen.
(With appreciation to Jocelynn Drew, Principal, Bear Valley School, for this contribution.)

Honouring Cultural Background Through Artistic Expression: Kitimat City High

Cherish Nyce of Nisga'a and Cree ancestry has enriched our school community by honoring her cultural background authentically through her artistic expression. Cherish was given an opportunity by her Art teacher, Katherine Bell, to produce a piece of artwork as a legacy to Kitimat City High.

Her work displays creativity, skill, imagination and courage. Thank you, Cherish, for having the courage to tell stories, preserve traditions, and to explore new ideas.

Cherish explains what the design that she has created means to her: *"Each of the crests represents important teaching and responsibility that have been passed through generations. Each of the crests hold a meaning that connects me to my ancestors and my culture. This painting represents who I am. Me painting the crest on the door represents me showing pride in where I came from. Each of the crests reminds me that I am part of something that is bigger than myself, something that has existed long before me and will continue to exist after me. By painting the tribes, I am expressing belonging, respect and importance in my school."*



Pictured Above: Student, Cherish Nyce beside her four-clan door design which will be completed by March 2026

(With appreciation to Nancy Tormene, Principal, Kitimat City High, for this contribution.)

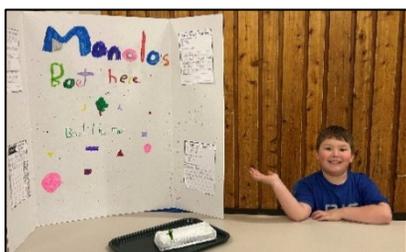
Superintendent's Report to the Board

February 2026



Scientific Inquiry, Innovation, and Inclusion at Kitwanga Elementary

The Kitwanga Elementary School Science Fair was a vibrant celebration of scientific inquiry, creativity, and student achievement. We showcased 2 different fairs, a Primary Fair for Grades K-3, and an Intermediated Fair for Grades 4-



7. The event showcased a wide range of student-led projects that reflected curiosity, critical thinking, and hands-on exploration across multiple scientific disciplines. Students confidently presented their work, demonstrating not only their understanding of scientific concepts



but also their ability to communicate ideas clearly and thoughtfully to peers, students from Gitwanga Elementary School & Gitanyow Elementary School, educators from all the schools, and many community members.

Overall, the science fair successfully celebrated exploration, perseverance, and success. It reinforced the idea that science is inclusive, collaborative, and deeply connected to community and culture. By recognizing student effort and growth the event strengthened a shared commitment to equity, respect, and excellence in science education.

(With appreciation to Kassia Nameth, Principal, Kitwanga Elementary School, for this contribution.)



Grade 6 Students Leading by Example at Suwilaawks

At Suwilaawks, leadership isn't just a title — it's something we live every day. Our Grade 6 leaders quietly and confidently help shape the heart of our school, from welcoming our newest Kindergarten students to running morning routines, fitness stations, and clubs with patience and pride. They serve breakfast and lunch, organize spirit days, and step up to lead some of our most meaningful gatherings — Christmas concerts, Remembrance Day ceremonies, and Hobiye celebrations. They also join volleyball and basketball teams, bring creativity and thoughtfulness into classrooms and clubs, and push themselves to reach high standards in their literacy and numeracy goals. Through it all,



they remember they are still kids — laughing, learning, growing — and leading the way by example. While all 330 of our students shine in their own ways, these leaders show our younger learners what responsibility, generosity, and community truly look like.



(With appreciation to Pam Kawinsky, Principal, Suwilaawks Community School, for this contribution.)

“Work Hard, Be Kind, Have Grit and Make Yourself Proud” are our words from Suwilaawks.

Superintendent's Report to the Board

February 2026



Hobiye Learning and Celebration at Suwilaawks

Suwilaawks Community School marked Hobiye through thoughtful student leadership and meaningful cultural learning opportunities initiated by school administration and staff.



Grade 5/6 student leaders facilitated small classroom presentations for Kindergarten, Grade 1, and Grade 2 students, sharing their learning about the significance of Hobiye in an age-appropriate and engaging way. These sessions demonstrated both the depth of student understanding and the confidence students are developing as leaders within the school community.



Pictured Above (left to right): Tracey MacMillan, Superintendent; Student Leaders, Brandy Engdahl, Teacher, Catherine Eagles, Teacher, and Donna Mortimer, Director of Indigenous Education.

The school community also gathered for a Hobiye Assembly led by a former Suwilaawks student. Students partnered with younger peers from Kermode, reinforcing mentorship, pride, and community connection. The assembly reflected the intentionality and care students brought to their learning, as well as the importance of Indigenous cultural celebration within the school.

This celebration highlights Suwilaawks' continued commitment to honouring Indigenous knowledge, fostering student leadership, and strengthening community connections through meaningful learning experiences. *(With appreciation to Lindsay Harder, Executive Assistant, for this contribution.)*

Careers Fair – Hazelton and Caledonia Secondary Schools



Pictured Above (left to right): Donna Mortimer, Director of Indigenous Education, sets up for the career fair in Hazelton.

Office of the Gitanmaax hosted a *Get Connected Career Fair* for Hazelton Secondary School and the community designed to support students and job seekers in exploring educational and career pathways. Employers, post-secondary institutions, and support agencies were invited to showcase opportunities and connect directly with students as they consider their next steps.



Pictured Above (left to right): Dan Hamel, Principal, NTETC, Stephanie Stacey, Teacher, NTETC, Stepheny Vossen, NTETC.



Pictured Above (left to right): Stephany Vossen and Kim Hoekstra (NTETC) share information with interested students.

Caledonia Secondary hosted the *Strengthening Connections Education Fair*, welcoming Indigenous recruiters and advisors from post-secondary institutions across B.C. Students in all grades explored a range of education and career pathways, connecting directly with representatives from colleges, universities, and medical programs to support their future planning.



Pictured Above (left to right): Donna Mortimer, Director; Violet Lillie, Caledonia Student, Tracey MacMillan, Superintendent, Julia Nieckarz, Director.

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

Superintendent's Report to the Board

February 2026



Solar Time at Nechako Elementary



Superintendent MacMillan congratulates the class on their Solar System Projects.



I am incredibly proud of my Grade 6 class for the outstanding effort they put into creating their model representations of the Solar System. As part of our exploration of the wonders of the Solar System, each student worked diligently to design and build a model that reflected both their understanding and their unique creativity.

Using impressive imagination and talent, the students crafted meaningful and expressive representations of the planets. Their attention to detail and enthusiasm for learning truly shone through every project. Beyond the models themselves, each student confidently presented their work to the class, strengthening their public speaking skills and developing greater confidence and presence.

The display of their projects captured the attention of many viewers and sparked excitement among other students in the school. It was wonderful to see their hard work recognized and celebrated by the wider school community.

I would also like to extend a heartfelt thank you to all the parents and guardians who supported their children throughout this enriching learning experience. Your encouragement and involvement made a meaningful difference. *(With appreciation to David Mills, Principal; and Tammie Thomas, Grade 6 Teacher, Nechako Elementary School, for their contribution.)*

Recruitment & Retention Update:

Recruitment and retention remain key priorities for Coast Mountains School District. Our Human Resources team, alongside Principals, Vice-Principals, and district leadership, has been travelling across Canada to connect with new graduates and experienced educators interested in joining our schools and communities.

This winter and spring, district representatives are attending recruitment fairs at:

- January 12, 2026 – Queen's University
- January 16, 2026 – University of Victoria
- January 23, 2026 – University of Regina
- January 23, 2026 – University of British Columbia
- January 24, 2026 – Mount Saint Vincent University
- January 26, 2026 - University of Regina
- January 26, 2026 – Vancouver Island University
- January 29, 2026 – University of Winnipeg
- January 29, 2026 – University of Alberta
- January 30, 2026 – York University
- February 2, 2026 – University of New Brunswick
- February 4, 2026 – Université de Moncton
- February 17, 2026 – University of Manitoba
- March 11, 2026 – University of Windsor
- April 24, 2026 – Apply to Education, Toronto



Pictured Above: Toni Craig, Vice-Principal of Caledonia, at the University of Alberta



Pictured Above (left to right): Dr. Anthony Card, Dean of Education, Mount Saint Vincent University; and Superintendent Tracey MacMillan



Pictured Above: Tina McDonald, District Principal at Université de Moncton

Superintendent's Report to the Board February 2026



We are actively recruiting qualified K–12 teachers across all subject areas, as well as educators with specialized training in Inclusive Education, French Immersion, Counselling, and Trades. Hiring fully qualified educators strengthens instructional quality and supports long-term stability in our schools.

The photos included in this report highlight members of our Human Resources team, school administrators, and district leadership representing CMSD at job fairs across Canada. We extend our sincere thanks to our HR team for their energy, organization, and commitment to this important work.



Pictured Above: Kassia Nameth, Principal of Kitwanga Elementary, at University of Regina.



Pictured Above (left to right): Director Phillip Barron & UVIC Student



Pictured Above (left to right): Director Kiran Bath & Director Julia Nieckarz



Pictured Above: Ryan McCann, Vice-Principal, Hazelton Secondary School at Queens University

Athletic Excellence: Grade 11 and 12 Boys Basketball at Caledonia

The Caledonia Kermodes hosted Shawnigan Lake School, an independent boarding school located on Vancouver Island, in a competitive and spirited matchup. The Grade 11 and 12 boys team secured an impressive 81–51 victory, demonstrating strong teamwork, preparation, and sportsmanship throughout the game.



Pictured Above (left to right): Coach & Vice-Principal Matthew Lowdnes, Principal Joe Dominguez, Vice-Principal Toni Craig, and Kermodes Mascott,

The boys delivered an exceptional performance, showcasing impressive athleticism, discipline, and composure on the court. Their communication, court awareness, and confidence reflected both individual talent and collective commitment. It was inspiring to witness the depth of skill within the program and the pride with which they represented their school.

Vice Principal Toni Craig and Joe Dominguez, International Student Program Administrator, served as referees, reflecting the collaborative spirit and staff engagement that support student athletics within the school community.



highlights from the game are shared to celebrate this achievement and the vibrant school spirit on display.



Pictured Above (left to right): Executive Assistant Lindsay Harder, Superintendent Tracey MacMillan, Kermodes Mascott, and Coach / Vice-Principal Matthew Lowdnes.

Superintendent's Report to the Board

February 2026



Compassionate Systems in Coast Mountains School District

Joanne Schroeder recently spent three days in our school district supporting and strengthening our ongoing work in Compassionate Systems Leadership. During her visit, Joanne collaborated closely with the District Education Team, engaging in thoughtful dialogue focused on deepening our shared understanding of compassionate leadership practices and how they can meaningfully support students, staff, and school communities. She also presented to the Board of Trustees, providing valuable insight into how systems grounded in compassion, relationships, and coherence can help guide sustainable improvement and positive outcomes across the district.



Pictured Above (left to right): Superintendent Tracey MacMillan, Director Phillip Barron, Joanne Schroeder, and Director Donna Mortimer.

In addition to her work at the system level, Joanne spent a full day alongside staff at Uplands Elementary, working directly with educators to explore practical ways to embed compassionate systems thinking into daily practice. Her visit concluded with a professional learning session on the district professional development day, where a large group of teachers from across the district came together to reflect, learn, and engage in collaborative conversations. The session reinforced our collective commitment to creating learning environments where relationships, well-being, and a shared sense of purpose remain at the center of our work with students and one another. Participants shared highly positive feedback, noting the relevance and practical impact of the learning, and many expressed appreciation for the opportunity to pause, reflect, and reconnect with the values that guide our work in education.



Pictured Above (left to right): Joanne Schroeder with Teachers Heidi Siebring, Kara Frederickson, Tina McKay, Karen Ting, and Jill Dams.

(With appreciation to Phillip Barron, Director of Instruction, for this contribution.)



Pictured Above: Joanne Schroeder presenting to the Board of Education during the January Regular Board Meeting.



Pictured Above (left to right): Joanne Schroeder, Principal & CMAA Vice President Julia Jacobs, and Superintendent Tracey MacMillan.

Superintendent's Report to the Board

February 2026



Acknowledging Our Veterans and Community Volunteers – Remembrance Day Ceremonies at Skeena Middle School and Across the District Monday, November 10, 2026 A Follow-Up of Gratitude



From Left to Right:

Tina McDonald – District Principal, Coast Mountains School District
Donna Mortimer – Director of Instruction, Coast Mountains School District
Ashley Gomes – Air Cadet LAC and Grade 9 student at SMS (Skeena Middle School)
Holden Millar – Air Cadet Sergeant and Grade 9 student at SMS
Mason Chadwick – Air Cadet Flight Corporal and Grade 8 student at SMS
Andrew Johnstone – Member of the Terrace Fire Department
Constable Kelly Cates – Terrace Detachment of the RCMP
Sergeant Rob House – Terrace Detachment of the RCMP
David Wells – Elder from the Kitselas First Nation
Sean Bujtas – Mayor of Terrace
Steve Chant – Member of the Canadian Rangers, retired Corporal
Constable Angie Wouters - Terrace Detachment of the RCMP
James Kester – Member of the Canadian Rangers
Tyler Burrows – Master Corporal, ammunition technician, served in Afghanistan and throughout Canada
Kevin Fawdrey – Bombardier, Canadian Artillery Regiment, served in Bosnia
Chris Gair – Master Corporal in the Canadian Rangers
Tracey MacMillan – Superintendent, Coast Mountains School District
Phillip Barron – Director of Instruction, Coast Mountains School District

Missing from the Photo:

Dakota Williams – Indigenous Veteran who served in the Royal Artillery
Derek van der Kolk – Sergeant, Dutch Army

The volunteer group pictured above and listed previously commits each year to participating in Remembrance Day ceremonies in schools. Many of the representatives take time off work, often without pay, to be present and support these ceremonies. Their contribution to schools in the Terrace area is incredibly valuable, as it allows students and staff to put a human face to the sacrifices that are spoken about and honoured on Remembrance Day. We cannot thank these volunteer representatives enough for their ongoing commitment and meaningful participation in our school ceremonies.

For over 20 years, schools in the Terrace area have participated in an organized schedule that ensures volunteer representation at Remembrance Day ceremonies. This group includes veterans and current members of the Canadian Armed Forces, the RCMP, Canadian Rangers, the Terrace Fire Department, and other service organizations. In recent years, schools have been contacted in advance of Remembrance Day to coordinate representation, most recently by

Superintendent's Report to the Board

February 2026

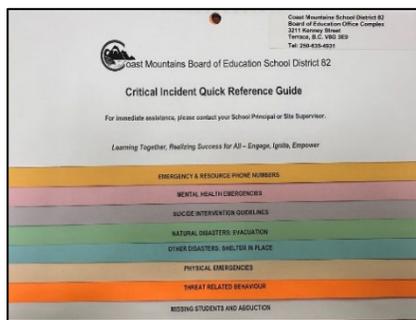


Steve Chant, and previously by Chris Gair. What began many years ago with just two schools in Terrace has grown through strong personal connections and a shared desire to include both retired and active service members in school ceremonies.

Today, this dedicated group supports Remembrance Day ceremonies in all Terrace area schools and has expanded its reach to Kitsumkalum, Kitwanga, and Hazelton. The volunteer group has grown from just two or three individuals visiting schools to a broad representation that now includes members of the Terrace RCMP Detachment, Fire Department, Ambulance Service, and the Canadian Armed Forces.

On behalf of Coast Mountains School District, we extend our sincere gratitude to each of these veterans, service members, and community volunteers. Your presence, your service, and your continued commitment to our schools ensure that Remembrance Day remains meaningful, personal, and deeply respectful for students and staff. We are truly grateful.

Student Safety and Well-Being in Coast Mountains Schools



The safety and well-being of students and staff remain our highest priority. We recognize that recent events in other communities may raise questions for families about what safety looks like in our schools. We want to reassure you that Coast Mountains School District has clear procedures in place and that our schools work closely together to ensure students feel safe, supported, and cared for each day.

In the Fall of 2025, all schools received an updated *Critical Incident Quick Reference Guide* flip book. This guide outlines clear steps for school administrators and staff to follow in a variety of situations, including medical emergencies, natural disasters, threat-related situations, and mental health concerns. Schools review these procedures with staff and conduct regular drills throughout the year so that responses are calm, organized, and appropriate if ever needed.

Our schools also work in partnership with local RCMP detachments, emergency responders, and community agencies. These relationships are important and ensure coordinated, timely responses should support ever be required.

Beyond emergency procedures, we know that conversations with children and youth are equally important. Teachers have access to Ministry-provided resources that support age-appropriate discussions with learners when events in the broader world may feel unsettling. Recently, these resources were provided by the Ministry of Education and Child Care and Safer Schools Together and were distributed to all Coast Mountains School District schools. The resources included:

- Letter – Tumbler Ridge – Resources for Families (for families)
- 2025 Traumatic World Events – Tips for Teachers: Primary (2026)
- 2025 Traumatic World Events – Tips for Teachers: Intermediate (2026)
- 2025 Traumatic World Events – Tips for Teachers: Secondary
- Mental Health Resource List – January 2025 (for families and staff)

These materials guide educators in responding thoughtfully, helping students process information in developmentally appropriate ways, and recognizing when additional support may be beneficial.

Superintendent's Report to the Board

February 2026



We are also currently reviewing and updating district safety-related policies and administrative procedures to ensure they reflect current best practices. As part of this work, we will be taking inventory of school site access and visitor processes, including entry points and locked-door practices during instructional hours, to ensure consistency across all schools while maintaining welcoming learning environments.

Mental health and emotional well-being are central to student safety. In addition to the Ministry resources shared above, Coast Mountains School District has several local supports and structures in place to care for students and staff:

- **Coast Mountains School District Outreach Poster** (*Outreach Poster – Green*), highlighting local community mental health resources available to youth and families, including a QR code for easy access and a 5-4-3-2-1 grounding strategy for moments of stress.
- **District K-12 Mental Health & Well-Being Plan 2024-2027**, which guides our coordinated and proactive approach to student well-being across schools. [CMSD82 | Coast Mountain School District No. 82](#)
- **CPI (Crisis Prevention and Intervention) Training**, made available to Principals and Vice-Principals, teachers, counsellors, Learning Resource Teachers, and Education Assistants who work with complex learners. This training supports safe, respectful, and preventative responses to escalated situations.
- **Terrace and Kitimat Situation Tables**, where district staff meet regularly with community partners — including Education, Northern Health, RCMP, MCFD, and other local agencies — to collaborate, share information appropriately, and coordinate support for students and families when needed.

These layered supports reflect our belief that student safety includes not only physical preparedness, but emotional well-being, strong partnerships, and coordinated care.

We remain deeply appreciative of our school and district staff who respond with care, professionalism, and compassion. Maintaining routines, strong relationships, and positive connections to school is one of the most powerful ways we support students during uncertain times.

If you ever have questions or concerns, please reach out to your school principal or the District Office. We are here to support you and your family.

Sincerely,
Tracey MacMillan
Superintendent of Schools



Be S.A.F.E.R. Online

Before you do *anything* online, ask yourself...is it S.A.F.E.R.?

S

Smart: Am I using what I know to stay safe online - like checking my privacy settings and keeping my information private?



A

Age Appropriate: Am I spending time in online spaces that are made for kids my age?



F

Fair: Am I treating others the way I would want to be treated?



E

Encouraging: Am I using kind and uplifting words?



R

Risky: Am I making choices that put me or others at risk? How will my choices affect me in real life?



If you're not sure, **talk to a trusted adult.** Everyone deserves to be safe online and in real life.



There Is Support For MENTAL HEALTH

COMMUNITY RESOURCES PDF

Need help now?

Try 5-4-3-2-1 Grounding

5 things you can see

4 things you can touch

3 things you can hear

2 things you can smell

1 things you can taste



SCAN HERE

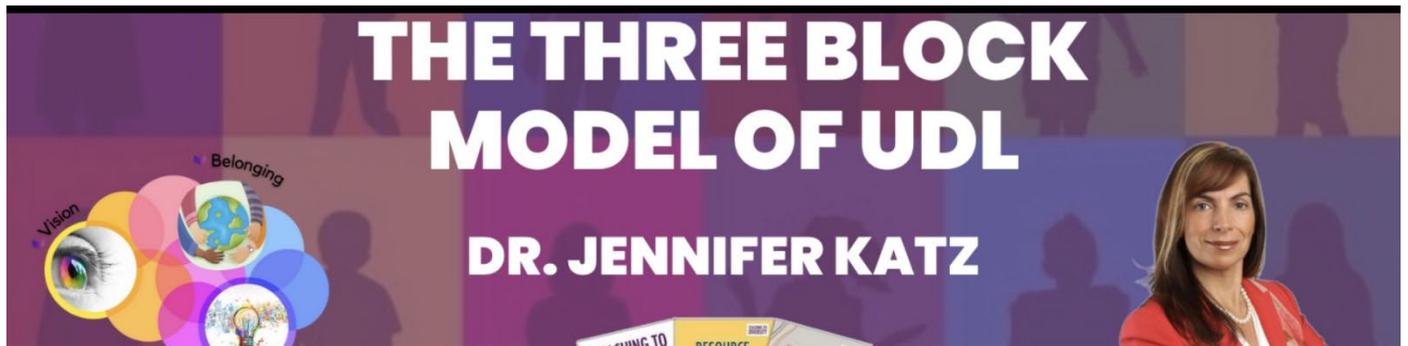




We are dedicated to preventing the sexual exploitation and human trafficking of children and youth in British Columbia. We achieve this goal through education strategies, public awareness initiatives, and family support.

THE THREE BLOCK MODEL OF UDL

DR. JENNIFER KATZ



Superintendent's Report to the Board

February 2026



Ongoing Considerations

In addition to celebrating successes, we also recognize the ongoing areas of growth our district is working through, which are outlined below to provide transparency and context for our shared journey forward.



Student Safety and Emergency Preparedness

In light of the recent tragedy in Tumbler Ridge, student and staff safety remains at the forefront of district planning and communication. Coast Mountains School District maintains comprehensive emergency response protocols and conducts regular drills to ensure preparedness across all schools.

As part of our commitment to continuous improvement, the district is currently reviewing and updating safety-related policies, administrative procedures, and communication protocols to ensure they reflect current best practices and align with provincial expectations.

In addition, we will be conducting a district-wide review of school site access and visitor management procedures, including entry points, locked-door practices during instructional hours, and public access processes. This work is intended to ensure consistency across all sites and to further strengthen our layered approach to student safety.

French Immersion (MGA and HSS)

French Immersion programming in Hazelton remains an ongoing consideration for the district. Currently, 28 students are enrolled at Majagaleehi Gali Aks (MGA) and 7 students at Hazelton Secondary School (HSS). Given these low enrolment numbers, sustainability of the program into future years is a significant concern.

On April 25, 2025, a formal notification letter was sent to Hazelton French Immersion parents and caregivers. This letter provided official notice of potential changes to the program beginning in the 2026–27 academic year. The district continues to engage with families, staff, and partners as we assess options moving forward, recognizing both the importance of program viability and the desire to offer diverse pathways for students.

A series of French Immersion community consultation meetings were held over the past several months. A final meeting took place on January 15th 2026 at Hazelton Secondary School. A report containing enrollment data and the information gathered during the consultations will be presented at the February 25, 2026 Board Meeting.

Recruitment and Retention Update

Recruitment and retention remain ongoing priorities for Coast Mountains School District. At this time of year, the district is actively recruiting to prepare for anticipated vacancies and is attending career fairs across Canada. There are not enough locally available qualified teachers to meet projected staffing needs, particularly in specialty areas such as Inclusive Education, French Immersion, Counselling, and Trades.

The district continues to post all vacancies widely and to work with post-secondary institutions to support practicum placements, which are an important pathway for future recruitment. While staffing challenges persist due to broader provincial shortages, the district remains committed to supporting schools and maintaining stability for students and families.

Superintendent's Report to the Board

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Mount Elizabeth Middle Secondary School (MEMSS) – Capital Planning Priority

Mount Elizabeth Middle Secondary School in Kitimat has been on the Board of Education's capital plan submission to the Ministry of Education and Child Care for more than ten years. While the facility remains safe for students and staff, it is an aging building requiring significant renewal.

The Board continues to advocate for major upgrades and/or replacement to ensure the school supports current and future learning needs. This long-standing capital priority has been outlined in previous Ongoing Considerations sections of the Superintendent's Reports.

Gitksan Language Immersion Program – Majagaleehl Gali Aks Elementary

The Gitksan Language Immersion Program at Majagaleehl Gali Aks Elementary is a groundbreaking step in public education, bringing Gitksanimx language and culture to life in the classroom. Led by teacher Angie Olsen, with support from Dr. Jane Smith and local Elders, learners experience a full-day immersion (Gitksanimx language) grounded in authentic curriculum and strong community partnership.

While this initiative represents a significant milestone in Indigenous language revitalization, its continued growth depends on the availability of qualified speakers of the language. The district remains committed to working closely with the Gitanmaax Band, the Gitksan Government Commission, and other local partners to build capacity and encourage language teacher training pathways. Meetings have taken place with the working group which is comprised of school district personnel, the MGA team, Elders and community partners to provide ongoing support for this program.

Individuals interested in contributing to the future of Gitksanimx education are encouraged to connect with Majagaleehl Gali Aks Elementary or the District Office to learn more about opportunities to become part of this meaningful and growing program.

Inclusive Education (Funding Formula)

The district continues to advocate for an updated provincial funding model that more accurately reflects the growing complexity and diversity of student needs. Current funding structures are tied to formal assessments and diagnoses, which limits the district's ability to allocate additional Education Assistant support for students whose needs are emerging but who have not yet been formally assessed.

As a result, while student needs continue to increase in both number and complexity, available staffing resources do not always align in a timely way. Despite these constraints, staff across CMSD continue to demonstrate creativity, collaboration, and a strong commitment to inclusive practices as they work to provide equitable learning opportunities for all students within existing resources.

Early Learning Programs

Early learning continues to be a critical foundation for long-term student success. However, insufficient provincial funding continues to impact program sustainability. The district remains concerned about the reduction of Seamless Day and Just B4 programming and the financial pressures on StrongStart operations. Advocacy for stable and equitable early learning funding remains ongoing.

Numeracy Framework

This year marks the launch of a district-wide Numeracy Framework—an important next step in strengthening student achievement in mathematics. While no Ministry funding has been designated to support this initiative, the district has been notified that LNG Canada has made a substantial contribution to support this work. This external support will

Superintendent's Report to the Board

February 2026



enable planning, foundational development, and staff leadership to move forward in a more meaningful and coordinated way.

The district remains committed to stewarding these resources responsibly and to building a numeracy framework that is sustainable, practical, and responsive to the needs of learners across CMSD.

Literacy Initiative

Our district-wide Literacy Initiative remains a cornerstone of learning improvement across CMSD. Sustained largely through the generosity of corporate sponsors, this work has enabled the use of research-based resources and professional learning to strengthen early and intermediate literacy outcomes. We continue to seek long-term funding stability to ensure the continuation of this essential work beyond sponsor cycles.



MEETING AGENDA ITEM #9

Action:		Information:	X
Meeting:	Regular	Meeting Date:	February 25, 2026
Topic:	Indigenous Education Report – February 2026		

Background/Discussion:

Attached for reference is the Indigenous Education Monthly Report for presentation at the February 25, 2026, Regular Board Meeting presented by Superintendent Tracey MacMillan.

The Indigenous Education Monthly Report will be shared with all local nations and provided for inclusion in the agenda package for the Regular Board Meeting.

Recommended Action:

Information only; no action required.

Presented by: Superintendent of Schools

Indigenous Education Report



FEBRUARY 2026





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Gratitude and Acknowledgement

This report reflects learning, cultural connection, and relationship-based initiatives that took place across the district from January through February. These efforts demonstrate our shared commitment to supporting Indigenous students through culturally grounded education rooted in identity, belonging, and community. We extend our sincere gratitude to the Indigenous Support Workers, Educators, Administrators, Elders, Knowledge Holders, and Community partners whose dedication strengthens student engagement and well-being across our schools. Through collaboration and respectful partnership, Indigenous knowledge and culture continue to be honoured as living and essential aspects of learning.

Attendance & Engagement Focus

Improving Indigenous student attendance remains a district priority. Through layered supports, including Indigenous Support Workers, small-group programming, Elders-in-Residence, cultural mentorship, and the addition of the Indigenous Outreach Worker position, the district continues to implement proactive strategies that strengthen consistent engagement and re-engagement in learning.

These efforts align with the Indigenous Education Department's goals and the District's strategic priorities. They reflect our ongoing commitment to supporting Indigenous learners academically, culturally, and socially.

Update: Gitxsan Immersion Program Working Group

Work is underway to formally establish the Gitxsan Immersion Program Working Group. An initial meeting has taken place, bringing together School Administrators, Local Education Representatives, Elders, and District staff. This gathering marked an important step in strengthening collaboration and shared understanding in support of the program.



The Working Group will focus on updating, creating, and providing ongoing support for Gitxsan language and cultural resources to assist in the continued growth and development of the immersion program. Conversations to date have supported the development of an initial plan outlining areas of focus and next steps.

Implementation of this initial plan will begin as timelines are confirmed, with continued collaboration among partners guiding the work moving forward.

A Message from the Director of Instruction, Indigenous Education



Pictured Above (left to right): Tracey MacMillan – Superintendent, Charity Spalding – Indigenous Support Worker, and Donna Mortimer – Director of Indigenous Education

Ama Sah / Good Day

It was an honour to attend the Hoobiyee N’isga’a celebration at the Suwilaawks Community School and be part of such a vibrant cultural event. I have learned, Hoobiyee marks the Nisga’a New Year and the appearance of the first crescent moon, seen as the bowl of a traditional wooden spoon, which traditionally signals the renewal of life, the end of winter, and the promise of abundance in the year ahead with the return of saak (oolichan), salmon, and more.

The celebration was filled with a beautiful performance, traditional dance and song, storytelling, drumming, regalia, and community spirit, bringing together students, families, community, and outside agencies to share in culture, connection, and joy.

Seeing the Suwilaawks students engage with these teachings and proudly represent and participate in the traditions was inspiring. Their curiosity and respect for Nisga’a knowledge, from understanding the moon’s meaning to witnessing cultural dance, reflect a deep celebration of Indigenous identity and the continuity of ancestral knowledge for future generations.

It was an honour to attend the Hoobiyee N’isga’a celebration at Suwilaawks Community School and be part of such a vibrant and meaningful cultural gathering. I have learned that Hoobiyee marks the Nisga’a New Year and the appearance of the first crescent moon, shaped like the bowl of a traditional wooden spoon, which signals the renewal of life, the end of winter, and the promise of abundance in the year ahead, including the return of saak (oolichan), salmon, and other seasonal harvests.

The celebration was filled with powerful drumming, traditional songs and dances, storytelling, and beautiful regalia, all reflecting the strength, pride, and continuity of Nisga’a culture. Students, families, community members, and partner agencies gathered together to share in culture, connection, and joy, creating a strong sense of unity and belonging.

This celebration reminds us that renewal brings hope and new beginnings. That message connects deeply to student learning, where each day offers opportunities for growth, reflection, and renewed understanding. Seeing Suwilaawks students engage respectfully and proudly in these teachings was inspiring. Their curiosity and respect for Nisga’a knowledge, from understanding the significance of the crescent moon to participating in cultural dances, demonstrate how cultural learning strengthens identity and enriches educational experiences.

Celebrating Hoobiyee also highlights the importance of honouring and uplifting the diverse Indigenous cultures within our schools. By creating space to recognize and learn from these traditions, we foster belonging, respect, and a stronger sense of community for all students while supporting the continuity of Indigenous knowledge for future generations.

Warm regards,



Donna Mortimer



Introducing Terrace CMSD 82 Indigenous Outreach Worker



Serving Terrace Area Schools

We are pleased to welcome Job Daniels to Coast Mountains School District as our newly appointed Indigenous Outreach Worker. Job is of Gitksan and Nisga'a heritage and brings lived experience, cultural grounding, and a strong commitment to supporting Indigenous youth through relationship-based, trauma-informed practice.

Job currently serves as an Indigenous Male Youth Mentor at Caledonia Senior Secondary School, where he supports young Indigenous men through culturally grounded mentorship, positive role modelling, and group programming that strengthens identity, confidence, and school engagement. His work focuses on building trust, fostering cultural pride, and supporting students in making healthy decisions that contribute to long-term success.

In addition to his mentorship work, Job brings extensive leadership and coordination experience through previous roles with the Gitwangak Band as a Recreation Coordinator and as a Role Model within Coast Mountains School District.

These roles included facilitating cultural workshops, traditional games, life skills programming, and community-based youth engagement initiatives.

Through his lived experience and personal healing journey, Job brings authenticity and relatability to his work with students. His approach is grounded in respect for Elders, families, and community, with a focus on breaking cycles, strengthening identity, and supporting Indigenous youth in re-engaging with education.

The addition of the Indigenous Outreach Worker position reflects the district's continued commitment to strengthening attendance, supporting re-engagement, and ensuring Indigenous learners feel connected, supported, and valued both at school and at home. This role enhances our layered support model and aligns with our Indigenous Education Department goals and district strategic priorities.

Suwilaawks Community School – Honouring Hoobiye Through Leadership & Community Partnership



Suwilaawks Community School honoured Hoobiye, the Nisga’a New Year, through a collaborative partnership with Kermode Friendship Society and community knowledge holders. As part of this initiative, Grade 5/6 students engaged in intergenerational learning by buddying with younger children at Kermode’s daycare program. Under the guidance of community members, students learned traditional drumming, rhythms, and the cultural significance of Hoobiye learning culminated in a school-wide Hoobiye celebration and performance, bringing together students, staff, and families to honour the season and its teachings.



In addition to participating in drumming sessions, Grade 5/6 students stepped into leadership roles as cultural ambassadors. Through small-group classroom presentations, student leaders shared their understanding of Hoobiye seasonal significance, teachings, and traditions with peers across the school. This peer-led model strengthened student voice, mentorship, and shared understanding

prior to the school-wide celebration. The celebration engaged all 327 students in the school community, reinforcing cultural continuity and creating a visible, respectful space for Indigenous language, tradition, and community connection within the school environment.

Through drumming, storytelling, shared food, and performance, students experienced Hoobiye not only as an event, but as a living cultural practice rooted in relationship, responsibility, and pride.

- Contributed by: Charity Spalding, Indigenous Support Worker



The Hoobiye celebration engaged the entire school community in culturally grounded learning, reinforcing pride, belonging, and respect for Nisga’a traditions.

Kitwanga Elementary – Form line Art & Cultural Learning

Kitwanga Elementary School welcomed Darryl Moore, a Gitxsan/Nisga’a artist and graduate of the Freda Diesing School of Northwest Coast Fine Arts, through the Elder/Knowledge Holder Role Model Program. Over a two-week residency, Darryl worked with Grade 4/5 and Grade 5/6/7 students, engaging approximately 42 learners in hands-on form line instruction grounded in Northwest Coast artistic traditions.

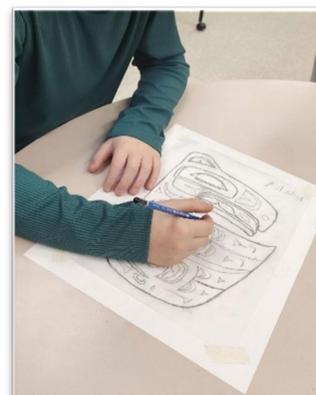
Students were introduced to the foundational elements of form line design, including ovoid’s, U-forms, S-forms, and traditional colour application. Through guided drawing, tracing, transfer techniques, and painting, students developed crest designs while learning the cultural origins, responsibilities, and protocols connected to First Nations art.



Instruction emphasized the importance of understanding the difference between appreciation and misappropriation, reinforcing that Indigenous art carries both cultural meaning and responsibility. Prior classroom preparation allowed students to enter the residency with foundational skills, maximizing engagement and creative confidence.

This learning experience supported Fine Arts curriculum outcomes while strengthening cultural identity, creative thinking, and personal responsibility. Through

mentorship and hands-on creation, students deepened their appreciation for Gitxsan artistic traditions and built pride in their own artistic expression. - **Contributed by Rhonda Morgan, Language and Culture Teacher**



Direct mentorship from a Gitxsan/Nisga’a artist strengthened students’ cultural understanding, artistic skill, and sense of pride. “First Nation Art is a cultural right and responsibility,” Darryl Moore

Thornhill Primary – Drumming & Cultural Preparation with Anne McDames

Thornhill Primary School welcomed Knowledge Keeper Anne McDames to work with students in Kindergarten through Grade 3's as part of the Elder & Knowledge Holder Role Model Program.



Anne has been supporting both students and staff in preparing for the school's year-end feast, providing guidance on cultural protocols, song selection, and appropriate preparation. In addition to planning sessions with staff, Anne has been working weekly with Grade 2/3 students, offering 30-minute drumming sessions to build foundational rhythm skills and confidence in preparation for their role in the celebration.

These sessions support early learning curriculum outcomes by nurturing multicultural awareness and deepening understanding of local First Peoples' culture and ways of life.

Students are not only learning technique, but also gaining knowledge of respect, protocol, and the significance of drumming within community gatherings.

Through consistent mentorship, students are developing cultural confidence and experiencing the importance of preparation, responsibility, and participation in community events. This ongoing partnership strengthens cultural continuity within the school and ensures students are meaningfully engaged in authentic cultural practice.

- Contributed by Sandra Kenmuir, Principal

Ongoing mentorship in drumming and protocol builds early cultural confidence, strengthens understanding of community traditions, and prepares students to participate meaningfully in shared celebrations.



Caledonia Secondary – Strengthening Connection Through Equity and Reconciliation

We extend our sincere appreciation to the Caledonia Connections team, Sheila Morgan, Desiree Quock, and Stephanie Louie for their thoughtful and dedicated work in creating supportive spaces for students and staff. Their leadership continues to strengthen truth and reconciliation efforts within the school community.

Working alongside administrators, students, and educators, the Connections team has been engaged in conversations and practices that support decolonizing education. This means recognizing the value of both Western and Indigenous approaches to learning and creating space for them to exist together. It is not an either-or model, but a both-and approach that honours diverse identities, perspectives, and ways of knowing.

Across classrooms, staff are embedding cultural knowledge and lived experience into learning, recognizing that students demonstrate understanding in different ways, and supporting land-based and culturally relevant programming. These efforts build upon meaningful work already taking place within the school, affirming and celebrating the strengths of both staff and students.

This work reflects an equity-focused approach, one that recognizes students require different supports and pathways to experience success. By responding to individual strengths, needs, and identities, Caledonia is helping students feel seen, respected, and valued within their learning environment.

When students experience this sense of belonging, the impact is visible. Increased attendance, stronger engagement in learning, and greater participation in classroom activities are early indicators of the positive direction this work is taking. For students who have historically experienced barriers in education, these changes are especially meaningful.

Through continued reflection, relationship-building, and collaboration, Caledonia Secondary is strengthening connections between students, staff, and community in ways that support long-term success.

This work reflects our shared responsibility to ensure Indigenous students experience education as a place of respect, identity, and opportunity.

Hazelton Secondary School – Cultural Learning & Connection

Elders in Residence Program



We are very pleased to share that our Elders-in-Residence program continues to grow and make a meaningful impact in our school community. Our Elders have been spending significant time in classrooms connecting with students, sharing their life experiences, and building relationships grounded in respect, culture, and community.

Students have had opportunities to engage with the Elders in Social Studies 10, English First Peoples 11 & 12, and BC First Peoples 12. During these visits, students are learning appropriate cultural protocols, including how to introduce themselves in a respectful way through a Gitxsan lens. Students are hearing stories, learning about identity, place, and where they come from, and gaining a deeper understanding of the importance of relationships within community.

The presence of the Elders has created a welcoming and supportive learning environment where students feel comfortable asking questions, listening, and reflecting. We are incredibly grateful for the time, knowledge, and care they share with our learners each week. Their involvement continues to strengthen connections between school and community while helping students better understand local culture, history, and ways of knowing.



- **Contributed by Ryan McCann Vice Principal**



The Elders in Residence program created a welcoming space for storytelling, cultural teachings, and relationship building. Early outcomes indicate strengthened student attendance, connection to school, and sense of belonging. Traditional arts learning further supported identity development and student engagement.

1.31 Indigenous Targeted Funded Projects 2025-2026

The following projects were reviewed and approved by the Indigenous Education Council & Indigenous Education Department to support culturally responsive programming, student wellness, land-based learning, language revitalization, and relationship building across the district.

Hazelton Secondary School:

- Indigenous Plants
- Elder In Residence
- Sparkle Project Hygiene

Cassie Hall Elementary:

- Laxgalts'ap Trip to explore the Nisga'a Territory/Outdoor Education
- Kitimat Trip to Explore the Haisla Nation and Hatchery Tour/Outdoor Education
- Swimming- Water Safety and Cultural Connections
- Salmon Journey
- Oolichan Journey- Skeena River
- Fried Bread Friday

Skeena Middle School:

- Connections Group
- Hoobiyee Dance Group

Kitwanga Elementary:

- Orange Shirt Project
- Cultural Connections Gitanyow Student Teaching Feast

Suwilaawks Community School:

- Outdoor Learning, Plants and Trees
- Hoobiyee and Leadership

New Hazelton Elementary:

- Primary Gitxsan Resources
- Intermediate Gitxsan Resources

Parkside Secondary:

- Tumpline Weaving

Caledonia Secondary:

- Connections Programming-Dudes and Girls groups
- Nisga'a Hot Springs and Museum
- Indigenous Supports

NTETC:

- Crest design for projects

Indigenous Education Report

February 2026

Elder & Knowledge Holder Role Model Program 2025-2026

Approved role model initiatives support cultural teachings, mentorship, and intergenerational learning across schools. These partnerships provided students with access to community knowledge, strengthened identity, and reinforced Indigenous ways of knowing as integral to learning.

School	Project	Knowledge Keeper/Elder
Caledonia	Cultural Identity, Intergenerational Trauma, Residential Schools Girls Group Facilitator Guys Group Facilitator Remembrance Day Novel Study Connection and Medicine Bags Form line Northwest Coast Art	<ul style="list-style-type: none"> • Billy Morrison • Lilian Bramley • Job Daniels • David Wells • Kimberly Godfrey • Erica Davis
Hazelton Secondary	Visual and Oral storytelling English First Peoples 11 and 12 Truth and Reconciliation Speaker Remembrance Day Sciences & Biology	<ul style="list-style-type: none"> • Phillip Stewart • Mavis Banek • Archie McRae • Taylor Wale • Skyla Lattie
Suwilaawks	Local Artist, Clans and Crests Paintings Feasting Drumming	<ul style="list-style-type: none"> • Sabrina Williams • Jenine Klein • Christopher Peal
Cassie Hall	Monthly Drumming Sessions Remembrance Day Feasting	<ul style="list-style-type: none"> • Christopher Peal • Roxanne Woods • Anne McDames • Jenine Klein
Majagaleehl Gali Aks	Language Immersion Elders/Knowledge Language Holders	<ul style="list-style-type: none"> • Shirley Lattie • Rosie Muldon
Thornhill Primary	Truth And Reconciliation Speaker Drumming Feasting Systems and protocol Story Telling and Cedar Mats	<ul style="list-style-type: none"> • Anne McDames • Jenine Klein
Kitwanga Elementary	Drum Making	<ul style="list-style-type: none"> • Barry Sampare • Darryl Moore
Skeena Middle School	Elder in class local culture and History, Social Studies Project. Remembrance Day	<ul style="list-style-type: none"> • Anne McDames • David Wells

Ecole Mountainview	Feasting systems and protocol	• Jenine Klein
Kitimat City High	Art and Drums	• Sheila Duncan





MEETING AGENDA ITEM #11.1.1

Action: Information: X
Meeting: Regular Meeting Date: February 25, 2026
Topic: **Minutes of the Business Committee Meeting, February 11, 2026**

Background/Discussion:

Minutes as attached.

Recommended Action:

THAT the minutes of the Business Committee Meeting held February 11, 2026, be received for information.

Presented by: Trustee Ed Harrison



BUSINESS COMMITTEE MEETING
Wednesday, February 11, 2026 – 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:

Shawna Wilson, Executive Assistant

Guests:

Trustee Margaret Warcup

MEETING MINUTES

Items	Action
<p>The meeting was chaired by Trustee Ed Harrison and called to order at 10:33 a.m. Trustee Harrison acknowledged the school district's business being conducted on the traditional and unceded territories of the Gitxsan, Haisla, Nisga'a, and Tsimshian, and the honour to work with their children and privilege to live on their land.</p>	
<p>1. Previous Meeting Minutes - January 14, 2026</p>	<p>1. The minutes of the previous Business Committee Meeting held on January 14, 2026 were accepted as presented.</p>
<p>2. Human Resources 2.1 Grievance Update – CMTF & CUPE</p>	<p>2.1 Five recruitment fairs have been attended, nine accepted offers, 11 pending offers, and 12 interviews scheduled. Overall, interest and engagement have been very positive. Information only; no action required</p>
<p>3. Facilities/Transportation/OH&S 3.1 Monthly Facilities Report, February 2026</p> <p>3.2 District Joint OH&S Committee Meeting Minutes <i>(next meeting to be on January 20, 2026)</i></p>	<p>3.1 Secretary Treasurer Fuller spoke to the monthly facilities report for February 2026. Information only; no action required.</p> <p>3.2 Secretary Treasurer Fuller presented the January 23, 2026 District Joint OH&S Committee Meeting minutes for information. Information only; no action required.</p>
<p>4. Board Representations 4.1 BCPSEA 4.2 BCSTA</p>	<p>4.1 No Report 4.2 No Report</p>
<p>5. Outstanding Items from Previous Meeting 5.1 Child Care program safety report</p>	<p>5.1 Early Child Care programs complete monthly safety drills and submit reporting as a requirement by licensing. Information only; no action required.</p>



BUSINESS COMMITTEE MEETING
Wednesday, February 11, 2026 – 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:

Shawna Wilson, Executive Assistant

Guests:

Trustee Margaret Warcup

MEETING MINUTES

Items	Action
<p>The meeting was chaired by Trustee Ed Harrison and called to order at 10:33 a.m. Trustee Harrison acknowledged the school district's business being conducted on the traditional and unceded territories of the Gitxsan, Haisla, Nisga'a, and Tsimshian, and the honour to work with their children and privilege to live on their land.</p>	
<p>1. Previous Meeting Minutes - January 14, 2026</p>	<p>1. The minutes of the previous Business Committee Meeting held on January 14, 2026 were accepted as presented.</p>
<p>2. Human Resources 2.1 Grievance Update – CMTF & CUPE</p>	<p>2.1 Five recruitment fairs have been attended, nine accepted offers, 11 pending offers, and 12 interviews scheduled. Overall, interest and engagement have been very positive. Information only; no action required</p>
<p>3. Facilities/Transportation/OH&S 3.1 Monthly Facilities Report, February 2026</p> <p>3.2 District Joint OH&S Committee Meeting Minutes <i>(next meeting to be on January 20, 2026)</i></p>	<p>3.1 Secretary Treasurer Fuller spoke to the monthly facilities report for February 2026. Information only; no action required.</p> <p>3.2 Secretary Treasurer Fuller presented the January 23, 2026 District Joint OH&S Committee Meeting minutes for information. Information only; no action required.</p>
<p>4. Board Representations 4.1 BCPSEA 4.2 BCSTA</p>	<p>4.1 No Report 4.2 No Report</p>
<p>5. Outstanding Items from Previous Meeting 5.1 Child Care program safety report</p>	<p>5.1 Early Child Care programs complete monthly safety drills and submit reporting as a requirement by licensing. Information only; no action required.</p>



MEETING AGENDA ITEM #11.1.2

Action:	X	Information:	
Meeting:	Regular	Meeting Date:	February 25, 2026
Topic:	Annual Review – School District Video Surveillance System		

Background/Discussion:

In compliance with the *School Act*, section 74.01, an annual review is conducted in January of the school district surveillance system in conjunction with CMSD Policy 4015: Video Surveillance (as attached) to ensure the school district’s surveillance system provides protection and safety of individuals, school land, belongings or school property.

As outlined in the attached report, the Director of Facility Services conducted a review on February 5, 2026 of the operation and equipment of the school district surveillance system and found all systems to be meeting the intent of protecting the safety of the respective school facility, staff and students in accordance with the *School Act* and CMSD82 Policy 4015: Video Surveillance.

The Business Committee at its February 11, 2026 meeting reviewed the Annual Review Report of the School District Surveillance System and forwards to the Board for information.

Recommended Action:

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

Presented by: Secretary Treasurer



February 5, 2026

Annual Review of CMSD Surveillance Systems

Conducted by Robert Schibli, Director of Facility Services.

On February 5, 2026, I have reviewed the operation and equipment at the following sites and found them to be meeting the intent of protecting the safety of the school facility, staff, and students.

- 1) Caledonia Secondary School
- 2) Skeena Middle School
- 3) Hazelton Secondary School
- 4) Kitimat City High School
- 5) Mount Elizabeth Middle/Secondary School
- 6) Parkside Secondary School
- 7) Ecole Mountainview
- 8) Cassie Hall Elementary School
- 9) Suwilaawks Community School
- 10) Kildala Elementary School
- 11) Nechako Elementary School
- 12) Thornhill Elementary School
- 13) New Hazelton Elementary School
- 14) Majagaleehl Gali Aks Elementary School
- 15) Kitwanga Elementary School
- 16) Bear Valley School
- 17) School Board Office Complex

Upon their request, the District provided surveillance footage to the RCMP/GRC to aid in their investigation of two separate incidents on School District property in 2025.

See below for reference to the School Act section 74.01 that mandates this annual review.

Video Surveillance Cameras

74.01 (1) *A board may install and operate a video surveillance camera in a school facility or on school land for the purposes of protecting*

(a) the safety of individuals in a school facility or on school land,

(b) an individual's belongings in a school facility or on school land, or

(c) school property

with the prior approval of the parents' advisory council for the school where the board proposes to install and operate a video surveillance camera.



(2) A parents' advisory council may make recommendations to a board to install and operate a video surveillance camera in a school facility or on school land for the purposes set out in subsection (1).

(3) If a board

(a) has installed and operates a video surveillance camera in a school facility or on school land before the date this section comes into force, or

(b) installs and operates a video surveillance camera in a school facility or on school land for the purposes set out in subsection (1),

the board must conduct an annual review that assesses if the installation and operation of the video surveillance camera is accomplishing a purpose set out in subsection (1).

(4) Subsections (1) to (3) do not apply to the installation and operation of a video surveillance camera in a school facility or on school land on a temporary basis for a specific investigative purpose.

(5) Subsection (1) does not apply to a video surveillance camera installed in a school facility or on school land before the date this section comes into force.



MEETING AGENDA ITEM #11.1.3

Action:	X	Information:	
Meeting	Regular	Meeting Date:	February 25, 2026
Topic:	Quarterly Financial Statements, December 31, 2025		

Background/Discussion:

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

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

The Business Committee reviewed the Quarterly Financial Statements at its meeting held on February 11, 2026, and brings forward to the Board for information.

Recommended Action:

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

Presented by: Secretary Treasurer

SCHOOL DISTRICT No. 82 (Coast Mountains)
OPERATING FUND
REVENUE AND EXPENDITURE
YEAR ENDED June 30, 2026
as at December 31, 2025

	2025-2026 Actual Revenue and Expenses	2025-2026 Preliminary Annual Budget	Percent Remaining or Available
Revenue (Schedule A2)			
Provincial Grants, MOE	22,474,560	56,515,038	0.60
Federal Grants	-	-	-
Tuition	709,687	601,514	(0.18)
Other Fees And Revenue	1,810,098	6,144,290	0.71
Rentals & Leases	362,500	725,000	0.50
Investment Income	52,686	150,000	0.65
	25,409,531	64,135,842	0.60
Expense (Schedule A3)			
Salaries			
Teachers	8,638,801	22,613,503	0.62
Principals and Vice Principals	2,552,473	4,989,171	0.49
Educational Assistants	2,197,597	4,972,295	0.56
Support Staff	2,983,019	6,275,071	0.52
Other Professionals	1,345,095	2,614,579	0.49
Substitutes	917,387	2,193,090	0.58
	18,634,372	43,657,709	0.57
Employee Benefits	3,889,570	9,994,786	0.61
Services & Supplies	4,653,377	11,752,028	0.60
	27,177,319	65,404,523	0.58
Net Revenue/Expenditure	(1,767,788)	(1,268,681)	
Interfund Transfers			
Capital Asset Purchases	-	-	
Local Capital	-	-	
Prior Year Surplus Appropriation	1,503,693	1,268,681	
Balance Surplus/(Deficit)	(264,095)	-	

SCHOOL DISTRICT No. 82 (Coast Mountains)
OPERATING FUND
REVENUE BY SOURCE
YEAR ENDED June 30, 2026
as at December 31, 2025

	2025/2026 Actual Revenue and Expenses	2025-2026 Preliminary Annual Budget	Percent Remaining
Provincial Grants, Ministry of Education			
Operating Grant, MOE	21,416,032	53,997,508	0.60
Other Ministry of Education Grants			
Pay Equity	151,600	1,160,795	0.87
Carbon Tax Reimbursement			-
FSA Exam Funding	4,094	8,187	0.50
Graduated Adult Enrollment (EG)		1,067	
Economic Stability Dividend			
Support Staff Prov. Extended Health Care Plan		58,465	1.00
Student Transportation	390,450	557,786	0.30
Student Learning Grant			
Early Learning Grant		-	-
Next Generation Network (NGN)	12,369	24,737	0.50
Labour Settlement Funding		-	-
Teacher Benefit Enhancement		-	-
Integrated Child and Youth Grant	372,728	501,993	0.26
Equity Grant			
Child Care Funding	78,955	90,000	0.12
	22,426,228	56,400,538	0.60
Provincial Grants - Other Ministries			
ITA	42,420	79,500	0.47
MCFD	5,912	35,000	0.83
	48,332	114,500	0.58
Federal Grants			
Indigenous Services Canada		-	-
	-	-	-
Tuition			
International and Out of Province Students	709,687	601,514	(0.18)
	709,687	601,514	(0.18)
Other Fees and Revenue			
Summer School Fees			
Continuing Education			-
Local Education Agreements	1,617,463	5,813,898	0.72
Miscellaneous (Specify)			
Miscellaneous	36,905	98,000	0.62
ArtStarts	21,936	15,000	(0.46)
City of Terrace REM Lee Theatre Grant	12,000	12,000	-
District of Kitimat Grant in Aid Theatre	30,750	76,992	0.60
REM Lee Theatre User Levy Fees	5,065	5,000	(0.01)
Shared Services - SD 92	19,050	23,400	0.19
Extended Health Premium Surplus Refund		-	-
Early Learning Revenue	66,929	100,000	-
	1,810,098	6,144,290	0.71
Rentals and Leases	362,500	725,000	0.50
Investment Income	52,686	150,000	0.65
TOTAL OPERATING REVENUE	25,409,531	64,135,842	0.60

SCHOOL DISTRICT No. 82 (Coast Mountains)
OPERATING FUND
EXPENDITURE BY OBJECT
YEAR ENDED June 30, 2026
as at December 31, 2025

	2025/2026 Actual Revenue and Expenses	2025/2026 Preliminary Annual Budget	Percent Available
Salaries			
Teachers	8,638,801	22,613,503	0.62
Principals and Vice Principals	2,552,473	4,989,171	0.49
Educational Assistants	2,197,597	4,972,295	0.56
Support Staff	2,983,019	6,275,071	0.52
Other Professionals	1,345,095	2,614,579	0.49
Substitutes	917,387	2,193,090	0.58
	18,634,372	43,657,709	0.57
Employee Benefits	3,889,570	9,994,786	0.61
Total Salaries & Benefits	22,523,942	53,652,495	0.58
Services and Supplies			
Services	1,205,015	2,619,325	0.54
Student Transportation	1,055,699	2,736,465	0.61
Professional Development and Travel	356,352	999,305	0.64
Rentals and Leases	987	1,500	0.34
Dues and Fees	101,501	97,850	(0.04)
Insurance	248,984	273,880	0.09
Supplies	715,003	2,762,364	0.74
Furniture and Equipment	118,887	215,267	0.45
Computer Equipment	278,483	379,072	0.27
Bad Debt		-	-
	4,080,911	10,085,028	0.60
Utilities			
Electricity	195,440	534,000	0.63
Gas-Heat	197,005	580,000	0.66
Propane-Heat	67,759	350,000	0.81
Garbage/Water/Sewer	82,262	143,000	0.42
Carbon Offsets	30,000	60,000	0.50
	572,466	1,667,000	0.66
Total Service & Supplies	4,653,377	11,752,028	0.60
TOTAL OPERATING EXPENSE	27,177,319	65,404,523	0.58

SCHOOL DISTRICT No. 82 (Coast Mountains)
OPERATING FUND
EXPENDITURE BY OBJECT
YEAR ENDED June 30, 2026
as at December 31, 2025

	Total Salaries	Employee Benefits	Total Salaries and Benefits	Services and Supplies	Total Expenses	2025/2026 Preliminary Annual Budget	Percent Available
1 INSTRUCTION							
1.02 Regular Instruction	7,487,345	1,493,693	8,981,038	518,980	9,500,018	24,826,024	0.62
1.03 Career Programs	97,004	19,137	116,141	148,575	264,716	456,640	0.42
1.07 Library Services	517,800	115,247	633,047	6,516	639,563	1,569,008	0.59
1.08 Counseling	603,045	115,745	718,790		718,790	1,690,593	0.57
1.10 Special Education	3,419,987	777,934	4,197,921	307,776	4,505,697	9,917,849	0.55
1.31 Aboriginal Education	879,902	200,773	1,080,675	137,527	1,218,202	4,498,652	0.73
1.41 School Administration	2,228,719	418,453	2,647,172	54,132	2,701,304	5,760,763	0.53
1.62 International & Out of Prov Students	67,554	10,367	77,921	262,263	340,184	601,514	0.43
Total Function 1	15,301,356	3,151,349	18,452,705	1,435,769	19,888,474	49,321,043	0.60
4 DISTRICT ADMINISTRATION							
4.11 Educational Administration	265,764	41,004	306,768	39,113	345,881	841,091	0.59
4.40 School District Governance	56,319	2,546	58,865	87,808	146,673	390,170	0.62
4.41 Business Administration	557,402	124,426	681,828	348,691	1,030,519	1,880,634	0.45
Total Function 4	879,485	167,976	1,047,461	475,612	1,523,073	3,111,895	0.51
5 OPERATIONS AND MAINTENANCE							
5.41 Operations and Maintenance Admin	255,796	44,310	300,106	248,310	548,416	1,006,008	0.45
5.50 Maintenance Operations	2,125,107	510,746	2,635,853	781,734	3,417,587	6,964,809	0.51
5.52 Maintenance of Grounds	46,978	11,298	58,276	112,345	170,621	284,000	0.40
5.56 Utilities		-	-	586,181	586,181	1,847,000	0.68
Total Function 5	2,427,881	566,354	2,994,235	1,728,570	4,722,805	10,101,817	0.53
7 TRANSPORTATION AND HOUSING							
7.41 Transportation and Housing Admin	13,266	2,653	15,919		15,919	33,103	0.52
7.70 Student Transportation	12,384	1,238	13,622	1,013,426	1,027,048	2,836,665	0.64
Total Function 7	25,650	3,891	29,541	1,013,426	1,042,967	2,869,768	0.64
TOTAL FUNCTIONS 1 - 7	\$ 18,634,372	\$ 3,889,570	\$ 22,523,942	\$ 4,653,377	\$ 27,177,319	\$ 65,404,523	0.58



MEETING AGENDA ITEM #11.1.4

Action: X Information:
Meeting: Regular Meeting Date: February 25, 2026
Topic: **2025-2026 Amended Annual Budget Bylaw**

Background/Discussion:

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

The attached 2025-2026 Amended Annual Budget Version: 1296-9550-7568 for Coast Mountains School District 82 was prepared in accordance with *Public Sector Accounting Standards*.

On June 18, 2025, the Board approved bylaw adoption, the preliminary 2025-2026 Annual Budget. The budget was based on preliminary estimates of enrolment, revenue, and expenditure factors. In December 2025, the Ministry of Education and Child announced the 2025-2026 recalculated funding allocations provincially.

Being that there were no significant adjustments required for the Amended Annual Budget, it was not necessary to reconvene the 2025-2026 Budget Working Committee.

The Business Committee concurred with the recommendation at its February 11, 2026, meeting and brings forward to the Board for bylaw adoption.

Recommended Action:

THAT the 2025-2026 Amended Annual Budget Bylaw (Version: 1296-9550-7568) be read for the first time on the 25th day of February 2026.

THAT the 2025-2026 Amended Annual Budget Bylaw (Version: 1296-9550-7568) be read a second time the 25th day of February 2026.

Unanimous consent is required to proceed to third reading.

THAT the 2025-2026 Amended Annual Budget Bylaw (Version: 1296-9550-7568) be read a third time, passed, and adopted, the 25th day of February 2026.

Presented by: Secretary Treasurer

Amended Annual Budget

School District No. 82 (Coast Mountains)

June 30, 2026

School District No. 82 (Coast Mountains)

June 30, 2026

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

AMENDED ANNUAL BUDGET BYLAW

A Bylaw of THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 82 (COAST MOUNTAINS) (called the "Board") to adopt the Amended Annual Budget of the Board for the fiscal year 2025/2026 pursuant to section 113 of the *School Act*, R.S.B.C., 1996, c. 412 as amended from time to time (called the "Act").

1. The Board has complied with the provisions of the *Act*, Ministerial Orders, and Ministry of Education and Child Care Policies respecting the Amended Annual Budget adopted by this bylaw.
2. This bylaw may be cited as School District No. 82 (Coast Mountains) Amended Annual Budget Bylaw for fiscal year 2025/2026.
3. The attached Statement 2 showing the estimated revenue and expense for the 2025/2026 fiscal year and the total budget bylaw amount of \$83,548,975 for the 2025/2026 fiscal year was prepared in accordance with the *Act*.
4. Statement 2, 4 and Schedules 1 to 4 are adopted as the Amended Annual Budget of the Board for the fiscal year 2025/2026.

READ A FIRST TIME THE 25th DAY OF FEBRUARY, 2026;

READ A SECOND TIME THE 25th DAY OF FEBRUARY, 2026;

READ A THIRD TIME, PASSED AND ADOPTED THE 25th DAY OF FEBRUARY, 2026;

(Corporate Seal)

Chairperson of the Board

Secretary Treasurer

I HEREBY CERTIFY this to be a true original of School District No. 82 (Coast Mountains) Amended Annual Budget Bylaw 2025/2026, adopted by the Board the 25th DAY OF FEBRUARY, 2026.

Secretary Treasurer

School District No. 82 (Coast Mountains)

Amended Annual Budget - Revenue and Expense

Year Ended June 30, 2026

	2026 Amended Annual Budget	2025 Amended Annual Budget
Ministry Operating Grant Funded FTE's		
School-Age	4,169,304	4,167,188
Adult	0,250	0.125
Total Ministry Operating Grant Funded FTE's	4,169,554	4,167,313
Revenues	\$	\$
Provincial Grants		
Ministry of Education and Child Care	67,736,418	66,486,725
Other	126,050	114,500
Federal Grants		370,800
Tuition	709,687	465,000
Other Revenue	9,220,691	8,810,794
Rentals and Leases	725,000	700,000
Investment Income	151,000	250,000
Amortization of Deferred Capital Revenue	2,384,688	2,236,467
Total Revenue	81,053,534	79,434,286
Expenses		
Instruction	63,783,121	62,241,462
District Administration	3,269,141	3,303,218
Operations and Maintenance	13,571,742	13,174,910
Transportation and Housing	2,888,371	2,730,374
Total Expense	83,512,375	81,449,964
Net Revenue (Expense)	(2,458,841)	(2,015,678)
Budgeted Allocation (Retirement) of Surplus (Deficit)	1,503,692	1,119,682
Budgeted Surplus (Deficit), for the year	(955,149)	(895,996)
Budgeted Surplus (Deficit), for the year comprised of:		
Operating Fund Surplus (Deficit)		
Special Purpose Fund Surplus (Deficit)		
Capital Fund Surplus (Deficit)	(955,149)	(895,996)
Budgeted Surplus (Deficit), for the year	(955,149)	(895,996)

School District No. 82 (Coast Mountains)

Amended Annual Budget - Revenue and Expense

Year Ended June 30, 2026

	2026 Amended Annual Budget	2025 Amended Annual Budget
Budget Bylaw Amount		
Operating - Total Expense	66,497,571	65,521,626
Special Purpose Funds - Total Expense	13,588,367	12,684,275
Special Purpose Funds - Tangible Capital Assets Purchased	36,600	36,600
Capital Fund - Total Expense	3,426,437	3,244,063
Total Budget Bylaw Amount	83,548,975	81,486,564

Approved by the Board

Signature of the Chairperson of the Board of Education

Date Signed

Signature of the Superintendent

Date Signed

Signature of the Secretary Treasurer

Date Signed

School District No. 82 (Coast Mountains)

Amended Annual Budget - Changes in Net Financial Assets (Debt)
Year Ended June 30, 2026

	2026 Amended Annual Budget	2025 Amended Annual Budget
	\$	\$
Surplus (Deficit) for the year	<u>(2,458,841)</u>	<u>(2,015,678)</u>
Effect of change in Tangible Capital Assets		
Acquisition of Tangible Capital Assets		
From Operating and Special Purpose Funds	(36,600)	(36,600)
From Deferred Capital Revenue	(8,062,184)	(4,249,318)
Total Acquisition of Tangible Capital Assets	<u>(8,098,784)</u>	<u>(4,285,918)</u>
Amortization of Tangible Capital Assets	3,426,437	3,244,063
Total Effect of change in Tangible Capital Assets	<u>(4,672,347)</u>	<u>(1,041,855)</u>
	-	-
(Increase) Decrease in Net Financial Assets (Debt)	<u><u>(7,131,188)</u></u>	<u><u>(3,057,533)</u></u>

School District No. 82 (Coast Mountains)

Amended Annual Budget - Schedule of Changes in Accumulated Surplus (Deficit) by Fund
 Year Ended June 30, 2026

	Operating Fund	Special Purpose Fund	Capital Fund	2026 Amended Annual Budget
	\$	\$	\$	\$
Accumulated Surplus (Deficit), beginning of year	1,503,692		3,274,689	4,778,381
Changes for the year				
Net Revenue (Expense) for the year	(1,503,692)	36,600	(991,749)	(2,458,841)
Interfund Transfers				
Tangible Capital Assets Purchased		(36,600)	36,600	-
Net Changes for the year	(1,503,692)	-	(955,149)	(2,458,841)
Budgeted Accumulated Surplus (Deficit), end of year	-	-	2,319,540	2,319,540

School District No. 82 (Coast Mountains)

Amended Annual Budget - Operating Revenue and Expense
Year Ended June 30, 2026

	2026 Amended Annual Budget	2025 Amended Annual Budget
	\$	\$
Revenues		
Provincial Grants		
Ministry of Education and Child Care	56,452,898	55,955,726
Other	126,050	114,500
Federal Grants		370,800
Tuition	709,687	465,000
Other Revenue	6,880,244	6,621,918
Rentals and Leases	725,000	700,000
Investment Income	100,000	174,000
Total Revenue	64,993,879	64,401,944
Expenses		
Instruction	50,630,757	49,996,510
District Administration	3,222,141	3,273,218
Operations and Maintenance	9,835,982	9,621,524
Transportation and Housing	2,808,691	2,630,374
Total Expense	66,497,571	65,521,626
Net Revenue (Expense)	(1,503,692)	(1,119,682)
Budgeted Prior Year Surplus Appropriation	1,503,692	1,119,682
Budgeted Surplus (Deficit), for the year	-	-

School District No. 82 (Coast Mountains)

Amended Annual Budget - Schedule of Operating Revenue by Source
Year Ended June 30, 2026

	2026 Amended Annual Budget	2025 Amended Annual Budget
	\$	\$
Provincial Grants - Ministry of Education and Child Care		
Operating Grant, Ministry of Education and Child Care	60,341,557	58,374,893
ISC/LEA Recovery	(6,469,852)	(5,813,898)
Other Ministry of Education and Child Care Grants		
Pay Equity	1,160,795	1,160,795
Funding for Graduated Adults	1,067	1,067
Student Transportation Fund	557,786	557,786
Support Staff Benefits Grant		58,465
FSA Scorer Grant	8,187	8,187
Child Care Funding	230,000	198,387
Labour Settlement Funding		518,695
Integrated Child & Youth Grant	496,701	501,993
Next Generation Network (NGN)	24,737	24,936
FEB Enrollment Grants	101,920	364,420
Total Provincial Grants - Ministry of Education and Child Care	56,452,898	55,955,726
Provincial Grants - Other	126,050	114,500
Federal Grants		370,800
Tuition		
International and Out of Province Students	709,687	465,000
Total Tuition	709,687	465,000
Other Revenues		
Funding from First Nations	6,469,852	5,813,898
Miscellaneous		
District of Kitimat Grant in Aid Theatre	76,992	76,992
ArtStarts	15,000	15,000
City of Terrace REM Lee Theatre Grant	12,000	12,000
REM LEE Theatre User Levy Fees	5,000	5,000
Extended Health Premium Surplus Refund		350,000
Shared Services - SD 92	23,400	104,145
Miscellaneous & Early Learning Revenues	278,000	244,883
Total Other Revenue	6,880,244	6,621,918
Rentals and Leases	725,000	700,000
Investment Income	100,000	174,000
Total Operating Revenue	64,993,879	64,401,944

School District No. 82 (Coast Mountains)

Amended Annual Budget - Schedule of Operating Expense by Object
Year Ended June 30, 2026

	2026 Amended Annual Budget	2025 Amended Annual Budget
	\$	\$
Salaries		
Teachers	21,965,507	22,941,885
Principals and Vice Principals	5,281,220	4,096,341
Educational Assistants	6,052,235	5,506,374
Support Staff	6,206,885	6,330,784
Other Professionals	2,733,246	2,577,325
Substitutes	2,245,461	2,250,925
Total Salaries	44,484,554	43,703,634
Employee Benefits	10,191,342	10,230,564
Total Salaries and Benefits	54,675,896	53,934,198
Services and Supplies		
Services	2,598,381	2,525,983
Student Transportation	2,700,590	2,516,633
Professional Development and Travel	996,605	790,669
Rentals and Leases	1,500	2,500
Dues and Fees	98,150	92,450
Insurance	273,880	253,680
Supplies	3,510,569	3,805,513
Utilities	1,642,000	1,600,000
Total Services and Supplies	11,821,675	11,587,428
Total Operating Expense	66,497,571	65,521,626

School District No. 82 (Coast Mountains)

Amended Annual Budget - Operating Expense by Function, Program and Object

Year Ended June 30, 2026

	Teachers Salaries	Principals and Vice Principals Salaries	Educational Assistants Salaries	Support Staff Salaries	Other Professionals Salaries	Substitutes Salaries	Total Salaries
	\$	\$	\$	\$	\$	\$	\$
1 Instruction							
1.02 Regular Instruction	16,199,340	965,843		438,754		1,277,857	18,881,794
1.03 Career Programs	210,530						210,530
1.07 Library Services	795,752	90,464		337,928		40,551	1,264,695
1.08 Counselling	1,121,421	252,698					1,374,119
1.10 Inclusive Education	3,006,873	268,931	4,465,030	55,703	391,588	528,846	8,716,971
1.31 Indigenous Education	631,591	147,108	1,587,205	55,703	173,164	104,155	2,698,926
1.41 School Administration		3,556,176		947,591		46,906	4,550,673
1.62 International and Out of Province Students					147,390		147,390
Total Function 1	21,965,507	5,281,220	6,052,235	1,835,679	712,142	1,998,315	37,845,098
4 District Administration							
4.11 Educational Administration					607,457		607,457
4.40 School District Governance					120,000		120,000
4.41 Business Administration				335,419	676,505		1,011,924
Total Function 4	-	-	-	335,419	1,403,962	-	1,739,381
5 Operations and Maintenance							
5.41 Operations and Maintenance Administration				55,267	464,942		520,209
5.50 Maintenance Operations				3,622,307	138,014	247,146	4,007,467
5.52 Maintenance of Grounds				286,719			286,719
5.56 Utilities							-
Total Function 5	-	-	-	3,964,293	602,956	247,146	4,814,395
7 Transportation and Housing							
7.41 Transportation and Housing Administration				12,296	14,186		26,482
7.70 Student Transportation				59,198			59,198
Total Function 7	-	-	-	71,494	14,186	-	85,680
9 Debt Services							
Total Function 9	-	-	-	-	-	-	-
Total Functions 1 - 9	21,965,507	5,281,220	6,052,235	6,206,885	2,733,246	2,245,461	44,484,554

School District No. 82 (Coast Mountains)

Amended Annual Budget - Operating Expense by Function, Program and Object

Year Ended June 30, 2026

	Total Salaries	Employee Benefits	Total Salaries and Benefits	Services and Supplies	2026 Amended Annual Budget	2025 Amended Annual Budget
	\$	\$	\$	\$	\$	\$
1 Instruction						
1.02 Regular Instruction	18,881,794	4,195,777	23,077,571	1,069,766	24,147,337	25,588,376
1.03 Career Programs	210,530	52,633	263,163	218,660	481,823	454,576
1.07 Library Services	1,264,695	310,091	1,574,786	50,000	1,624,786	1,631,000
1.08 Counselling	1,374,119	343,530	1,717,649		1,717,649	1,682,143
1.10 Inclusive Education	8,716,971	2,036,051	10,753,022	679,941	11,432,963	10,574,291
1.31 Indigenous Education	2,698,926	658,734	3,357,660	1,534,622	4,892,282	3,977,664
1.41 School Administration	4,550,673	1,050,968	5,601,641	130,762	5,732,403	5,696,877
1.62 International and Out of Province Students	147,390	35,374	182,764	418,750	601,514	391,583
Total Function 1	37,845,098	8,683,158	46,528,256	4,102,501	50,630,757	49,996,510
4 District Administration						
4.11 Educational Administration	607,457	133,602	741,059	221,843	962,902	1,027,153
4.40 School District Governance	120,000	6,600	126,600	278,570	405,170	358,518
4.41 Business Administration	1,011,924	234,719	1,246,643	607,426	1,854,069	1,887,547
Total Function 4	1,739,381	374,921	2,114,302	1,107,839	3,222,141	3,273,218
5 Operations and Maintenance						
5.41 Operations and Maintenance Administration	520,209	130,052	650,261	363,350	1,013,611	966,246
5.50 Maintenance Operations	4,007,467	910,110	4,917,577	1,465,395	6,382,972	6,533,262
5.52 Maintenance of Grounds	286,719	71,680	358,399	259,000	617,399	312,016
5.56 Utilities	-	-	-	1,822,000	1,822,000	1,810,000
Total Function 5	4,814,395	1,111,842	5,926,237	3,909,745	9,835,982	9,621,524
7 Transportation and Housing						
7.41 Transportation and Housing Administration	26,482	6,621	33,103		33,103	32,838
7.70 Student Transportation	59,198	14,800	73,998	2,701,590	2,775,588	2,597,536
Total Function 7	85,680	21,421	107,101	2,701,590	2,808,691	2,630,374
9 Debt Services						
Total Function 9	-	-	-	-	-	-
Total Functions 1 - 9	44,484,554	10,191,342	54,675,896	11,821,675	66,497,571	65,521,626

School District No. 82 (Coast Mountains)

Amended Annual Budget - Special Purpose Revenue and Expense
Year Ended June 30, 2026

	2026 Amended Annual Budget	2025 Amended Annual Budget
	\$	\$
Revenues		
Provincial Grants		
Ministry of Education and Child Care	11,283,520	10,530,999
Other Revenue	2,340,447	2,188,876
Investment Income	1,000	1,000
Total Revenue	13,624,967	12,720,875
Expenses		
Instruction	13,152,364	12,244,952
District Administration	47,000	30,000
Operations and Maintenance	309,323	309,323
Transportation and Housing	79,680	100,000
Total Expense	13,588,367	12,684,275
Net Revenue (Expense)	36,600	36,600
Net Transfers (to) from other funds		
Tangible Capital Assets Purchased	(36,600)	(36,600)
Total Net Transfers	(36,600)	(36,600)
Budgeted Surplus (Deficit), for the year	-	-

School District No. 82 (Coast Mountains)

Amended Annual Budget - Changes in Special Purpose Funds
Year Ended June 30, 2026

	Annual Facility Grant	Learning Improvement Fund	School Generated Funds	Strong Start	Ready, Set, Learn	OLEP	CommunityLINK	Classroom Enhancement Fund - Overhead	Classroom Enhancement Fund - Staffing
	\$	\$	\$	\$		\$	\$	\$	\$
Deferred Revenue, beginning of year			1,668,963			20,000			
Add: Restricted Grants									
Provincial Grants - Ministry of Education and Child Care	308,323	203,466	1,500,000	136,000	26,950	132,781	655,464	350,741	7,769,266
Other									
Investment Income	1,000								
	309,323	203,466	1,500,000	136,000	26,950	132,781	655,464	350,741	7,769,266
Less: Allocated to Revenue	309,323	203,466	1,500,000	136,000	26,950	152,781	655,464	350,741	7,769,266
Deferred Revenue, end of year	-	-	1,668,963	-	-	-	-	-	-
Revenues									
Provincial Grants - Ministry of Education and Child Care	308,323	203,466		136,000	26,950	152,781	655,464	350,741	7,769,266
Other Revenue			1,500,000						
Investment Income	1,000								
	309,323	203,466	1,500,000	136,000	26,950	152,781	655,464	350,741	7,769,266
Expenses									
Salaries									
Teachers									6,215,413
Principals and Vice Principals						48,667			
Educational Assistants				92,771			448,175		
Support Staff	210,382	162,773					77,404	28,381	
Other Professionals								68,568	
Substitutes								163,472	
	210,382	162,773	-	92,771	-	48,667	525,579	260,421	6,215,413
Employee Benefits	52,596	40,693		23,193		12,254	129,885	65,105	1,553,853
Services and Supplies	46,345		1,500,000	20,036	26,950	91,860		25,215	
	309,323	203,466	1,500,000	136,000	26,950	152,781	655,464	350,741	7,769,266
Net Revenue (Expense) before Interfund Transfers	-	-	-	-	-	-	-	-	-
Interfund Transfers									
Tangible Capital Assets Purchased	-	-	-	-	-	-	-	-	-
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

School District No. 82 (Coast Mountains)

Amended Annual Budget - Changes in Special Purpose Funds
Year Ended June 30, 2026

	Classroom Enhancement Fund - Remedies	First Nation Student Transportation	Mental Health in Schools	Changing Results for Young Children (CR4YC)	Seamless Day Kindergarten	JUST B4	ECL Early Care & Learning	Feeding Futures Fund	National School Food Program
	\$	\$	\$	\$	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year		120,910	26,528					10,687	115,087
Add: Restricted Grants									
Provincial Grants - Ministry of Education and Child Care	227,844		55,000	6,750	55,400	25,000	175,000	560,797	172,630
Other									
Investment Income									
	227,844	-	55,000	6,750	55,400	25,000	175,000	560,797	172,630
Less: Allocated to Revenue	227,844	79,680	81,528	6,750	55,400	25,000	175,000	571,484	287,717
Deferred Revenue, end of year	-	41,230	-	-	-	-	-	-	-
Revenues									
Provincial Grants - Ministry of Education and Child Care	227,844	79,680	81,528	6,750	55,400	25,000	175,000	571,484	287,717
Other Revenue									
Investment Income									
	227,844	79,680	81,528	6,750	55,400	25,000	175,000	571,484	287,717
Expenses									
Salaries									
Teachers	182,275								
Principals and Vice Principals							135,448		
Educational Assistants					44,677	20,000	10,014	307,358	
Support Staff								39,650	133,075
Other Professionals									
Substitutes									
	182,275	-	-	-	44,677	20,000	145,462	347,008	133,075
Employee Benefits	45,569				10,723	5,000	29,538	64,860	40,140
Services and Supplies		79,680	81,528	6,750				159,616	114,502
	227,844	79,680	81,528	6,750	55,400	25,000	175,000	571,484	287,717
Net Revenue (Expense) before Interfund Transfers	-	-	-	-	-	-	-	-	-
Interfund Transfers									
Tangible Capital Assets Purchased	-	-	-	-	-	-	-	-	-
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

School District No. 82 (Coast Mountains)

Amended Annual Budget - Changes in Special Purpose Funds
Year Ended June 30, 2026

	Work Experience Enhancement	LNG/RTA	K-12 Literacy Support Initiative Grant	District of Kitimat	Principals & Vice-Principals Joint Trust	Other Grants	TOTAL
	\$	\$	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year	70,126	59,904	238,867	51,604	90,171	110,483	2,583,330
Add: Restricted Grants							
Provincial Grants - Ministry of Education and Child Care							12,361,412
Other		476,174		38,580	10,000	110,286	635,040
Investment Income							1,000
	-	476,174	-	38,580	10,000	110,286	12,997,452
Less: Allocated to Revenue	70,126	536,078	100,000	36,600	47,000	220,769	13,624,967
Deferred Revenue, end of year	-	-	138,867	53,584	53,171	-	1,955,815
Revenues							
Provincial Grants - Ministry of Education and Child Care	70,126		100,000				11,283,520
Other Revenue		536,078		36,600	47,000	220,769	2,340,447
Investment Income							1,000
	70,126	536,078	100,000	36,600	47,000	220,769	13,624,967
Expenses							
Salaries							
Teachers	42,375	166,998					6,607,061
Principals and Vice Principals							184,115
Educational Assistants							922,995
Support Staff							651,665
Other Professionals							68,568
Substitutes							163,472
	42,375	166,998	-	-	-	-	8,597,876
Employee Benefits	8,200	44,850					2,126,459
Services and Supplies	19,551	324,230	100,000		47,000	220,769	2,864,032
	70,126	536,078	100,000	-	47,000	220,769	13,588,367
Net Revenue (Expense) before Interfund Transfers	-	-	-	36,600	-	-	36,600
Interfund Transfers							
Tangible Capital Assets Purchased				(36,600)			(36,600)
	-	-	-	(36,600)	-	-	(36,600)
Net Revenue (Expense)	-	-	-	-	-	-	-

School District No. 82 (Coast Mountains)

Amended Annual Budget - Capital Revenue and Expense

Year Ended June 30, 2026

	2026 Amended Annual Budget			2025 Amended Annual Budget
	Invested in Tangible Capital Assets	Local Capital	Fund Balance	
	\$	\$	\$	\$
Revenues				
Investment Income		50,000	50,000	75,000
Amortization of Deferred Capital Revenue	2,384,688		2,384,688	2,236,467
Total Revenue	2,384,688	50,000	2,434,688	2,311,467
Expenses				
Amortization of Tangible Capital Assets				
Operations and Maintenance	3,426,437		3,426,437	3,244,063
Total Expense	3,426,437	-	3,426,437	3,244,063
Net Revenue (Expense)	(1,041,749)	50,000	(991,749)	(932,596)
Net Transfers (to) from other funds				
Tangible Capital Assets Purchased	36,600		36,600	36,600
Total Net Transfers	36,600	-	36,600	36,600
Other Adjustments to Fund Balances				
Total Other Adjustments to Fund Balances	-	-	-	
Budgeted Surplus (Deficit), for the year	(1,005,149)	50,000	(955,149)	(895,996)



MEETING AGENDA ITEM #11.1.5

Action:	X	Information:	
Meeting:	Regular	Meeting Date:	February 25, 2026
Topic:	Ministry Data Collection Projected Enrolments – 2026-2027, 2027-2028 & 2028-2029 School Years		

Background/Discussion:

Reference the attached Data Collection of Projected Enrolments for the 2026-2027, 2027-2028 and 2028-2029 school years for Coast Mountains School District as submitted to the Ministry of Education on February 12, 2026.

Projections received from school districts will be used by the Ministry of Education and Child Care to facilitate the development of operating grant estimates. Operating grant estimates 2026-2027 will be announced on or before March 31, 2026.

The Business Committee reviewed the Data Collection of Projected Enrolments at its February 11, 2026, meeting and brings forward to the Board for information.

Recommended Action:

THAT the Board receive for information the Ministry Data Collection Projected Enrolments for the 2026-2027, 2027-2028 and 2028-2029 school years.

Presented by: Secretary Treasurer

- Step 1:** Enter your school district number here: **Coast Mountains**
 Ministry of Education and Child Care enrolment trend estimates are automatically filled once a school district number is entered above.
- Step 2:** Enter your district's enrolment estimates in the shaded cells of the District column for each of the three years displayed.

	2025/26 Interim Base	Estimated Enrolment						Notes
		2026/27		2027/28		2028/29		
		District	Ministry*	District	Ministry*	District	Ministry*	
July Enrolment Count								
Summer Learning: Grades 1-7 Headcount Enrolment	0		0		0		0	
Summer Learning: Grades 8-9 Course Enrolment	0		0		0		0	
Summer Learning: Grades 10-12 Course Enrolment	0		0		0		0	
Grade 8 & 9 Cross-Enrolment Courses	0		0		0		0	
September Enrolment Count - School-Age Basic Allocation								
K-12 Standard (Regular) Schools FTE (School-Age)	4,040.1250	4,026.7500	4,079.0180	4,006.0000	4,028.7417	4,014.0000	4,028.7417	
Continuing Education FTE (School-Age)	0.0000		0.0000		0.0000		0.0000	
Alternate Schools FTE (School-Age)	123.0000	135.0000	123.0000	135.0000	123.0000	135.0000	123.0000	
Online Learning FTE (School-Age)	4.2500	6.2500	4.2500	4.0000	4.2500	4.0000	4.2500	
Total Estimated School-Age Enrolment	4,167.3750	4,168.0000	4,206.2680	4,145.0000	4,155.9917	4,153.0000	4,155.9917	
Change from Previous Year		0.6250	38.8930	-23.0000	-50.2763	8.0000	0.0000	
September Enrolment Count - Unique Student Needs								
Level 1 Inclusive Education Headcount	6	5	6	5	6	5	6	
Level 2 Inclusive Education Headcount	270	256	291	270	314	285	339	
Level 3 Inclusive Education Headcount	8	8	8	8	8	8	8	
English Language Learning Headcount	440	390	509	410	589	410	681	
Indigenous Education Headcount	2,017	1,967	2,102	1,970	2,191	1,973	2,284	
Adult Education FTE (Non-Graduates only)	0.3750	0.0000	0.3750	0.0000	0.3750	0.0000	0.3750	Do not include Graduated Adult enrolment
February Enrolment Count - Continuing Education, Online Learning, Special Needs Growth and Newcomer Refugees								
Continuing Education FTE - School-Age	0.0000		0.0000		0.0000		0.0000	Include only new post-September enrolment activity
Continuing Education FTE - Non-Graduate Adults	0.0000		0.0000		0.0000		0.0000	Do not include Graduated Adult enrolment
Online Learning FTE K-Grade 9 (School-Age)	0.0000		0.0000		0.0000		0.0000	
Online Learning FTE Grades 10-12 (School-Age)	30.0000	30.0000	30.0000	30.0000	30.0000	30.0000	30.0000	Include only new post-September enrolment activity
Online Learning FTE - Non-Graduate Adults	0.0000		0.0000		0.0000		0.0000	Do not include Graduated Adult enrolment
Level 1 Inclusive Education Headcount Growth (All Schools)	0		0		0		0	
Level 2 Inclusive Education Headcount Growth (All Schools)	0		0		0		0	
Level 3 Inclusive Education Headcount Growth (All Schools)	0		0		0		0	
Newcomer Refugees FTE (Standard & Alternate only)	0.0000		0.0000		0.0000		0.0000	Include only new post-September enrolment activity
ELL Headcount (applies to Newcomer Refugees only)	0		0		0		0	
May Enrolment Count - Continuing Education and Online Learning								
Continuing Education FTE - School-Age	0.0000		0.0000		0.0000		0.0000	Include only new post-February enrolment activity
Continuing Education FTE - Non-Graduate Adults	0.0000		0.0000		0.0000		0.0000	Do not include Graduated Adult enrolment
Online Learning FTE K-Grade 9 (School-Age)	0.0000		0.0000		0.0000		0.0000	
Online Learning FTE Grades 10-12 (School-Age)	0.0000		0.0000		0.0000		0.0000	Include only new post-February enrolment activity
Online Learning FTE - Non-Graduate Adults	0.0000		0.0000		0.0000		0.0000	

*Notes: Ministry estimates for school-age FTE enrolment in standard (regular) schools are determined by applying the Ministry-projected percentage change in enrolment for each district to the funded school-age FTE enrolment as used in the 2025/26 operating grant autumn recalculation

Inclusive Education, ELL and Indigenous Education have been estimated using five-year enrolment trends.

Continuing Education, Online Learning, Alternate Schools, Adult FTE, Summer Learning and Grade 8-9 Cross-Enrolment enrolment totals are all carried forward from the 2025/26 operating grant autumn recalculation.

Enrolments for February and May are carried forward from estimates contained in the 2025/26 operating grant autumn recalculation.

- Step 3:** Enter estimates for the cause of your district's student movement for 2026/27. Include any relevant key assumptions that your district has made in its estimates in the Comments column.

September 2026 Enrolment Count - Estimated School-Age Enrolment Movement		
Please provide additional detail for the Change from Previous Year line above by indicating the reasons that your district anticipates enrolment change in the lines below:		
	2026/27	Comments:
Net provincial in-migration		The overall enrollment projection currently shows no net change. However, with the opening of the new on reserve high school in Kitwanga, we anticipate a reduction of approximately 45 FTE. We have made several attempts to engage with community leadership to obtain their expected enrolment numbers for Fall 2026, but communication to date has been limited. At the same time, we are forecasting potential enrollment increases at the Terrace Middle and High Schools. These gains are expected to come from learners transitioning from independent schools that do not offer upper grade programming.
Net international in-migration		
Net migration to/from independent schools		
Net other entrances/exits (to/from other districts, graduates, Kindergarten)	0.0000	
Total Estimated School-Age Enrolment Movement	0.0000	

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

- Step 5:** Please provide a contact for follow-up questions:
 Name:
 Title:
 Email address:

- Step 6:** When you have completed this form, please e-mail it to Michael Lebrun, Funding Analyst, Ministry of Education and Child Care at: <mailto:Michael.Lebrun@gov.bc.ca?subject=SD 82 Enrolment Estimates> no later than Friday, February 13, 2026



MEETING AGENDA ITEM #10.1.6

Action: Information: X
Meeting: Regular Meeting Date: February 25, 2026
Topic: **Trustee Remuneration Annual Review – CMSD Policy 5095**

Background/Discussion:

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

The 2025 Annual B.C. Consumer Price Index information is attached for reference.

The Business Committee reviewed the annual review of Trustee remuneration at its February 11, 2026 meeting and forwards to the Board for information and discussion at the February 25, 2026 Regular (Public) Board Meeting.

Recommended Action:

For information and discussion.

Presented by: Secretary Treasurer



SECTION 5000: GOVERNANCE

POLICY 5095: TRUSTEE REMUNERATION

- *Date Adopted: September 25, 2019*
 - *Date Revised: February 26, 2025 (Housekeeping revisions to reflect the Trustee annual remuneration increase effective March 1, 2025 in accordance to the Board's motion made at the February 26, 2025 Regular (Public) Board Meeting.)*
-

LEGISLATION/REGULATIONS

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

POLICY

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

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

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

PROCEDURES

1. As of March 1, 2025 annual remuneration to trustees is as follows:
 - Board Chairperson - \$19,479
 - Vice Chairperson - \$16,938
 - Trustee - \$15,244
2. Trustee remuneration is paid in monthly installments only while the trustee is in office.
3. Trustee remuneration shall be reviewed annually in February and be tied to the B.C. Consumer Price Index.

CONSUMER PRICE INDEX (2002 = 100) - ANNUAL

Year	CANADA		BRITISH COLUMBIA		VANCOUVER		VICTORIA	
	All Items Index	Annual Percent Change	All Items Index	Annual Percent Change	All Items Index	Annual Percent Change	All Items Index	Annual Percent Change
1960	15.5	1.3						
1961	15.7	1.3						
1962	15.9	1.3						
1963	16.1	1.3						
1964	16.4	1.9						
1965	16.8	2.4						
1966	17.5	4.2						
1967	18.1	3.4						
1968	18.8	3.9						
1969	19.7	4.8						
1970	20.3	3.0						
1971	20.9	3.0			21.4			
1972	21.9	4.8				22.6	5.6	
1973	23.6	7.8			24.2	7.1		
1974	26.2	11.0			27.0	11.6		
1975	29.0	10.7			30.0	11.1		
1976	31.1	7.2			32.9	9.7		
1977	33.6	8.0			35.3	7.3		
1978	36.6	8.9			38.0	7.6		
1979	40.0	9.3	41.5		41.0	7.9		
1980	44.0	10.0	45.4	9.4	44.8	9.3		
1981	49.5	12.5	51.8	14.1	51.2	14.3		
1982	54.9	10.9	57.3	10.6	56.6	10.5		
1983	58.1	5.8	60.4	5.4	59.7	5.5		
1984	60.6	4.3	62.8	4.0	62.1	4.0		
1985	63.0	4.0	64.8	3.2	64.0	3.1	66.2	
1986	65.6	4.1	66.7	2.9	66.2	3.4	67.3	1.7
1987	68.5	4.4	68.7	3.0	68.2	3.0	69.0	2.5
1988	71.2	3.9	71.2	3.6	70.6	3.5	71.7	3.9
1989	74.8	5.1	74.4	4.5	73.8	4.5	75.0	4.6
1990	78.4	4.8	78.4	5.4	77.8	5.4	78.9	5.2
1991	82.8	5.6	82.6	5.4	81.9	5.3	83.4	5.7
1992	84.0	1.4	84.8	2.7	84.3	2.9	85.2	2.2
1993	85.6	1.9	87.8	3.5	87.3	3.6	87.7	2.9
1994	85.7	0.1	89.5	1.9	89.1	2.1	89.5	2.1
1995	87.6	2.2	91.6	2.3	91.3	2.5	91.7	2.5
1996	88.9	1.5	92.4	0.9	92.1	0.9	92.6	1.0
1997	90.4	1.7	93.1	0.8	92.6	0.5	93.5	1.0
1998	91.3	1.0	93.4	0.3	93.0	0.4	93.7	0.2
1999	92.9	1.8	94.4	1.1	93.9	1.0	94.7	1.1
2000	95.4	2.7	96.1	1.8	96.0	2.2	96.2	1.6
2001	97.8	2.5	97.7	1.7	97.8	1.9	97.4	1.2
2002	100.0	2.2	100.0	2.4	100.0	2.2	100.0	2.7
2003	102.8	2.8	102.2	2.2	102.0	2.0	102.2	2.2
2004	104.7	1.8	104.2	2.0	104.0	2.0	104.6	2.3
2005	107.0	2.2	106.3	2.0	106.0	1.9	106.9	2.2
2006	109.1	2.0	108.1	1.7	108.0	1.9	108.5	1.5
2007	111.5	2.2	110.0	1.8	110.2	2.0	109.8	1.2
2008	114.1	2.3	112.3	2.1	112.8	2.4	111.8	1.8
2009	114.4	0.3	112.3	0.0	112.9	0.1	111.9	0.1
2010	116.5	1.8	113.8	1.3	114.9	1.8	113.1	1.1
2011	119.9	2.9	116.5	2.4	117.5	2.3	115.5	2.1
2012	121.7	1.5	117.8	1.1	119.0	1.3	116.7	1.0
2013	122.8	0.9	117.7	-0.1	119.2	0.2	116.3	-0.3
2014	125.2	2.0	118.9	1.0	120.5	1.1	117.3	0.9
2015	126.6	1.1	120.2	1.1	121.9	1.2	118.6	1.1
2016	128.4	1.4	122.4	1.8	124.6	2.2	120.7	1.8
2017	130.4	1.6	125.0	2.1	127.3	2.2	123.0	1.9
2018	133.4	2.3	128.4	2.7	131.0	2.9	125.9	2.4
2019	136.0	1.9	131.4	2.3	134.1	2.4	129.0	2.5
2020	137.0	0.7	132.4	0.8	134.9	0.6	130.4	1.1
2021	141.6	3.4	136.1	2.8	138.5	2.7	133.6	2.5
2022	151.2	6.8	145.5	6.9	147.8	6.7	142.9	7.0
2023	157.1	3.9	151.2	3.9	154.1	4.3	148.2	3.7
2024	160.9	2.4	155.2	2.6	158.1	2.6	151.9	2.5
2025	164.2	2.1	158.5	2.1	161.4	2.1	155.4	2.3

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

Adapted from Statistics Canada, Consumer Price Index (CPI), January 2026.
This does not constitute an endorsement by Statistics Canada of this product.

Produced by: BC Stats, January 2026



MEETING AGENDA ITEM #11.1.7

Action: X Information:
Meeting: Regular Meeting Date: February 25, 2026
Topic: **Review Revised Policy 1035 – Student Records (First Reading)**

Background/Discussion:

The purpose of this review is to update Policy 1035 – Student Records to ensure compliance with current Ministry of Education and Child Care (MoECC) requirements, reflect updated legislative references, and support the continued separation of Board policy from administrative procedures as part of the District’s policy modernization process.

Backgrounder:

- This policy is being reviewed to ensure alignment with current Ministry of Education and Child Care requirements and district-wide policy modernization.
- The review supports the separation of policy (Board governance direction) from procedures (administrative implementation).
- This policy has not been substantively reviewed since its original adoption.

Summary of Key Changes:

- Removes procedural detail, which is now addressed in accompanying administrative procedures.
- Updates all Ministry references to align with the Ministry of Education and Child Care, including incorporation of the Permanent Student Records Instructions.
- Supplements and aligns with applicable Ministerial Orders, including:
 - Permanent Student Records Order (M082/09)
 - School Records Disclosure Order (M14/91)
- Incorporates updated Ministry-mandated requirements for Student File minimum contents.

The revised policy is presented to the Board for first reading in accordance with Board policy review procedures.

Recommended Action:

THAT the revised Policy 1035 – Student Records be presented for first reading at the [Insert Date] Regular Board Meeting.

Presented by: Superintendent of Schools

Policy Review Cover Letter

Policy Number: 1035

Policy Title: Student Records

Review Type: Major Revision & Structural

Purpose of This Review

The purpose of this review is to update Policy 1035 – Student Records to ensure compliance with the current Ministry of Education and Child Care (MoECC) requirements, reflect updated legislative references, support the separation of policy and procedure and the structural format.

Background

- This policy is being reviewed to ensure alignment with current Ministry of Education and Child Care requirements and district-wide policy modernization.
- The review supports the separation of policy (board) from procedures (administrative implementation).
- This policy has not been reviewed since adoption

Summary of Key Changes

- Removes procedural detail, now addressed in administrative procedures
- Updates all Ministry references to align with Ministry of Education and Childcare and incorporates Permanent Student Records Instructions
- Supplements Orders (Permanent Student Records Order M082/09, School Records Disclosure Order M14/91)
- Incorporates updated Ministry-mandated requirements for Student File minimum contents



Policy

Policy Intent

The intent of this policy is to ensure that the Board of Education establishes, maintains, safeguards, and retains student records in accordance with the School Act, the Freedom of Information and Protection of Privacy Act (FOIPPA), and all current requirements of the Ministry of Education and Child Care, including the Permanent Student Record Instructions and the Student Records Order.

These records must support student learning, ensure continuity of educational programming, protect student privacy, and meet legislated standards for accuracy, security, and retention.

Policy

Establish and maintain student records in accordance with the most current Ministry of Education and Child Care requirements.

Safeguard the privacy and security of student information by ensuring that access is granted only to authorized individuals, and only as permitted under the School Act and FOIPPA.

Ensure that student records are accurate, complete, and up to date to support student learning, safety, and educational programming.

Retain student records according to legislated requirements.

Ensure secure transfer of student records when students move between schools, districts, or educational authorities, in accordance with provincial legislation and Ministry requirements.

Ensure that students and parents/guardians have the right to examine student records as provided under the School Act and FOIPPA, consistent with provincial expectations for access and disclosure.

Ensure that procedures regarding creation, maintenance, storage, transfer, and retention of student records are developed, maintained, and reviewed regularly by district administration to ensure compliance with current legislation, Ministry requirements, and best practices.

Definitions

Student Record

A student record is the official collection of information maintained for each student in accordance with BC's Permanent Student Record Instructions. It includes:

- Permanent Student Record (PSR):
 - Form 1704 and the two most recent years of Student Progress Reports or a Ministry Transcript of Grades
- Student File:
 - Current documents used to plan and support the student's education program, including items listed on Form 1704, and the student's current Student Learning Plan or IEP, if applicable.

The PSR must be retained for 55 years after the student leaves the school system

References:

- School Act, Sections 79 (3) and 168 (2)(t) and (k)
- Freedom of Information and Protections Act (FOIPPA)
- Office of the Information and Privacy Commissioner for British Columbia (OIPC)
- Permanent Student Record Instructions (Ministry of Education & Child Care)
- Permanent Student Records Order (M082-09)



MEETING AGENDA ITEM #11.1.8

Action:	X	Information:	
Meeting:	Regular	Meeting Date:	February 25, 2026
Topic:	New Policy 1120 – Response to Unexpected Health Emergencies (First Reading)		

Background/Discussion:

The purpose of this new policy is to establish Board direction respecting the District’s response to unexpected health emergencies and to ensure compliance with current provincial legislation and Ministerial Orders.

Backgrounder:

- The Support Services for Schools Order (M149/89, as amended by M198/25) requires Boards of Education to establish and maintain a publicly available policy ensuring that life-saving tools, including Automated External Defibrillators (AEDs) and naloxone kits, are readily accessible in all schools.
- The policy affirms the Board’s commitment to safe and responsive learning environments and establishes a district-wide emergency response framework.
- Administrative Procedures 1120 will operationalize this policy, including standards for placement, maintenance, inspection, and training.
- Ministry timelines require secondary schools to have AEDs and naloxone kits accessible by December 31, 2025, and elementary and middle schools by September 8, 2026.

The new policy is presented to the Board for first reading in accordance with Board policy development procedures.

Recommended Action:

THAT Policy 1120 – Response to Unexpected Health Emergencies be presented for first reading at the February 25, 2026, Regular Board Meeting.

Presented by: Superintendent of Schools



Policy

Policy Intent

The Board of Education is committed to ensuring safe and responsive learning environments. The Board acknowledges that unexpected health emergencies can occur without warning and require immediate action to protect the health and safety of students, staff, and other members of the school community.

Under the School Act and the Support Services for Schools Order (M149/89, as amended by M198/25), the Board must establish and maintain a publicly available policy that ensures that life-saving tools, including AEDs and naloxone kits are readily accessible in every school.

Policy

Establishment of District-Wide Emergency Response Framework

The Board affirms its responsibility to provide direction for district-wide readiness in responding to unexpected health emergencies, consistent with provincial legislation, ministerial orders, and provincial policy.

Availability of Life-Saving Tools

The Board requires that AEDs and naloxone kits be readily accessible in all district schools, aligned with Ministry timelines:

- Secondary schools by December 31, 2025
- Elementary and middle schools by September 8, 2026

Accessibility, Maintenance, and Readiness

The Board directs that AEDs and naloxone kits be maintained in a state of continuous readiness and placed in clearly identifiable and accessible locations within each school. Administrative Procedures shall establish standards for placement, inspection, maintenance, training and replacement to ensure timely, safe, and equitable access across all school sites.

Superintendent Responsibilities

The Superintendent is delegated responsibility for:

- Developing and maintaining Administrative Procedures that operationalize this policy;
- Ensuring compliance with provincial requirements and district expectations;
- Providing regular updates to the Board on implementation, equipment readiness, and training coverage.

Equitable and Safe Access

The Board directs that AEDs and naloxone kits be accessible in a manner that supports student and staff safety and reflects the needs of diverse school communities.

Definitions

Unexpected Health Emergency

A sudden and serious medical event requiring immediate intervention to preserve life, health, or safety until emergency responders arrive.

Automated External Defibrillator (AED)

A portable medical device used to analyze heart rhythm and deliver an electrical shock when necessary during sudden cardiac arrest.

Naloxone

A medication used to temporarily reverse the effects of an opioid overdose.

Designated First Aid Attendant / Responder

A staff member who holds valid first aid certification and is designated by the employer to respond to medical emergencies.

References:

- Support Services for Schools Order (M149/89, amended by M198/25)
- Response to Unexpected Health Emergencies — Provincial Policy
- School Act 88(1) and 168(2)(t)
- Provincial Expectations for AED and Naloxone Accessibility
- Response to Unexpected Health Emergencies Procedure No. 1120



MEETING AGENDA ITEM #11.2.1

Action: Information: X
Meeting: Regular Meeting Date: February 25, 2026
Topic: **Minutes of the Education Committee Meeting, February 11, 2026**

Background/Discussion:

Minutes as attached.

Recommended Action:

THAT the minutes of the Education Committee Meeting held February 11, 2026 be received for information.

Presented by: Trustee Karen Jonkman



EDUCATION COMMITTEE MEETING

Wednesday, February 11, 2026 – 4:00 p.m. to 5:30 p.m.
Microsoft Teams Virtual Meeting

Committee Members:

- Trustee Karen Jonkman (Chairperson)
- Tracey MacMillan, Superintendent of Schools
- Julia Nieckarz, Director of Instruction, Inclusive Education
- Phillip Barron, Director of Instruction, Learning Services
- Donna Mortimer, Director of Instruction, Indigenous Education
- Tina McDonald, District Principal, Curriculum Support
- Troy Peters, District Parent Advisory Council Chair (DPAC representative)
- Krista Jay, District Parent Advisory Council Representative (DPAC representative)
- Shannon Ridsdale, Education Coordinator, Hagwilget Village Council (First Nations representative)

Guests

- Ryan McCann, Vice-Principal, Hazelton Secondary School
- Richard Pesik, Teacher, Hazelton Secondary School
- Ashley Reagan, Teacher, Hazelton Secondary School

Regrets:

- Trustee Julia Sundell
- Trustee Wayne Jones
- Cynthia Bohn, Councillor, Kitsumkalum First Nation (First Nation representative)
- Marian Kotowich-Laval, Education Coordinator, Kitsumkalum First Nation (First Nation representative)

Recording Secretary:

- Lindsay Harder, Executive Assistant

MEETING MINUTES

Items	Action
The virtual meeting was called to order at 4:00 p.m. chaired by Trustee Karen Jonkman, Committee Chairperson.	
<p>1. Acknowledgement of the Territories, Introductions & Welcome</p>	<p>Chairperson Jonkman acknowledged with respect the school district's business being conducted on the traditional and unceded territories of the Gitksan, Haisla, Nisga'a and Ts'mysen Peoples. We are honoured to work with their children and privileged to live, learn, work, and play on these lands.</p> <p>Chairperson Jonkman and Superintendent MacMillan acknowledged the recent tragedy in Tumbler Ridge and expressed care and concern for the students, staff, families, and community impacted.</p> <p>Superintendent MacMillan shared that district leadership had coordinated supports for schools, including a Principals and Vice-Principals meeting prior to the start of the school day to ensure counselling resources, services, and leadership presence were available. The Superintendent further noted that communication and support resources had been shared with partner groups and Nations, and that care packages had been sent to the affected school community and District office.</p> <p>In light of the circumstances previously acknowledged, all scheduled agenda items were postponed, with the exception of the Level 5 Field trip item requiring consideration.</p>

<p>2. Level 5 Out-of-Province Field Trip</p>	<p>Director Barron 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 (1) were presented respectively by Ryan McCan, Vice-Principal at Hazelton Secondary School, Richard Pesik, Teacher at Hazelton Secondary School, and Ashley Reagan, Teacher at Hazelton Secondary School to the Education Committee for approval recommendation to the Board:</p> <ol style="list-style-type: none"> 1. Out-of-Province Trip to Ottawa, Ontario, Hazelton Secondary UNESCO/Leadership, May 26-30, 2026 <p>Committee members reviewed the application, including supervision, funding, and travel logistics. Clarification was requested regarding return travel arrangements and contingency planning, and Hazelton Secondary School representatives committed to providing confirmation prior to Board consideration.</p> <p>Action: The Education Committee reviewed the aforementioned submission and recommends that it be forwarded to the Board for approval in principle at the February 25, 2026 Regular Board Meeting, subject to confirmation of final return travel arrangements.</p>
<p>3. Postponement of Remaining Agenda Items</p>	<p>All remaining agenda items scheduled for February 11, 2026 were deferred to a future Education Committee meeting.</p>
<p>4. Next Meeting & Adjournment</p>	<p>Chairperson Jonkman thanked members and guests for their participation and acknowledged the importance of supporting students and school communities during this time.</p> <p>The next Education Committee meeting will be held virtually on Wednesday, April 15, 2026, from 4:00 p.m. to 5:30 p.m. via Microsoft Teams.</p> <p>The meeting was adjourned at 4:32 p.m.</p>



MEETING AGENDA ITEM #12.2.2

Action:	X	Information:	
Meeting:	Regular	Meeting Date:	February 25, 2026
Topic:	Level 5 Field Trip: Out-of-Province Field Trip Application <ul style="list-style-type: none"> • Out-of-Province Field Trip, Ottawa, Ontario, Hazelton Secondary - UNESCO Leadership May 26, 2026 		

Background/Discussion:

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

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

- Out-of-Province Field Trip, Ottawa, Ontario, Hazelton Secondary - UNESCO Leadership May 26, 2026 to May 30, 2026.

The Education Committee reviewed the above-mentioned Field Trip submission for Board approval in principle at its February 11, 2026, meeting and forwards to the Board with a recommendation for approval subject to confirmation of final return travel arrangements which have been met.

Recommended Action:

THAT the Board approve in principle the Out-of-Province Field Trip, Ottawa, Ontario, Hazelton Secondary - UNESCO Leadership May 26, 2026.

Presented by: Superintendent of Schools



BOARD APPROVAL IN PRINCIPLE – LEVEL FIVE FIELD TRIPS

School Name: _____

Class / Group: _____

School Administrator: _____

Destination: _____

Approx. Departure Date: _____

Approx. Return Date: _____

Lead Teacher: _____ Contact Telephone Number: _____

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

Estimated Field Trip Anticipated Cost per Student:

Anticipated Sources of Funding: _____

Fundraising Plans: _____

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

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

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

Board Meeting Date & Motion: _____



Field Trip Application Form – Level 2-5

Overnight, Moderate Risk, Outdoor Adventure, Out of Province

School Name: Hazelton Secondary School
 Coast Mountains Board of Education SD 82

Destination: CCUNESCO Conference - Ottawa, Ontario			
Departure Date: May 26 - May 30 2026	Departure Time: 10:10	Return Time: 15:19	
Lead Teacher: Richard Pesik			
Phone: (250) 730-1982	Email: richard.pesik@cmsd.bc.ca		
Area of study: CCUNESCO - Student Leadership	Purpose of trip: Professional Leadership Development for Students and Teachers @ UNESCO Conference		
Grade: 10	# of students: 2	# of Male: 1	# of Female: 1

Names of supervisors:	Staff (S) Volunteer (V) Other (O)	Gender: Male/Female
Lead Teacher: Richard Pesik	S	M
Other Supervisor: Ashley Reagan	S	F
Other Supervisor:		
Other Supervisor:		
Total Number of Supervisors: 2		
Name of Service Provider if applicable: CCUNESCO	Contact Person: Mona Kiame	Phone: (613) 983-0839

Transportation (check all that apply)	Estimated cost of trip:		
<table style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> Method <input checked="" type="checkbox"/> walking <input type="checkbox"/> school owned bus/van <input checked="" type="checkbox"/> public transport <input 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): <u>Airplane to Ottawa (return)</u> </td> <td style="width: 50%; vertical-align: top;"> Driver <input type="checkbox"/> professional driver <input checked="" type="checkbox"/> volunteer driver (staff/other supervisor) <input type="checkbox"/> volunteer driver/student <input type="checkbox"/> other (specify): _____ _____ </td> </tr> </table>	Method <input checked="" type="checkbox"/> walking <input type="checkbox"/> school owned bus/van <input checked="" type="checkbox"/> public transport <input 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): <u>Airplane to Ottawa (return)</u>	Driver <input type="checkbox"/> professional driver <input checked="" type="checkbox"/> volunteer driver (staff/other supervisor) <input type="checkbox"/> volunteer driver/student <input type="checkbox"/> other (specify): _____ _____	Sources of funding (ie. cost/student/other sources – if so accommodated CCUNESCO will pay for the entire cost of the trip including release time for teachers). _____ Equal access for all students: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input checked="" type="checkbox"/> See attached Special Needs Addressed: <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A <input type="checkbox"/> See attached Alternative Activity non-participants: <input type="checkbox"/> Yes <input type="checkbox"/> No Contingency Plan: <u>Trip will be cancelled.</u> Please see attached plan for flight delays/cancellations.
Method <input checked="" type="checkbox"/> walking <input type="checkbox"/> school owned bus/van <input checked="" type="checkbox"/> public transport <input 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): <u>Airplane to Ottawa (return)</u>	Driver <input type="checkbox"/> professional driver <input checked="" type="checkbox"/> volunteer driver (staff/other supervisor) <input type="checkbox"/> volunteer driver/student <input type="checkbox"/> other (specify): _____ _____		

Educational Value: Goals and/or Student Learning Outcomes: <u>Learning about UNESCO</u> Activity that will occur (or attach Program/Activity/Trip Plan) <u>See Attached.</u> Student preparations (eg. knowledge, skills, attitudes, fitness) <small>Pre-Trip Meeting with the two students will be held. Letter sent home to parents outlining expectations for the field trip.</small> _____ Follow-up activity that will occur: <u>Students will share knowledge within school leadership meetings/presentations.</u> Safety Guidelines: 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 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): <u>Please see trip plan.</u> Activity (eg. transportation, outdoor pursuits/aquatic specific): <u>Please see trip plan.</u> Group (eg. clothing, equipment, water, food, behaviour): <u>Please see trip plan.</u>
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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.) Chaperones will provide supervision to and from HSS. Buddy system will be used. Once the trip starts chaperones will attend all organized for the students (within the same building/vicinity). Students will be accomodated in rooms with chaperones (1:1 ratio). Coverage will be constant/check ins.

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) N/A

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: Provide by CCUNESCO Certification Held: _____

Name of **School Contact 24/7:** Louise Ormerod Phones: (H) _____ (W) (250) 842-5214 (C) (250) 615-7908

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

- Program/activity/trip plan
- Itinerary card
- Assessing Teacher/Leader Readiness Form
- Parental consent and Acknowledgement of Risk Form
- Other (specify): _____
- Volunteer consent and acknowledgement of risk form
- Volunteer driver authorization application form
- Service provider proposal, agreement and/or contract
- Passenger list form
- Off-site Experience Checklist *schedule TBD from CCUNESCO*

Evaluation:

Criteria for success of Off-Site experience: Students participate in leadership activities and UNESCO organized activities within the school. Encouraging peers to join HSS leadership.

Process to determine success: Chaperones and students to share what they have learned to the rest of the leadership group.

Oral feedback/post-trip conversation to be held.

Name of Lead teacher: (print) Richard Pesik	Date: (D/M/Y) 11/02/2026	Signature:
Name of Administrator: (print) Louise Ormerod	Date: (D/M/Y) 11/02/2026	Signature:
Additional Approval (if needed print name/title)	Date: (D/M/Y)	Signature:

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

Field Trip Proposal, Supervision Plan, and Safety Plan

School: Hazelton Secondary School

Destination: Ottawa, Ontario

Event: Canadian Commission for UNESCO (CCUNESCO) National Education Conference

Travel Dates: May 26–May 30, 2026

Conference Dates: May 27–May 29, 2026

Summary

Hazelton Secondary School is requesting approval for two students and two staff members to attend the Canadian Commission for UNESCO national education conference in Ottawa. The conference focuses on youth leadership, reconciliation, intercultural understanding, and global citizenship education.

Students will participate in structured workshops and supervised programming with schools from across Canada, while staff will participate in professional development sessions connected to leadership, engagement, and school initiatives. The experience will allow students from a rural and remote community to engage in national-level learning and represent the school district.

Supervision has been planned for all phases of the trip, including travel, accommodation, and conference activities. Students will be under direct staff supervision at all times except during designated conference workshops, during which they will be supervised by CCUNESCO conference facilitators while staff remain on site and accessible.

A full safety plan, contingency plan, and communication plan have been developed. The trip includes same-gender overnight supervision, documented emergency procedures, and travel contingency accommodation.

Student leadership presidents have been selected to attend and invited by CCUNESCO.

Parent meeting will be held closer to departure, in May (date to be confirmed).

1. Educational Purpose

The purpose of this trip is to provide Hazelton Secondary School students and staff with the opportunity to participate in the Canadian Commission for UNESCO national education conference in Ottawa.

Students will participate in workshops and programming focused on global citizenship, reconciliation, leadership development, and youth engagement. Staff members will participate in professional development sessions related to education and school leadership. The program also includes a supervised educational off-site visit.

This experience expands student learning beyond the classroom and connects local learning to national and international initiatives.

2. Participants

The group will consist of two students and two staff chaperones:

- one male student
- one female student
- one male staff member
- one female staff member

The supervision ratio will be one staff member for each student. Students will remain under supervision at all times.

3. Conference Program

Arrival Evening Plan (May 26)

Upon arrival in Ottawa, the group will remain together and obtain dinner at a nearby airport or restaurant location. After dinner, the group will travel directly to the hotel.

Students will check in and follow a supervised curfew.

This night occurs prior to the conference.

May 27:

Opening welcome dinner, cultural performance, and networking activities beginning at 5:00 PM.

May 28:

Student workshops, staff professional development sessions, and a supervised off-site educational visit to sites within Ottawa with the CCUNESCO group (to be determined, but could include sites such as Parliament, Rideau Hall, Supreme Court of Canada, etc.)

All workshops will be held at the University of Ottawa Campus.

May 29:

Additional workshops and closing activities ending at approximately 2:00 PM.

*Full schedule/exact workshops has not been released yet by CCUNESCO, at the time of writing. Parents/students/administrators will be provided the full schedule/program once it is available. All workshops will be held at the University of Ottawa Campus.

- Supervised evening at leisure with Chaperones (i.e. shopping at the mall, dinner, or exploring sites within Ottawa).

May 30: Depart for Terrace in the morning.

4. Travel Itinerary

Outbound Travel – May 26, 2026

Students and staff will travel from Hazelton to Terrace Airport under staff supervision with sufficient time allowed for road and weather conditions.

Flights

- Air Canada AC 8440
 - Air Canada AC 344
Depart Terrace (YXT): 10:10 AM
Arrive Ottawa (YOW): 8:45 PM
-

Arrival Evening Plan (May 26)

Upon arrival in Ottawa, the group will remain together and obtain dinner at a nearby airport or restaurant location. After dinner, the group will travel directly to the hotel.

Students will check in, and follow a supervised curfew.

This night occurs prior to the conference.

Return Travel – May 30, 2026

Flights

- Air Canada AC 343
- Air Canada AC 8439
Depart Ottawa: 9:30 AM
Arrive Terrace: 3:19 PM

After arrival, staff member Richard will drive the group from Terrace Airport back to Hazelton. Rest breaks will be used as appropriate/needed. Please see attached volunteer driver forms for additional information.

5. Accommodation Plan

Conference accommodation in Ottawa will be provided by CCUNESCO. Students and staff will be staying at the University of Ottawa (75 Laurier Ave E, Ottawa, ON K1N 6N5, phone: [613-562-5700](tel:613-562-5700)) in the residence buildings. Upon arrival, staff will review any necessary procedures/rooming arrangements as required.

Contingency Accommodation (if flights are delayed) upon arrival in Terrace (to avoid late night driving):

Quality Inn Sunshine Suites

4812 Highway 16 West
Terrace, BC V8G 1L6
Phone: 778-634-3849

6. Financial Overview

CCUNESCO will cover conference accommodation and meals.

Staff release time will be covered by CCUNESCO. Students will be encouraged to bring spending money for incidentals they might incur (i.e. gifts, souvenirs, etc.)

7. Overnight Rooming and Supervision

Due to the small group size and extended travel distance, a direct overnight supervision model will be used.

The male student will share a hotel room with the male staff chaperone. The female student will share a hotel room with the female staff chaperone. No mixed-gender rooming will occur.

Students will have separate beds and private time for changing and washroom use. Staff members will not enter washroom or changing areas while they are occupied by the student.

Parents/guardians will be informed of the arrangement prior to departure.

8. Supervision Procedures

Students will remain in a buddy system at all times and attend the workshops in the conference together. Staff will escort students during travel, meals, and transitions. Head counts will be conducted at each transition point. Students will not be permitted independent travel.

During scheduled professional development sessions for staff, students will participate in structured conference workshops. During these sessions, students will be supervised by

CCUNESCO conference staff and facilitators. School staff chaperones will remain on site, reachable at all times, and will resume direct supervision immediately after the sessions conclude. At all other times, students will be under direct supervision of Hazelton Secondary School staff.

9. Safety and Risk Management

Environmental Risks

Travel between Hazelton and Terrace may involve weather, wildlife, and road conditions. These risks will be mitigated through early departure, rest stops, and contingency accommodations.

In Ottawa, staff-led navigation, meeting points, and the buddy system will reduce risks associated with an unfamiliar urban environment.

Hotel safety will be addressed through nightly supervision.

Activity Risks

Air travel risks such as delays or missed connections will be addressed through airline rebooking procedures and communication with families and administration.

During the off-site visit, attendance checks and direct supervision will be maintained.

Group Risks

Medical forms/Permission forms will be collected prior to travel, and students will carry medications as required. Staff will carry a first aid kit and conduct daily well-being check-ins. Staff phones and printed contact lists will be maintained.

10. Emergency and Contingency Planning

If flights are delayed or cancelled, the group will rebook flights and stay overnight in Terrace if necessary (returning late) while notifying families and administration.

If a student becomes separated, the student has been instructed to stop and contact staff immediately while one staff supervises the group and the other locates the student. Staff members will make efforts to contact the student directly as well.

In a medical emergency, emergency services will be contacted, one staff member will accompany the student, and the second staff member will supervise the other.

In the event of a hotel evacuation, staff will escort students to the muster point and conduct a head count.

11. Code of Conduct

Students must follow school rules, obey staff directions, attend all activities, follow curfew, remain with the group, and demonstrate respectful behaviour. This will be overviewed during the pre-trip meeting.

12. Communication Plan

Families will receive the itinerary, emergency contacts, and hotel details once confirmed. Administration will receive status updates and incident reports if necessary.

13. Educational Value

The trip supports leadership development, global citizenship, reconciliation learning, student engagement, and professional growth for staff.



Hazelton Secondary School

Ph. (250) 842-5214

E:hss@cmsd.bc.ca

2725 Highway 62

PO Box 300

Hazelton, BC

VOJ 1Y0

Re: CCUNESCO Ottawa Conference – Parent/Guardian Information Letter

Dear Parent/Guardian,

Hazelton Secondary School has been invited to send students to attend the Canadian Commission for UNESCO (CCUNESCO) National Education Conference in Ottawa, Ontario, at the University of Ottawa Campus. This is a national student leadership and learning conference that brings together schools from across Canada to participate in workshops focused on youth leadership, reconciliation, global citizenship, and intercultural understanding. We are planning to take two students accompanied by two staff chaperones.

Travel Information

Departure from Hazelton: May 26, 2026

Return to Hazelton: May 30, 2026

Students and staff will travel together from Hazelton to Terrace Airport and fly to Ottawa. After the conference, the group will return to Terrace and be driven back to Hazelton by staff.

Flight Information

Outbound – May 26, 2026

- Air Canada Flight AC 8440 – Terrace (YXT) departure at **10:10 AM**
- Connecting Air Canada Flight AC 344 – arrival in Ottawa (YOW) at **8:45 PM**

Upon arrival in Ottawa, the group will have dinner together and then go directly to the hotel.

Return – May 30, 2026

- Air Canada Flight AC 343 – departure from Ottawa (YOW) at **9:30 AM**
- Connecting Air Canada Flight AC 8439 – arrival in Terrace (YXT) at **3:19 PM**

A staff member will then drive the group back to Hazelton.

In the event of flight delays or cancellations, staff will arrange safe accommodation and notify families as soon as possible.

Conference Schedule (May 27–29)

Students will participate in structured workshops, group activities, and supervised educational visits. Staff will also attend professional development sessions connected to leadership and student engagement. All sessions will be at the University of Ottawa Campus. During times when staff are attending professional development sessions, students will be supervised by designated CCUNESCO conference facilitators. School staff will remain on site, reachable, and will resume direct supervision immediately afterward.

Supervision and Accommodation

Student safety is our highest priority. The following supervision plan will be in place:

- Students will be supervised at all times during travel, meals, activities, and free time.
- Students will remain with the group and will not be permitted independent travel.
- A buddy system will be used at all times.
- Staff will conduct regular head counts and daily check-ins.

Because of the small group size and the out-of-province travel, students will stay in hotel rooms with a same-gender staff chaperone (male student with male staff, female student with female staff). Students will have their own beds. This arrangement allows immediate supervision and response in the event of illness, homesickness, or emergencies. Parents/guardians will be contacted immediately if any medical or safety concern arises.

Safety Planning

Staff will review hotel safety procedures and expectations with students. Students will carry emergency contact information at all times. A first aid kit and attendant will be available (provided by CCUNESCO), and student medical information will be collected prior to departure.

Expectations

Students are expected to represent Hazelton Secondary School respectfully at all times. Students must:

- follow school rules and staff directions
- attend all scheduled activities
- follow curfew
- remain with the group
- behave respectfully in the airport, hotel, and conference

Additional Information

Costs

Conference accommodation and most meals during the conference dates are covered by CCUNESCO. Students are encouraged to bring spending money to cover incidental costs (i.e. gifts, souvenirs).

Parent Meeting

A parent meeting will be held closer to departure (in April or May). Please attend, once a date has been confirmed.

Further forms (permission form) will be sent home once participation is confirmed.

Please feel free to contact me if you require any further information or have any questions. I can be reached at:

ryan.mccann@cmsd.bc.ca.

Sincerely,



Ryan McCann, OCT

Vice Principal, Hazelton Secondary School



Consent of Parent/Guardian – Higher Risk Field Trip

School Name: Hazelton Secondary School

Coast Mountains Board of Education SD 82

Student Name:	Grade:	DOB:	Parent/Guardian:
Parent/Guardian Contact Number	Day:	Evening:	
Please read the contents of this Consent and Acknowledgement of Risk form. Clarify any questions or concerns with the Lead Teacher BEFORE signing it. If this form is not signed and returned to the school by: <u>May 1st, 2026</u> , your child WILL NOT BE ALLOWED TO ATTEND.			
Program/Activity Information			
Destination/Activity: CCUNESCO Conference in Ottawa, Ontario		Date(s): May 26-May 30 2026	
Series of off-site activities: (specify program) CCUNESCO Student Leadership Workshops and Tours of sites in Ottawa			
Purpose or educational goals(s): Student Leadership Development			
Itinerary/activities: See attached Letter			
Method of Transportation: Airplane, Public Transit, Car, Private Transfer/Bus		By: Richard Pesik (volunteer driver), TBD	
Lead Teacher: Richard Pesik and Ashley Reagan		Number of Supervisors Planned: 2	
Supervisory arrangements: Students will be supervised by trip leaders while away from home. See Supervision Plan.			
Cost to the student: Covered by CCUNESCO		What to bring: Appropriate clothing for the weather, spending money for incidental purchases	
Other considerations: A pre-trip meeting will be held with parents/guardians and students.			
Board Responsibilities			
The board will make every reasonable effort to ensure or ascertain that:			
<ol style="list-style-type: none"> 1. the staff, volunteers and/or service providers involved are suitably trained and qualified 2. the students are adequately supervised over all aspects of the program/activity 3. the location(s) used are appropriate and safe for the activity(ies) and group 4. equipment used has been inspected and deemed appropriate and safe 5. a Safety Plan is in place to identify and manage known potential risks 6. an Emergency Plan is in place to deal with an injury or illness to any of the students 			
Potential Known Risks			
Potential known risks include the following: Urban Environment, Flight Delays/Cancellations, Winter Road Travel, Becoming Separated from the Group			
Additional Comments/Requirements: Any changes to flights/schedule will be communicated with families. Please attend parent meeting before the trip (scheduled for April/May before departure, exact date will be communicated)			
Consent and Acknowledgement of Risk			
Destination/Activity/Program: CCUNESCO Conference, Ottawa Ontario		Dates: May 26-May 30 2026	
<ol style="list-style-type: none"> 1. I accept the mode of transportation for this activity. 2. I acknowledge my right to obtain as much information as I require about this program or activity and associated risks and hazards, including information beyond that provide to me by the school or board. 3. I freely and voluntarily assume the risks/hazards inherent in the program/activity and understand and acknowledge that my child may suffer personal and potentially serious injury arising from his/her participation 4. My child has been informed that s/he is to abide by the rules and regulations, including directions and instructions from the school's and/or service provider's administrators, instructors, and supervisors over all phases of the program/activity. 5. In the event my child fails to abide by these rules and regulations, disciplinary action may require his/her exclusion from further participation, or, that I be contacted to have him/her picked up, or specify other transport arrangements that I will be responsible for. 6. I acknowledge that it is my responsibility to advise the Lead Teacher of any medical and/or health concerns of my child that may affect his/her participation in the stated program or activity. 7. I acknowledge the Board may choose to cancel the trip if travel conditions are deemed unsafe and will be responsible for any costs associated with cancellation. 8. I acknowledge the trip supervisors may secure transport to emergency medical services as they deem necessary for my child's immediate health and safety, and that I shall be financially responsible for such services. 9. Based on my understanding, acknowledgement, and consents as described herein, I agree that: 			
_____ has my permission to participate.			
Name of student			
Signature Parent/Guardian (relationship to student)		Date	

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



Field Trip Emergency Medical Information	
Student Name:	Birth Date:
BC Medical Health Number:	Student School Accident Insurance <input type="checkbox"/> yes <input type="checkbox"/> no
Allergies eg. specific drugs, certain foods, insect stings, hay fever	
Reaction(s) to above?	
Carries EpiPen <input type="checkbox"/> yes <input type="checkbox"/> no	
Medical/physical conditions that may affect participation in the stated program/activity (eg. recent illness/injury, recent hospitalization or surgery, chronic conditions, phobias, etc.) Be specific	
Specify the condition(s) and requirements for program modification or specific activities your child should not participate in:	

Medication(s) taken at this time:			
name:	reason:	dosage:	storage:
side effects:		treatment of side effects:	
Other health/medical/dietary concerns:			

Emergency Contacts			
Name:	phone: (H)	phone: (W)	Cell:
Name:	phone: (H)	phone: (W)	Cell:
Name of Physician:		Phone:	
Name of Parent completing form:			
Signature of Parent:		Date:	



Field Trip Experience Checklist
School Name: Hazelton Secondary
Coast Mountains Board of Education SD 82

Y = met
 N = not met
 ? = need more information

Met

Criteria

- Administrative process respected (eg. proposal submitted to appropriate administrator in time to be considered)
- Field trip experience accessibility/eligibility policy addressed (eg. equal access, voluntary participation, if appropriate, special needs addressed, alternative activity for non-participants)

- Educational value of the trip is evident (eg. goals, student learning outcomes, curricular connections)
- Trip is appropriate for the students (eg. age/grade/preparation and follow up)
- Duration of the trip is appropriate and can be accommodated in the school calendar
- Destination or route adequately assessed (through pre-visit or other data collection) and appears appropriate)
- Itinerary and activities are outlined and fit the objectives
- The group appears adequately prepared for trip (eg. knowledge, skills, attitudes, fitness, clothing, equipment)
- Information to be given parents/guardians is appropriate for the type/duration of trip
- Parent/guardian information meeting date is planned, if holding one is appropriate for the trip (eg. overnight)
- Parental/Guardian consents to be collected (eg. consent to attend, consent to secure medical treatment)
- Relevant student health and medical information to be secured from parents
- Additional insurance needs address, if relevant eg. out of province medical, hospital care
- Budget and financial arrangements appropriate eg. financial accessibility, legality of any fees changed as per hardship policy

- Transportation arrangements acceptable: type of vehicle/driver and parental consent secured
- Number and gender of supervisors and supervision plan are appropriate for group, activities and sites/areas
- Plan to ensure all participants are clear re: behavioural expectations and consequences
- If overnighing, accommodation arrangements are acceptable (eg. hygiene, security)
- Leadership is competent to instruct/lead the particular group in the identified activity and environment
- Plan in place to brief supervisors re trip purpose, logistics, roles/responsibilities, safety plan, emergency plan etc.
- Safety plan is appropriate eg. procedures for managing the key inherent risks of the activities, environments and participants

- Emergency plan is in place to deal with insured/ill/lost/stranded participants(s) (eg. training, kits, communications equipment, back-up transportation, Emergency Services access)
- Confirmation of the presence of appropriate alternative contingency plan(s) if the trip/part of the trip can't happen
- Destination contact and phone number, (eg. outdoor centre, camp, local authority(ies))
- List of documents teacher will carry: trip plan, permits, passenger list, medical conditions, emergency contacts
- Office to receive copy of finalized trip plan, signed consent forms, passenger lists and names of no-shows
- Is there an appropriate plan in place to evaluate the trip (eg. Criteria for success, process to evaluate)
- Specify other relevant information unique to the particular trip: _____

Comments:

Name of Lead Teacher: Richard Pesik	Date: M/D/Y 2/11/2026	Signature:
Name of Principal: Louise Ormerod	Date: M/D/Y 02/11/2026	Signature:
Additional approval if needed (specify):	Date: M/D/Y	Signature:



Volunteer Driver Application

School Name: Hazelton Secondary School

Coast Mountains Board of Education SD 82

Driver's Name: Richard Pesik	Phone Number: (250) 730-1982
Address: 2990 Hwy 62, Hazelton BC V0J 1Y1	E-Mail: Richard Pesik

Applications may be approved only when the driver possesses a valid, appropriate driver's license and is able to respond "no" to questions concerning convictions and suspensions over the last three years.

Driver's License Number: 06841969	Class: 5	Expiry Date: 2028 June 14
Has your driver's license been suspended in the last 3 years?		<input type="checkbox"/> yes <input checked="" type="checkbox"/> no
If Yes, please provide date of reinstatement:		
Have you been convicted of an offence under the Highway Traffic Act, or for any motor vehicle-related offence under the Criminal Code of Canada during the last three years?		<input type="checkbox"/> yes <input checked="" type="checkbox"/> no
If "yes", please identify the offence(s) here:		

Were you found partly and/or responsible for any motor vehicle accident(s) over the last three years?	<input type="checkbox"/> yes <input checked="" type="checkbox"/> no
If "yes", please describe:	

Insurance related Considerations:

- The board requires that the vehicle owner maintain, at all times, valid automobile Third Party Liability Insurance as required under BC legislation in respect of liability for injury or death of any students who are passengers in the vehicle the volunteer drive is operating.
- In case of an insurance claim (ie. third party damage and/or personal injury) the vehicle owner's automobile liability insurance applies before that of the school board.
- Additional automobile liability insurance protection is provided under the school board's comprehensive general liability insurance policy for authorized drivers transporting students in privately-owned vehicles on an approved school activity. This insurance is only for an amount in excess of the limit of liability provided by the vehicles owners' liability insurance policy.
- Damage to any vehicle**, including the owner's, is the **responsibility of the volunteer driver** and not the school board.

Vehicle: Volkswagen	/ Tiguan	/ SG0 55H	/ 5
Make	Model	License Plate Number	Seating Capacity (include driver)
Owner's Name: Leased by Richard - but owned by VW Credit Canada			
Owner's Address: 310-1681 Chestnut St			
Owner's Phone Home:	Work: 1800 668 8224	Cell:	
Insurance On Vehicle (Company and Policy Number): ICBC-8K.0DS			

Commitments: By submitting this application to become a volunteer driver for the school board,

- I undertake to ensure that the vehicle used to transport students is in safe operating condition and agree to:
 - operate the automobile referred to herein in a safe manner
 - abide by all applicable laws at all times while I am transporting students
 - limit the number of passengers to the number of useable seat belts
 - require proper use of occupant restraint systems
 - I accept the foregoing undertakings and certify that the information contained in this application is correct to the best of my knowledge

Signature of Driver:	Signature of Vehicle Owner:
Signature and name of parent/guardian (if driver is under 17 years of age):	

For Office Use Only:

The above named driver is authorized to assist the school during the current school year. The assistance is appreciated.

Signature of Principal/Designate:	Date:
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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.



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

VOLUNTEER DRIVER DECLARATION

Driver's Name:	Richard Pesik	Telephone Number:	(250) 730-1982
Address:	2990 Hwy 62 Hazelton BC V0J 1Y1	E-Mail:	richard.pesik@cmsd.bc.ca
Vehicle make:	Volkswagen	Model:	Tiguan
		License Plate #:	SG055H
		Seating Capacity:	4
Owner's Name (complete if different from above)	VW Credit Canada (leased)		
Owner's Address:	310-1681 Chestnut St, Vancouver BC V6J 4M6		
Owner's Telephone Home:	Work:	1800 668-8224	
		Cell:	
Insurance on Vehicle:	ICBC	Company:	Policy No: 8K.0DS

REGULATIONS: In volunteering to transport students, I agree to comply with the following School District regulations:

1. Vehicles used for student transportation must be rated appropriately and insured with minimum Third Party Liability Insurance of \$2,000,000.
2. The School District does not accept responsibility for any damage to the vehicle in the event of an accident, nor for deductible, loss of insurance discount or loss of use.
3. The volunteer driver and owner should ensure that, to the best of his/her knowledge, the motor vehicle used for student transportation is in good mechanical condition. Where the driver is not the registered owner, the registered owner must also agree to these regulations.
4. Vehicles used will only be driven by the volunteer driver noted above who must be at least 21 years of age and in good health. The driver must have held a valid driver's licence for the last three years, been accident free for the last three years and cannot be a secondary school student. The driver must provide a copy of his/her current driver's licence to the Principal. Upon request, the driver must provide a copy of his/her current driving license abstract (available from the BC ACCESS CENTRE). **The volunteer driver agrees to advise the Principal of any change affecting the status as a driver (licence suspension, changes in medical conditions, etc.)**
5. The vehicle must be equipped with winter, all season tires and/or chains for winter conditions. The vehicle must be properly equipped with seat belts for each occupant; seat belts must be secured when travelling. Children under the age of 12 must not be transported in the front seat of vehicles with front passenger seat air bags.
6. Volunteer drivers must not allow smoking in their vehicles while transporting students.
7. The driver must not, at any time during his/her performance as a volunteer driver, imbibe/use or be under the influence any alcoholic beverages or any restricted substances.
8. The driver must not operate the vehicle in an unsafe manner or in contravention of any statute or regulation governing the operation of motor vehicles.

- NOTES:**
- A. If a vehicle has the capacity to carry more than nine occupants the driver must have a Class 4 drivers license.
 - B. The School District provides Excess Third Party Liability coverage for volunteer drivers and owners while lawfully operating vehicles on behalf of the School District.

VOLUNTEER DRIVER'S AND VEHICLE OWNER'S DECLARATIONS

(I/We) have read the above items 1 through 8, including notes, regarding transportation of students for sanctioned school activities and accept and agree to follow these School District regulations.

06841969

Driver's License # and Signature

Vehicle Owner's Signature

Date

Employee's Signature



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

Passenger List Form

School Name: Hazelton Secondary School

Destination: YXT Airport (for CCUNESCO Conf. Ottawa ON)		Date: May 26 - May 30
Driver's Name: Richard Pesik		Vehicle Make: Volkswagen Tiguan
		License Plate: SG0 55H
Passenger List		
1. Ashley Reagan	25.	49.
2. Ethan Elnar	26.	50.
3. Alex Mowatt	27.	51.
4.	28.	52.
5.	29.	53.
6.	30.	54.
7.	31.	55.
8.	32.	56.
9.	33.	57.
10.	34.	58.
11.	35.	59.
12.	36.	60.
13.	37.	61.
14.	38.	62.
15.	39.	63.
16.	40.	64.
17.	41.	65.
18.	42.	66.
19.	43.	67.
20.	44.	68.
21.	45.	69.
22.	46.	70.
23.	47.	71.
24.	48.	72.

MEETING AGENDA ITEM #11.1.6

Action:	X	Information:	
Meeting:	Regular	Meeting Date:	February 25, 2026
Topic:	Appointment of Election Officer – Trustee Election 2026 Appointment of Deputy Election Officer – Trustee Election 2026		

Background/Discussion:

The role of a Trustee is to maintain a focus on student achievement and well-being, and to participate in making decisions that benefit the entire district while representing the interests of their community.

General local government elections in British Columbia are held every four years, including the election for the offices of School District Trustees. The Board of Education for School District is comprised of 7 Trustees.

The next Provincial School Trustee Election is scheduled on Saturday, October 17, 2026 with nominations received during the Nomination Period of September 1 to September 11, 2026.

The services of a Chief Election Officer for the Provincial School Trustee Election are required by CMSD with the recommendation to appoint Ms. Cathy Jackson as Chief Election Officer for Coast Mountains School District for the 2026 Trustee Election.

The services of a Deputy Chief Election Officer for the Provincial School Trustee Election are required by CMSD with the recommendation to appoint Ms. Shawna Wilson as Deputy Chief Election Officer for Coast Mountains School District for the 2026 Trustee Election

Recommended Action:

THAT the Board appoint Ms. Cathy Jackson as Chief Election Officer and Ms. Shawna Wilson as Deputy Chief Election Officer for Coast Mountains School District for the Provincial Trustee Election 2026.

Presented by: Secretary Treasurer



MEETING AGENDA ITEM #13.1

Action:		Information:	X
Meeting:	Regular	Meeting Date:	February 25, 2026
Topic:	Board Chair Report – February 2026		

Background/Discussion:

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

Recommended Action:

Information only; no action required.

Presented by: Board Chair



BOARD CHAIR REPORT

FEBRUARY 2026 REGULAR BOARD OF EDUCATION MEETING

This past month, our thoughts and care have been focused on the students, families, colleagues, and broader community of Tumbler Ridge. I have received expressions of appreciation from other school districts, including our own, recognizing the outreach and support extended during this difficult time. I have also received calls from parents expressing gratitude for the responsiveness of our schools and the attention given to ensuring safe and supportive learning environments.

As we continue to fulfill our responsibilities, our thoughts remain with those impacted by the tragedy in Tumbler Ridge. Activities and commitments that were postponed or rescheduled are now resuming. The Rural and Northern Network Committee meeting has been rescheduled for later this month, and I will be participating.

BCSTA Board Chair calls have resumed. A recent call with the Minister of Education and Child Care and the Minister of Infrastructure included discussion of the provincial budget following comments related to Tumbler Ridge. Superintendents and Secretary-Treasurers have also received information regarding budget impacts. For our district, the provincial budget will inform our upcoming budget development process. As a Board, we will continue our work to identify efficiencies and ensure a balanced operational budget while maintaining our focus on student success.

BCSTA, in collaboration with the Ministry of Education and Child Care, has released a guide to support Boards in the development and review of governance policies. With the leadership of our administrative team, our Board has begun reviewing governance policies to ensure alignment with provincial guidance and best practices.

The Board does not meet in March; our next Regular Board Meeting will be held in April. Prior to that meeting, Trustees will be attending Provincial meetings. I am pleased to share that our submitted motions regarding childcare, curriculum review, and support for arts and music have been accepted for consideration at the voting stage.

Respectfully submitted,

Trustee Margaret Warcup
Board Chair

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