



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

**BOARD OF EDUCATION
REGULAR BOARD MEETING**

**New Hazelton Elementary School
HAZELTON**

**WEDNESDAY, October 29, 2025
5:30 P.M.**

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

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



COAST MOUNTAINS BOARD OF EDUCATION SCHOOL DISTRICT 82
REGULAR MEETING OF THE BOARD OF EDUCATION
WEDNESDAY, OCTOBER 29, 2025, 5:30 P.M. – NEW HAZELTON ELEMENTARY SCHOOL
HYBRID MEETING – IN PERSON OR VIRTUAL VIA ZOOM

A G E N D A

<u>Presentation:</u> World Teachers' Day			
1. ACKNOWLEDGEMENT OF THE TERRITORY & CALL TO ORDER			
2. DECLARATION OF QUORUM			
3. APPROVAL OF AGENDA	Motion		
4. PRESENTATION			
4.1 Public Presentation – “French Immersion Program at Majagaleehl Gali Aks & Beyond” presented by Christine Añonuevo	Information	Attachment	Pages 4-15
5. APPROVAL OF MINUTES OF PRIOR MEETING			
5.1 Regular Meeting of the Board, September 24, 2025	Motion	Attachment	Pages 16-24
6. RECEIPT OF RECORDS OF IN CAMERA MEETING			
6.1 Summary of In Camera Meeting, September 24, 2025	Motion	Attachment	Pages 25-26
7. BUSINESS ARISING FROM THE MINUTES			
- There is no business arising from the minutes to report.			
8. CORRESPONDENCE			
8.1 Board's Letter to Minister of Education and Child Care re: Fine Arts Addendum For the 2025 CMSD Enhancing Student Learning Report	Information	Attachment	Pages 27-30
8.2 Impacts of the Elimination of the Program Lead Position – Pacific Rim Integrated Child and Youth (ICY)Team	Information	Attachment	Pages 31-34
9. SUPERINTENDENT OF SCHOOLS' MONTHLY REPORT – OCTOBER 2025	Motion	Attachment	Pages 35-51
10. INDIGENOUS EDUCATION REPORT – OCTOBER 2025	Motion	Attachment	Pages 52-67
11. STANDING COMMITTEE REPORTS			
11.1 <u>Business Committee Report (Trustee Ed Harrison)</u>			
11.1.1 Business Committee Meeting Minutes, October 15, 2025	Motion	Attachment	Pages 68-70
11.1.2 Ministry of Education and Child Care Data Management 1701 Preliminary Report	Motion	Attachment	Pages 71-91
11.1.3 Revised Policy 5020: Policy Development (First Reading)	Motion	Attachment	Pages 92-94
12.2 <u>Education Committee Report (Trustee Karen Jonkman)</u>			
12.2.1 Education Committee Meeting Minutes, October 15, 2025	Motion	Attachment	Pages 95-99
12.2.2 Board Approval in Principle – Level 5 Field Trips:			
Hazelton Secondary School Tour of Europe, Budapest, Vienna and Prague, May 21-30, 2027 (will be resubmitted at a later date)	Withdrawn		
• Mount Elizabeth Middle/Secondary School Travel Club to the Alps & Mediterranean Coast, Spring Break 2027	Motion	Attachment	Pages 100-102
• Out-of-Province Music/Band Trip to Niagara Falls for Music Fest Canada, Mount Elizabeth Middle Secondary School, May 10-17, 2026	Motion	Attachment	Pages 103-104

12. NEW BUSINESS - No new business to report. 13. TRUSTEE REPORTS 13.1 Board Chair Report – October 2025 13.2 North West/Northern Interior Joint Fall Branch Meeting, October 17-19, 2025 13.3 BCSTA Provincial Council Meeting Report – October 24, 2025 13.4 Trustee Reports 14. QUESTION PERIOD 15. ADJOURNMENT	Motion Information Motion	Attachment Verbal Attachment	Pages 105-113 Pages 115-119
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***Next Regular Meeting of the Board of Education, Coast Mountains School District 82:
Tuesday, November 25, 2025, 5:00 p.m. – Hybrid Meeting – Board of Education Office, Terrace
“Learning Together, Realizing Success for All - Engage, Ignite, Empower”***



MEETING AGENDA ITEM #4.1

Action:		Information:	X
Meeting:	Regular	Meeting Date:	October 29, 2025
Topic:	Presentation: “French Immersion Program at Majagaleehl Gali Aks & Beyond”		

Background/Discussion:

In accordance with the presentation protocol for the School District’s Regular Board of Education Meetings, a request was received on October 23, 2025 and approved for Christine Añonuevo to present to the Board on “*French Immersion Program at Majagaleehl Gali Aks & Beyond*”, along with co-presenters Jennifer Zyp and Bryana Jack (reference attached PowerPoint presentation to be shared with the Board).

Recommended Action:

For information only.

Presented by: Christine Anonuevo

French Immersion Program at Majagaleehl Gali Aks Elementary & Beyond October 29, 2025

Christine Añonuevo, PhD
Master of Adult Education & Community Development
PCAR (Provincial Committee on Anti-Racism) Appointed Director, 2024-2028
Former Chair Multicultural Advisory Committee, 2019-2023
Concerned Mother and Educator

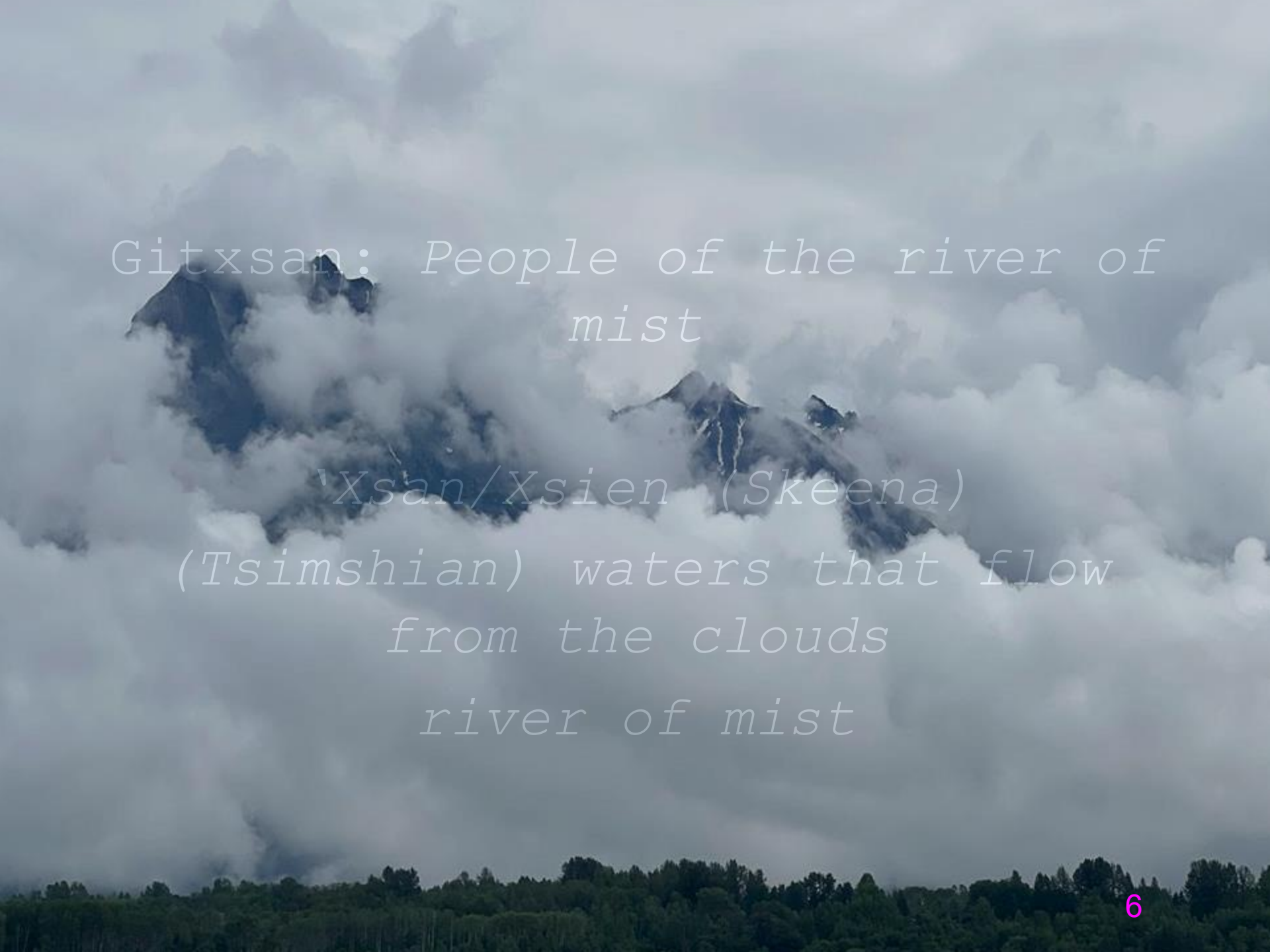
Outline of presentation

Ancestral acknowledgement

Concerns

Historical Background

Solutions



Gitxsan: *People of the river of
mist*

'Xsan/Xsien (Skeena)
(Tsimshian) waters that flow
from the clouds
river of mist



1. Continuation of discrimination of against the only on-reserve elementary school in your jurisdiction (underfunding and potential removal of a successful language program) based on numbers. Small numbers does not equate to small need. History of conflict between parents of French Immersion students in the Hazeltons and the School District

2. Accountability of the School District due to these small numbers. The School District limits and restricts French Immersion kindergarden registration to 30 kids thus creating a system where attrition and low numbers will be used to eliminate the program. Placing a burden on parents and caregivers to find more students.

3. Lack of Indigenous representation on the School District & a School District representative that doesn't currently live in our area and is too busy to attend important meetings where decisions about our children's education is at stake.

4. Decisions made without meaningful local input from parents and the caregivers who will need to attend the health and well-being our children's mental health related to their educational

Oui, je parle français

Is this the end of French Immersion as we know it?

by Sarah Aris

Estimée Mathieu, l'air est bon, c'est bon, c'est bon. French Immersion is a French program, she says. "I can only speak my parents' mother tongue."

For her parents, Ed and Jo, it's a bit of a problem. The French Immersion program at St. Anne's Secondary in Toronto, the last of a double immersion program, English and French, is on its way out.

Estimée, a recent immigrant from France, is a student in French Immersion, but having the ability to speak French is not a problem at all. She is a native speaker of French, and she is a native speaker of English. She is a native speaker of French, and she is a native speaker of English.

But her mother, Jo, is not. She is a native speaker of English, and she is a native speaker of French. She is a native speaker of English, and she is a native speaker of French. She is a native speaker of English, and she is a native speaker of French.

"I definitely feel French is a bit of a problem," she says. "I can only speak my parents' mother tongue. I can only speak my parents' mother tongue. I can only speak my parents' mother tongue. I can only speak my parents' mother tongue."

Estimée is a native speaker of French, and she is a native speaker of English. She is a native speaker of French, and she is a native speaker of English. She is a native speaker of French, and she is a native speaker of English.

Cuts and Consequences

For many kids in southern BC, the future of French Immersion is uncertain. The program, which has been successful in many areas, is facing cuts. The program, which has been successful in many areas, is facing cuts. The program, which has been successful in many areas, is facing cuts.

One of the main reasons for the cuts is the lack of funding. The program, which has been successful in many areas, is facing cuts. The program, which has been successful in many areas, is facing cuts. The program, which has been successful in many areas, is facing cuts.

Another reason is the lack of teachers. The program, which has been successful in many areas, is facing cuts. The program, which has been successful in many areas, is facing cuts. The program, which has been successful in many areas, is facing cuts.

The cuts are a result of the budget cuts. The program, which has been successful in many areas, is facing cuts. The program, which has been successful in many areas, is facing cuts. The program, which has been successful in many areas, is facing cuts.

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of their Native origins and values. In some parts, many schools across northern BC have added local indigenous languages to curriculum. In Prince Rupert, elementary students study the Tsimshian language. In Hazelton, the Haida language is taught. In Terrace, the Gitksan language is taught.

French Immersion supporters believe French programs need not suffer from Aboriginal language programs. Rather, they can complement each other.

Patrick Whistler, the Executive Director of AFNPO (Association of Francophone Parents of Ontario), an organization that supports and promotes French language and culture in southern BC.

"If you can learn three languages, you are getting a much better education than anyone else is getting, and so on," he says. "If they did with dual immersion, they would be better off. They would be better off. They would be better off. They would be better off."

The rural issue

Count Mountain School District (CMTS) is also considering changes to its French Immersion program. Currently, there is no French Immersion program in CMTS. The program, which has been successful in many areas, is facing cuts. The program, which has been successful in many areas, is facing cuts.

Similar to Hazelton, the district is worried about low enrollment, especially in higher grades, and scheduling issues. Scheduling conflicts, and the recruitment and retention of qualified teachers is also a challenge.

French Immersion students tend to drop when students transition from elementary to middle school, or middle to senior high school. There are lots of reasons for this. Students want to talk to others who speak French, or they want to be with their friends in English classes. Sometimes, they're forced to choose a particular English course instead of a French one because the courses are offered simultaneously.

On March 28, Count Mountain school board members voted to accept a recommendation from district staff to only offer French Immersion up to Grade 9 in Klamath, up to Grade 7 in Hazelton, but keep it through to Grade 12 in Terrace. The motion failed, however.

At Terrace, the district is more hesitant to make changes. It is concerned about French Immersion also taking money from other programs.

"We have been successful in many areas, but we need to make sure we are not taking money from other programs," says Whistler. "We need to make sure we are not taking money from other programs. We need to make sure we are not taking money from other programs."

Edward Clark, vice-president of Hazelton, is opposing the cuts. He is a native speaker of French, and he is a native speaker of English. He is a native speaker of French, and he is a native speaker of English. He is a native speaker of French, and he is a native speaker of English.

"We need to make sure we are not taking money from other programs," says Clark. "We need to make sure we are not taking money from other programs. We need to make sure we are not taking money from other programs."

The cuts are a result of the budget cuts. The program, which has been successful in many areas, is facing cuts. The program, which has been successful in many areas, is facing cuts. The program, which has been successful in many areas, is facing cuts.

Canadian Parents for French (CPF) is a national network with community chapters, dedicated to the promotion and creation of French second-language learning opportunities for young Canadians. Andrew Valera, of Terrace CPF, says all three groups in the district—Terrace, Hazelton and Klamath—will not be able to keep the program going. "We have been struggling to keep it going for a long time," he says. "We have been struggling to keep it going for a long time. We have been struggling to keep it going for a long time."

"We have been struggling to keep it going for a long time," he says. "We have been struggling to keep it going for a long time. We have been struggling to keep it going for a long time."

The three CPFs made a joint presentation to the school board to launch the second immersion and recommendations to have French Immersion throughout the district. Hazelton added not enough to fund it, why kids leave the program, more students and staff support, better communication with families, and more time and resources and more opportunities for cultural exchange and for French experiences.

"We are a committed and organized group of parents who are willing to go above and beyond to keep French Immersion in our high schools," says Valera.

French Immersion supporters believe French programs need not take away from Aboriginal language programs. Rather, they can complement each other.

Anger and frustration

The Count Mountain school board members met and accepted one other motion related to French Immersion at the March 28 meeting: to create a committee to study the possibility of offering videoconferencing services and work with regional groups including the CPF chapters in Hazelton, Klamath and Terrace, AFNPO and other parent groups to seek more federal government funding.

Despite these action items, local CPF members are frustrated, disappointed and angry at what they see as the district's lack of commitment. "We feel like the school board is not taking any action," says Valera. "We feel like the school board is not taking any action. We feel like the school board is not taking any action."

CPF members have quickly criticized the French Immersion Program Report submitted to the trustees by the district Superintendent and Boarding Vice-Mayor for the March 28 meeting. They say the report ignored all of their recommendations.

Carole Dufour, of CPF Terrace, says the report was basically "a factual analysis of what is going on." She says the report was a "factual analysis of what is going on." She says the report was a "factual analysis of what is going on."

gives them a million more. One family and job have suffered because we've been trying to figure this out for months.

"The question should have been: how do we move forward? We have a lot of people who are interested in French Immersion. We have a lot of people who are interested in French Immersion. We have a lot of people who are interested in French Immersion."

"We have a lot of people who are interested in French Immersion," he says. "We have a lot of people who are interested in French Immersion. We have a lot of people who are interested in French Immersion."

The district publicly announced the French Immersion program was under review last a couple of years ago. But according to Valera and Simon, the district had not taken any action since then.

"In my opinion," says Valera, "the district took their head in the sand and waited until the program was in life support before officially looking at it. It was a mistake. It was a mistake. It was a mistake."

"We are dealing with a situation that is not good," he says. "We are dealing with a situation that is not good. We are dealing with a situation that is not good. We are dealing with a situation that is not good."

After meeting on the second committee, videoconferencing says the following: "We were not up to us to be doing whatever we could do to the school. We were not up to us to be doing whatever we could do to the school. We were not up to us to be doing whatever we could do to the school."

The committee on which videoconferencing served was formed on September 28, 2015. It was supposed to meet over the next eight months, but the report on the group met only three times and disbanded in December.

The committee's Chair, Marie Champagne, the district's French Immersion Coordinator and principal of Terrace's French Immersion elementary school, Anne-Marie Champagne, presented the committee's final report at the January 2017 board meeting. Recommendations included: minimum class size of 20 in Hazelton and 18 in Terrace and Klamath, and a decision-making system if those minimums were not met. A CPF member has questioned that the decision-making system was no longer available.

If the minimum was not met, the school board would have to make a decision on whether to continue the program or not. The school board would have to make a decision on whether to continue the program or not. The school board would have to make a decision on whether to continue the program or not.

French future?

Valera believes much is at stake in his community of Hazelton, which suffers from high unemployment and, in some ways, poor health. "We need to make sure we are not taking money from other programs," says Valera. "We need to make sure we are not taking money from other programs. We need to make sure we are not taking money from other programs."

"We need to make sure we are not taking money from other programs," he says. "We need to make sure we are not taking money from other programs. We need to make sure we are not taking money from other programs."

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Many French Immersion students that have graduated from MGA and Hazelton Senior Secondary School and accomplished amazing things in the world. Support all existing French Immersion students to complete their Dual Dogwood in Grade 12. Parents and caregivers will support the School District with French extracurricular activities, supporting our incredible local French Immersion teachers at MGA and the high school, revitalizing the Canadian Parents for French Chapter in the Hazeltons.

As a parent, I do not want to move away from my children's ancestral home in order for them to continue with French immersion.

DENZEL SUTHERLAND-WILSON
RAFT GUIDE & ANTHROPOLOGY STUDENT

"Hazelton's French immersion program has opened up many opportunities for me over the years. Primarily, it gave me the confidence to go to school at the university I wanted to go to, McGill. It's in the French speaking city of Montreal. Attending their international business program and anthropology program allowed me to travel abroad to the University of Auckland in New Zealand. I'm pursuing learning fluent Spanish and Gitxsanimaax and truly believe the experience of learning French has helped with all languages."

HANNAH STOCKNER

CHEF

“Hazelton’s French immersion program helped me grow and gave me confidence as a kid. Having the ability to speak and understand another language at such a young age gave me a boost of self appreciation because had this ability to communicate differently that not everyone else had. It’s also been extremely useful as an adult. I love French immersion and when I have children, I will definitely put my kids in it.”



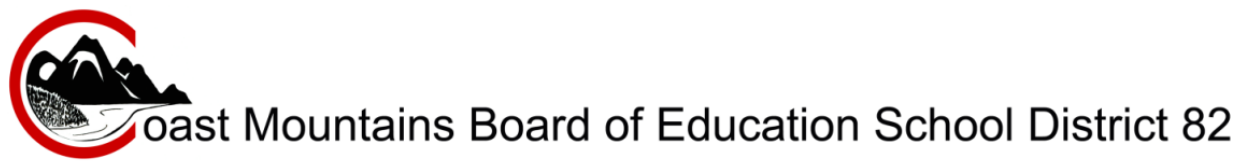
I want to work with the School District to ensure that the existing French Immersion program and students enrolled in second language immersion have the opportunity to continue with their second language successes.

There is funding, there are concerned and willing parents wanting to collaborate and support the School District in ensuring existing students can achieve a Dual Dogwood diploma.

Let's change the story of conflict between parents and the School District and create positive relationships and more success stories for our learners on the Gitxsan lax'yip.

Thank you for listening to my





MEETING AGENDA ITEM #5.1

Action:	X	Information:	
Meeting:	Regular	Meeting Date:	October 29, 2025
Topic:	Minutes of the Regular Meeting of the Board, September 24, 2025		

Background/Discussion:

Minutes as attached.

Recommended Action:

THAT the minutes of the Regular Meeting of the Board held September 24, 2025, be approved.

Presented by: Secretary Treasurer

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

WEDNESDAY, SEPTEMBER 24, 2025 – 5:00 P.M.

BOARD OF EDUCATION OFFICE

HYBRID MEETING (IN PERSON OR VIRTUAL)

PRESENT WERE:

Chair - M. Warcup

- E. Harrison

- W. Jones

Vice Chair - K. Jonkman

(virtual) - A. Maitland

(virtual) - M. Maxim

(virtual) - J. Sundell

Superintendent of Schools

Secretary Treasurer

Recording Secretary

- T. MacMillan

- G. Fuller

- C. Gagnon

DISTRICT STAFF PRESENT:

Director of Instruction, Learning Services

Director of Instruction, Inclusive Education

Director of Instruction, Indigenous Education

Director of Facility Services

- P. Barron

- J. Nieckarz

- D. Mortimer

- R. Schibli

Board Chair Warcup acknowledged with respect the school district's business being conducted on the unceded traditional territories of the Gitxsan, Haisla, Nisga'a and Ts'msyen Peoples noting Trustees Angie Maitland, Mike Maxim and Julia Sundell attended virtually from Kitimat, Terrace and Vancouver respectively. We are honoured to work with their children and privileged to live on these lands.

Board Chair Warcup welcomed guests who joined the first meeting of the 2025-2026 school year, both in person and virtually. The meeting was also livestreamed via CMSD82's YouTube Channel. Introductions followed by Trustees and District staff in attendance at the meeting.

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

Board Chair Warcup acknowledged and recognized the following events held during the month of September:

National Week for Truth & Reconciliation 2025

During this week, Canadians honour the survivors of residential schools in Canada and the thousands of children who did not return home, along with their communities and loved ones. Schools are engaging this week in ongoing learning about the impacts of the residential school system and furthering their understanding of the experiences and history of First Nations, Metis and Inuit people.

Flags at Half-Mast & Observance of National Day for Truth & Reconciliation

In Coast Mountains School District, flags will be flown at half-mast for schools' and in observance of the National Day for Truth & Reconciliation and Orange Shirt Day celebrated on Tuesday, September 30. Schools and work sites will be closed on Tuesday, September 30 in observance of National Day for Truth & Reconciliation.

Orange Shirt Day

September 30 is the National Day for Truth & Reconciliation in Canada. By wearing an orange shirt on this day, you commit to the enduring truth that EVERY CHILD MATTERS, every day and everywhere. Phillis Webstad, a Residential School Survivor, shares her story of her orange shirt that has inspired Orange Shirt Day (now in its 10th year), a national movement to remember and honour First Nation, Metis and Inuit children who attended Canada's Residential School System, including the thousands who never returned home.

In honour of the annual National Day for Truth and Reconciliation and Orange Shirt Day video presentations resourced through the National Centre for Truth and Reconciliation, were presented for meeting attendees to support learning about the history and legacy of residential schools in Canada.

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

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

1. CALL TO ORDER

Board Chair Warcup called the meeting to order at 5:12 p.m.

2. DECLARATION OF QUORUM

A quorum was declared.

3. APPROVAL OF AGENDA

Motion #8862

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, June 18, 2025

Motion #8863

THAT the minutes of the Regular Meeting of the Board held June 18, 2025 be approved.

Carried
All in Favour

5. RECEIPT OF RECORDS OF IN CAMERA MEETING

5.1 Summary of In Camera Meeting, June 18, 2025

Motion #8864

THAT the Summary of the In Camera Meeting of the Board held June 18, 2025 be approved.

Carried
All in Favour

6. BUSINESS ARISING FROM THE MINUTES

6.1 Follow-Up – 2025-2026 Hazelton French Immersion Consultation

Superintendent MacMillan provided an update to the Board regarding the sustainability of the French Immersion program in Hazelton, following the presentation made at the Board's Regular Meeting in February 2026.

Throughout the 2025-2026 school year, enrolment and retention in the French Immersion programs at Hazelton Secondary School and Majagaleehl Gali Aks Elementary School will be closely monitored. Consultation meetings will be scheduled in fall 2025 to engage the community, parents/caregivers, staff, and students.

Specific dates and times for these meetings will be communicated in fall 2025.

7. CORRESPONDENCE

7.1 Letter Received from District of Kitimat Mayor, June 20, 2025 re: Budget Reductions/School District Response Measures and Board Response Letter, June 26, 2025

Motion #8865

THAT the Board receive the letter of June 20, 2025 from Mayor Germuth, District of Kitimat, regarding correspondence from the Village of Chase sharing their concerns of reduced funding for public education in the Village of Chase and throughout B.C. including the Board's response letter of June 25, 2026 to Mayor Germuth.

Carried
All in Favour

8. SUPERINTENDENT OF SCHOOLS' MONTHLY REPORT – SEPTEMBER 2025

Motion #8866

THAT the Superintendent of Schools' Monthly Report to the Regular Board Meeting of September 24, 2025 be received as presented.

Carried
All in Favour

9. INDIGENOUS EDUCATION REPORT – SEPTEMBER 2025

Motion #8867

THAT the Board receive for information the Indigenous Education Report for September 2025 presented by Superintendent MacMillan.

Carried
All in Favour

10. STANDING COMMITTEE REPORTS

10.1 Business Committee Report (Trustee Ed Harrison)

10.1.1 Business Committee Meeting Minutes, September 17, 2025

Motion #8868

THAT the minutes of the Business Committee Meeting held on September 17, 2025 be received for information.

Carried
All in Favour

10.1.2 Draft 2024-2025 Audited Financial Statements

Motion #8869

THAT the Board approve the 2024-2025 Audited Financial Statements and Notes Version: 1213-9468-7485 as presented.

Carried
All in Favour

Upon approval of the Financial Statements by the Board, the Independent Auditors' Report (pages 2-4) will be provided for inclusion in the Audited Financial Statements to the Ministry of Education and Child Care. The 2024-2025 appointed auditor, Steve Kietzmann of Vohora LLP (chartered professional accountants) presented a verbal report of the Financial Statements and accompanying Notes to the Board at the September 24, 2025 Regular Board Meeting. Mr. Kietzmann praised the district's Finance Team for their professionalism and the smooth audit process.

10.1.3 2024-2025 Indigenous Education Targeted Fund Carry Forward

Motion #8870

THAT the Board approve the carry forward of \$1,281,852 surplus in Indigenous Education targeted funds to the 2025-2026 fiscal year.

Carried
All in Favour

10.1.4 Draft 2024-2025 School Year Financial Statement Discussion & Analysis Report

Motion #8871

THAT the Board receive the 2024-2025 School Year Financial Statement Discussion & Analysis Report for Coast Mountains School District 82 as presented.

Carried
All in Favour

10.2 Education Committee Report (Trustee Karen Jonkman)

10.2.1 Education Committee Meeting Minutes, September 17, 2025

Motion #8872

THAT the minutes of the Education Committee Meeting held September 17, 2025 be received for information.

Carried
In Favour 6 / Abstained 1 (Trustee Maxim)

11. NEW BUSINESS

11.1 2025-2026 Annual Board Work Plan

Motion #8873

THAT the Board approve the 2025-2026 Annual Board Work Plan as presented.

Carried

In Favour 6 / Abstained 1 (Trustee Maxim)

11.2 Informal Meetings with Municipal Council Liaisons to the Board

Board Chair Warcup addressed the Board's ongoing commitment to fostering strong relationships with local government partners by highlighting the intention to meet with the appointed Council Liaisons to Coast Mountains School District for both Terrace and Kitimat this fall. These informal sessions are designed to provide an informal open dialogue, enabling the Board and municipal representatives to collaboratively explore shared priorities, address emerging challenges, and identify opportunities for partnership in support of student success and community well-being. The Board is eager to engage in these meaningful conversations and looks forward to working closely with the Council Liaisons in the coming weeks to strengthen connections and advance common goals.

11.3 2024-2025 Draft Enhancing Student Learning Report

Motion #8874

THAT the Board approve the 2024-2025 Enhancing Student Learning (ESL) Report for submission to the Ministry of Education and Child Care on October 1, 2025 with the inclusion of a Fine Arts addendum. Further, a letter from the Board will be addressed to the Minister of Education and Child Care, respectfully recommending that the Ministry consider incorporating Fine Arts data in future provincial ESL reporting requirements. The Board also agreed to refer the report, along with the addendum, to the Education Committee for review regarding the inclusion of music and arts in the student learning frameworks.

Carried

In Favour 6 / Abstained 1 (Trustee Maxim)

12. TRUSTEE REPORTS

12.1 Board Chair Report – September 2025

Motion #8875

THAT the Board receive for information the Board Chair Report for September 2025.

Carried

In Favour 6 / Abstained 1 (Trustee Maxim)

12.2 Trustee Reports

Trustee Harrison reminded Trustees of the upcoming BCSTA North West and Northern Interior Joint Branch Meeting, which will be held October 17–19, 2025 in Terrace and hosted by Coast Mountains School District. The meeting will focus on important topics such as recruitment and retention, policy writing, early child care, and more.

13. QUESTION PERIOD

There were no questions received.

14. ADJOURNMENT

The next hybrid Regular Board of Education Meeting will be held on Wednesday, October 29, 2025 at 5:30 p.m. in Hazelton (venue to be confirmed).

The meeting was adjourned at 6:15 p.m.

Board of Education Chair

Secretary Treasurer



MEETING AGENDA ITEM #6.1

Action: X

Information:

Meeting: Regular

Meeting Date: October 29, 2025

Topic: **Summary of In Camera Meeting of the Board, September 24, 2025**

Background/Discussion:

Summary as attached.

Recommended Action:

THAT the Summary of the In Camera Meeting of the Board held September 24, 2025 be approved.

Presented by: Secretary Treasurer



**SUMMARY OF PROCEEDINGS AND DECISIONS MADE AT THE
IN CAMERA MEETING OF THE BOARD OF EDUCATION
SCHOOL DISTRICT 82 (COAST MOUNTAINS)
HELD September 24, 2025
PURSUANT TO SECTION 72(3) OF THE *SCHOOL ACT***

The Board of Education:

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



MEETING AGENDA ITEM #8.1

Action:	Information:	X
Meeting:	Regular	Meeting Date: October 29, 2025
Topic:	Board's Letter to the Minister of Education and Child Care re: Fine Arts Addendum for the 2025 CMSD Enhancing Student Learning Report	

Background/Discussion:

The attached letter, dated September 29, 2025, from Board Chair Margaret Warcup to the Honourable Lisa Beare, Minister of Education and Child Care, was submitted on behalf of the Board of Education for Coast Mountains School District 82.

Following the Board's approval of the 2025 *Enhancing Student Learning (ESL) Report*, Trustees identified that Fine Arts education—music, band, drama, dance, and visual arts—was not explicitly represented within the Ministry's reporting template. Recognizing the importance of Fine Arts in supporting student engagement, creativity, confidence, cultural expression, and academic success, the Board directed that a Fine Arts Addendum be developed and submitted alongside the ESL Report.

The letter respectfully recommends that the Ministry consider including Fine Arts data in future provincial ESL reporting to provide a more holistic view of student achievement. A copy of the Board's correspondence and the Fine Arts Addendum is attached for information.

Recommended Action:

THAT the Board receive the letter of September 29, 2025, from Board Chair Warcup to the Honourable Lisa Beare, Minister of Education and Child Care, regarding the inclusion of a Fine Arts Addendum within the 2025 *Enhancing Student Learning Report*, as attached.

Presented by: Board Chair



Coast Mountains Board of Education School District 82

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

September 29, 2025

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

Dear Minister Beare:

RE: Enhancing Student Learning Report – Inclusion of Fine Arts

The Board of Education for Coast Mountains School District 82 approved at its Regular (Public) Board Meeting, the submission of our 2025 *Enhancing Student Learning (ESL) Report* by the October 1, 2025 deadline. In doing so, the Board recognized that the content and structure of the report are prescribed by the Ministry of Education and Child Care.

During our review, Trustees identified an area not explicitly represented within the prescribed outcomes in the ESL template: **Fine Arts education**. The Board wishes to emphasize the importance of Fine Arts—including music, band, drama, dance, and visual arts—and their demonstrated contributions to student engagement, confidence, creativity, and academic success, particularly in literacy development.

Across Coast Mountains School District, Fine Arts programming plays a vibrant role in the learning journey of our students. Examples include:

- **Band and music programs** offered in elementary and secondary schools.
- **Drama and musical productions** that showcase student talent while fostering collaboration, literacy, and storytelling skills.
- **Visual arts programs and exhibitions**, including opportunities for Indigenous expression and cultural representation, that build creativity, communication, and problem-solving.
- **Dance opportunities** that strengthen cultural expression, confidence, and well-being.

To ensure this critical area is recognized, the Board has directed that a stand-alone Fine Arts Addendum be developed and submitted alongside the ESL report—similar in approach to the Ministry's practice of attaching provincial Literacy data. This intentional, dedicated submission underscores that Fine Arts were not overlooked but rather are central to the Board's vision of student success.

... continued



Honourable Lisa Beare
Minister of Education and Child Care
Victoria, B.C.

September 29, 2025

RE: Enhancing Student Learning Report – Inclusion of Fine Arts

Page 2

Furthermore, the Board respectfully recommends that the Ministry consider including Fine Arts data within future provincial ESL reporting requirements. Recognizing the role of the arts alongside literacy and numeracy will provide a more comprehensive picture of student achievement and reflect the diverse pathways through which students develop the core competencies needed for their futures.

Thank you for your consideration of this recommendation. We value the Ministry's continued partnership in enhancing learning opportunities and outcomes for all students.

Sincerely,

Margaret Warcup
Board of Education Chairperson

cc: Coast Mountains Board of Education School District 82:

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

Ms. Kiersten Fisher, Executive Director, Governance and Legislation Branch
Ministry of Education and Child Care



ADDENDUM TO THE 2025 ENHANCING STUDENT LEARNING REPORT HIGHLIGHTING FINE ARTS IN COAST MOUNTAINS SCHOOL DISTRICT 82

The Board of Education for Coast Mountains School District 82 (CMSD) recognizes the vital role of Fine Arts—music, band, drama, dance, and visual arts—in student success. Fine Arts programming not only builds creativity and confidence but also strengthens literacy, cultural expression, and belonging.

District Actions and Examples

Music & Band: Students participate in elementary music and secondary band programs at schools such as Cassie Hall Elementary School, Thornhill Elementary School, Suwilaawks Community School, Skeena Middle School and Caledonia Secondary School. These programs develop musical literacy, collaboration, and confidence, with performances at school concerts and community events.

Drama & Musicals: School productions at Hazelton Secondary School, Mount Elizabeth Middle/Secondary School and Caledonia Secondary School include plays and musicals that engage students in script analysis, rehearsal, and storytelling. These experiences deepen literacy and teamwork while building public-speaking skills.

Visual Arts & Indigenous Expression: Student artwork is displayed in schools and community spaces across the district, including Parkside Secondary School's community art showcases and Skeena Middle School's student exhibitions. Indigenous expression is highlighted through projects such as Nisga'a and Ts'msyen designs at Hobiye celebrations, murals at Caledonia Secondary School, Hazelton Secondary School and New Hazelton Elementary School, and cedar weaving shared during National Indigenous Peoples Day events.

Dance & Cultural Performance: Students participate in dance as part of physical education, assemblies, and traditional Indigenous performances. Examples include Haisla dance at Mount Elizabeth Middle/Secondary School and Gitksan dance at Hazelton Secondary School, and student-led cultural performances at district-wide feasts and community gatherings.

After School Arts & Sports Initiative (ASAI): CMSD receives over \$100,000 annually for the ASAI program, which provides after-school opportunities in sports and arts. The majority of this funding supports Fine Arts, with programs in visual arts, drama, and music offered across schools in the district. ASAI has significantly expanded access for students to explore creativity, build skills, and connect with their peers in safe and supportive environments.

Impact on Student Learning

Fine Arts programs:

- Enhance literacy by embedding reading, writing, and oral language into artistic processes.
- Provide opportunities for Indigenous students to express culture, language, and tradition through multiple art forms.
- Foster belonging and inclusive participation for students with diverse abilities.

Recommendation to the Ministry

The Board respectfully recommends that Fine Arts measures be explicitly considered in future ESL reporting requirements. Recognizing Fine Arts alongside literacy and numeracy will ensure a more holistic picture of student achievement and reflect the diverse pathways through which learners develop the skills, creativity, and confidence needed for their futures.



MEETING AGENDA ITEM #8.2

Action:		Information:	X
Meeting:	Regular	Meeting Date:	October 29, 2025
Topic:	Impacts of the Elimination of the Program Lead Position – Pacific Rim Integrated Child and Youth (ICY) Team		

Background/Discussion:

The Board of Education received correspondence from the Pacific Rim School District expressing significant concern regarding the recent elimination of the Program Lead position for the Pacific Rim Integrated Child and Youth (ICY) Team by Island Health.

The ICY model is a provincially funded, multi-ministry initiative designed to provide integrated mental health and substance-use supports for children, youth, and families who do not meet the threshold for more intensive services. The Program Lead position was instrumental in coordinating community partnerships, including those with Indigenous organizations, and ensuring stability and consistency within local service delivery.

The letter requests the Ministry of Health's intervention to restore dedicated, locally based leadership for the ICY Team, and seeks clarification regarding governance, consultation processes, and funding accountability associated with the Island Health Authority's decision.

This matter is of interest to Coast Mountains School District, as we also operate within the Integrated Child and Youth model.

Recommended Action:

For information only; no action.

Presented by: Board Chair



Honourable Josie Osborne
Minister of Health, Government of British Columbia
PO Box 9050, Stn Prov Govt
Victoria, BC V8W 9E2
HLTH.Minister@gov.bc.ca

October 22, 2025

Re: Impacts of the Elimination of the Program Lead Position – Pacific Rim Integrated Child and Youth (ICY) Team

Dear Minister Osborne,

We are writing to convey our significant concern regarding the recent unilateral elimination of the Program Lead position for the Pacific Rim Integrated Child and Youth (ICY) Team by the Island Health Authority, and to request an in-person meeting at your earliest convenience. This decision, undertaken without prior consultation, notice, or communication with local partners, has had serious implications for program integrity, service delivery, and community trust.

Background

The ICY Team is a provincially funded, multi-ministry initiative designed to provide integrated mental health and substance-use supports for children, youth, and families who do not meet the threshold for more intensive services such as Child and Youth Mental Health (CYMH) or YSTAR. The initiative forms a key component of *A Pathway to Hope* and was established with the expectation that local governance would be co-determined through a multi-ministry Local Employers Table (LET).

In July 2025, Island Health Authority implemented broad staffing reductions, including the termination of the ICY Program Leads across the communities of (Comox/Courtenay (2), Qualicum/Parksville (1), Pacific Rim (1), Nanaimo (4), and the Cowichan Valley (2). Notice of this change was received ten (10) days after the position had been eliminated.

Program Impacts

a) Erosion of Program Stability and Confidence

The sudden loss of the Program Lead has had a destabilizing effect on the ICY team and its community partners. Staff morale has been adversely affected, referral volumes have declined, and confidence in the program's continuity has diminished. The perception that such a key leadership role could be eliminated without consultation has shaken both the ICY team members and the communities ICY serves.

b) Diminished Service Capacity for Children, Youth, and Families

Leadership and administrative duties formerly managed by the Program Leads have been redistributed to frontline clinicians, resulting in an estimated 50% reduction in available clinical time for clients. Staff are now required to manage intake, waitlists, family communications, and data system administration (Integrate), all of which divert time and attention from direct therapeutic care. The newly created

replacement Coordinator position will not include all of the previous duties the former Program Lead performed.

c) **Loss of Community and Indigenous Engagement**

The Program Lead had been instrumental in coordinating outreach and partnership activities with community agencies and Indigenous organizations. The abrupt cessation of this work has led to a breakdown in established relationships and a loss of trust among partners who were working collaboratively to support local service integration. Rebuilding these connections will be both challenging and time-consuming.

Organizational Response

The Island Health Authority has indicated that a new regional leadership position will be created to oversee both the ICY and YSTAR programs. While we appreciate this intent, it is important to note that the YSTAR program provides crisis response and stabilization services for youth experiencing acute mental health or substance-use crises—an inherently high-intensity, life-and-death function. Expecting a single leader to effectively oversee both programs will unavoidably result in the ICY portfolio receiving diminished attention, undermining its preventive and early-intervention objectives.

Conclusion and Request

The Integrated Child and Youth model represents a cornerstone of the province's commitment to accessible, community-based mental health care. Local leadership, stability, and collaboration are essential to its success. We respectfully request the Ministry's review of this situation and intervention to ensure that the Pacific Rim ICY Team can continue to deliver its intended level of service under a dedicated, locally engaged leadership structure.

We urge you to reach out to Paula Mason, Manager of Corporate Services pmason@sd70.bc.ca to arrange an in-person meeting at your earliest convenience to discuss this matter further, with the following three key questions in mind:

1. **Program Governance and Consistency:**

Why is the Island Health Authority not required to adhere to the original Terms of Reference for this provincial program, as established by the former Ministry of Mental Health and Addictions, when all other participating Health Authorities in the province continue to adhere to the established Terms of Reference, Policies and Procedures?

2. **Process and Consultation:**

Why has the Island Health Authority only recently provided an update to the Local Employers' Table (LET) outlining changes that have already been implemented—such as the creation of a new unionized job description, interview process, and candidate selection—without engaging this group in prior consultation or collaboration? This approach appears inconsistent with the required change proposal process and disregards the established integrated partnership within the Local Employer Tables.

3. **Funding and Accountability:**

It is our understanding that the targeted funding initially allocated for this initiative has since been

absorbed into non-targeted funding, resulting in a decision by the Island Health Authority that collaboration and consultation are no longer necessary. We would appreciate clarification on how the original targeted funds were reallocated and request accountability regarding their expenditure.

We greatly value the Ministry's ongoing commitment to improving health outcomes for children, youth, and families—particularly for Indigenous communities—and appreciate your timely attention to this matter.

Yours sincerely,



Pam Craig, Chair, Board of Education
Pacific Rim School District
4690 Roger Street, Port Alberni, BC V9Y 3Z4
www.sd70.bc.ca

cc:

Honourable Lisa Beare, Minister of Education ecc.minister@gov.bc.ca
Trevor Davies, CEO, British Columbia School Trustees Association (BCSTA) tdavies@BCSTA.ORG
Kat Eddy, President, Vancouver Island School Trustees Association (VISTA) Natalie.Crawshaw@sd72.bc.ca
Michelle Waite, Chairperson, Board of Education, Comox Valley Schools michelle.waite@sd71.bc.ca
Jeremy Morrow, Superintendent of Schools, Comox Valley Schools jeremy.morrow@sd71.bc.ca
Eve Flynn, Chairperson, Board of Education, Qualicum School District eflynn@sd69.bc.ca
Peter Jory, Superintendent of Schools, Qualicum School District pjory@sd69.bc.ca
Naomi Bailey, Chair, Board of Education, Nanaimo Ladysmith Public Schools naomi.bailey@sd68.bc.ca
Robyn Gray, Superintendent, Nanaimo Ladysmith Public Schools Superintendent@sd68.bc.ca
Cathy Schmidt, Board Chair, Cowichan Valley School District cschmidt@sd79.bc.ca
Tim Davie, Superintendent, Cowichan Valley School District tdavie@sd79.bc.ca
Brent Ronning, Co-Chair, Indigenous Education Council brent.r@huuayaht.org
Jennifer Touchie, Co-Chair, Indigenous Education Council jennifer.touchie@ufn.ca
Melissa Bartier, Director of Education, Training and Social Development, Nuu-chah-nulth Tribal Council
melissa.bartier@nuuchahnulth.org

Other school districts in the Province that have Integrated Child and Youth Teams:

SD82 Coast Mountain	tracey.macmillan@cmsd.bc.ca ; margaret.warcup@cmsd.bc.ca
SD59 Peace River South	cfennell@sd59.bc.ca ; canderson@sd59.bc.ca
SD38 Richmond	cusih@sd38.bc.ca ; khamaguchi@sd38.bc.ca
SD47 Qathet	paul.mckenzie@sd47.bc.ca ; jaclyn.miller@sd47.bc.ca
SD49 Central Coast	sdishkin@sd49.ca ; mblewett@sd49.bc.ca
SD42 Maple Ridge	Teresa_Downs@sd42.ca ; elaine_yamamoto@sd42.ca
SD75 Mission	angus.wilson@mpsd.ca ; tracy.loffler@mpsd.ca
SD37 Delta	dsheppard@deltaschools.ca ; jmuego@deltaschools.ca
SD36 Surrey	pearmain_m@surreyschools.ca ; tymoschuk_gary@surreyschools.ca
SD83 Salmon Arm	dkrigger@sd83.bc.ca ; cgraysto@sd83.bc.ca
SD53 Oliver	mtoneatt@sd53.bc.ca ; rzandee@sd53.bc.ca
SD20 Castlegar	kshearer@sd20.bc.ca ; czaitsoff@sd20.bc.ca
SD74 Gold Trail	vmochikas@sd74.bc.ca ; lcasper@sd74.bc.ca
SD58 Merrit	clawrance@sd58.bc.ca ; gswan@sd58.bc.ca



MEETING AGENDA ITEM #9

Action:	X	Information:	
Meeting:	Regular	Meeting Date:	October 29, 2025
Topic:	Superintendent of Schools' Monthly Report – October 2025		

Background/Discussion:

Attached for reference is the Superintendent of Schools' Monthly Report for presentation at the October 29, 2025, Regular Board Meeting as prepared by Superintendent Tracey MacMillan.

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

Recommended Action:

THAT the Superintendent of Schools' Monthly Report to the Regular Board Meeting of October 29, 2025, be received as presented.

Presented by: Superintendent of Schools

Superintendent's Report to the Board

October 2025



A Message from the Superintendent

Ama Sah / Good Day,

October has been a month of meaningful connection, collaboration, and progress across Coast Mountains School District.

We were honoured to host our inaugural Indigenous Education Council (IEC) meeting, an important milestone for our district. With Indigenous learners making up nearly 50% of our student population, the establishment of the IEC marks a vital step forward in ensuring an additional layer of support for Indigenous learners and in advancing equity in learning across all schools. The voices and perspectives shared through this council will strengthen how we collectively support student success and well-being throughout the district.

We were also pleased to welcome Trustees, Superintendents, and Secretary-Treasurers from across the Northwest and Northern Interior regions for the Joint BC School Trustees Association (BCSTA) Fall Branch Meeting held in Terrace. It was a privilege to collaborate with colleagues from across the province, to share ideas, and to highlight the unique programs and successes that define learning in Coast Mountains School District — from innovative classroom practices to community-connected opportunities that inspire our students every day.

Throughout the month, we have had many opportunities to strengthen our community connections — attending the Kitselas Totem Pole Raising, the Gitanmaax Community Meet and Greet, the Principals and Vice-Principals Forum, and the Indigenous Support Workers Conference. Each of these events reflected the deep sense of belonging, partnership, and shared purpose that guides our collective work for learners. Together, these relationships enrich the experiences we are able to offer students, both in and beyond the classroom.

We were also inspired by Leona Prince, a renowned Indigenous author and educator, who joined us as the keynote speaker for the National Day for Truth and Reconciliation District Inservice Day on September 26. Her presentation on *Indigenous Brilliance* emphasized the importance of collective strength and the power of weaving cultural teachings into daily life and classroom learning. Her message was a powerful reminder that being connected to place, people, and purpose is at the heart of meaningful learning for both students and educators alike.

Across the district, the District Education Team has been meeting with school administrative teams to review and support the implementation of their School Growth Plans, which focus on four key areas:



Leona Prince, Author and Educator gifted a signed copy of her new book to Superintendent Tracey MacMillan.

Superintendent's Report to the Board

October 2025



Literacy, Numeracy, Inclusion/Indigenous Education, and Mental Health & Well-Being. These priorities, which are also central to our District Strategic Plan, ensure that every school is focused on improving learning outcomes, supporting individual growth, and fostering environments where all students feel seen, supported, and capable of success.

This month's stories from our schools capture the incredible creativity and commitment of our educators and students from literacy and language learning at Kitwanga Elementary to outdoor education at Nechako, community gardening at Parkside, and cultural and science projects at New Hazelton. These examples reflect the heart of teaching and learning across Coast Mountains — where curiosity, culture, and community come together in classrooms, gardens, and outdoor spaces. I am continually inspired by the dedication of our teachers, support staff, and school leaders who bring learning to life each day for our students.

Finally, I continue to highlight in each report our Ongoing Considerations — areas we monitor closely and discuss openly as part of our continuous improvement journey. These reflections help us stay grounded in the realities of our work while celebrating the progress we are making together for learners across our district.

As we move into November, I remain grateful for the dedication of our staff, the support of our partners, and the strong relationships that continue to guide our collective efforts to engage, ignite, and empower every learner across the Coast Mountains School District.

With gratitude and appreciation,

Tracey MacMillan
Superintendent



Upcoming Dates:

November 11 – Remembrance Day
November 19 – Early Dismissal – November 19 & 20
November 28 – Non-Instructional Day (No Classes)

Superintendent's Report to the Board

October 2025



Coast Mountains School District Hosts BCSTA Fall Branch

Building Understanding of Early Childhood Education and Childcare.

Pictured: Margaret Warcup, CMSD Board Chair and Presenter.



Meetings

Coast Mountains School District was honoured to host the BC School Trustees Association (BCSTA) North West and Northern Interior Fall Branch Meetings in Terrace from October 17–19, 2025. The three-day event brought together Trustees, Superintendents, and Secretary-Treasurers from across northern British Columbia for learning, collaboration, and connection focused on improving student learning and well-being. Special thanks are extended to Ed Harrison, Northwest Branch President, who co-planned and cofacilitated the event with Helen Gilbert, Northern Interior Branch President. Their leadership and thoughtful coordination ensured an engaging and well-organized program from start to finish. The meetings opened with a territorial welcome and a school tour

highlighting the great work taking place at Skeena Middle School. Participants then engaged in discussions on recruitment and retention, workforce strategies, and rural education networks — all areas of importance to the North.

We were also pleased to welcome BCSTA President Tracy Loffler and Director of Education Services Gordon Li, who led a session titled A Board's Legacy: How You Matter to Public Education, emphasizing the collective responsibility of Boards of Education in shaping the future of learning across the province. The weekend also featured a presentation on Building Understanding of Early Childhood Education and Child Care, facilitated by our own Board Chairperson, Margaret Warcup. The session emphasized the vital role of early learning in supporting long-term student success and well-being. The final day offered participants an unforgettable experience — a cultural visit to the Nisga'a

Nation, including tours of the Nisga'a Elementary/Secondary School in Laxgalts'ap. This visit provided an opportunity to deepen understanding of Indigenous self-governance, language, and cultural revitalization in education.

We extend heartfelt appreciation to all who contributed their time and

expertise to the hours of planning and facilitation that made this event possible. The collaboration and discussion of shared challenges and successes once again reminded us that by working together across districts Nations, and regions — we strengthen our collective ability to improve outcomes for all learners.



*Helen Gilbert; Northern Interior Branch President facilitates the Superintendent Panel
Pictured l-r: Helen Gilbert, Mike McDiarmid, Bulkley Valley; Tracey MacMillan, Coast Mountains;
Stephen Petrucci, Peacer River North; and Andrew Samoil, Prince Rupert.*

Superintendent's Report to the Board October 2025



BCSTA President Tracy Loffler and Director of Education Services Gordon Li.



Pictured: Ed Harrison, Northwest Branch President thanks Chief Glen Bennett (Kitselas Nation) for providing a welcome to the Territory.



Pictured: Ed Harrison, Northwest Branch President, Ginger Fuller, Secretary Treasurer, Tracey MacMillan, Superintendent.

Superintendent's Report to the Board October 2025

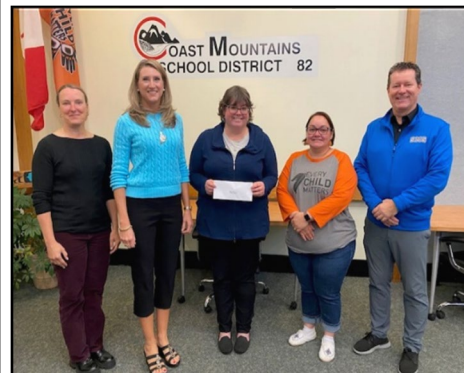


Terry Marleau and Joslyn Bagg: Leading with Experience and Dedication

Terry Marleau and Joslyn Bagg bring decades of passionate service to their roles as co-presidents of the Coast Mountain Teachers' Federation. Their commitment to students, educators, and public education is reflected in their diverse teaching experiences and support for their colleagues across the district.



*Coast Mountains Teachers Federation celebrating years of service (picture above l-r)
Presenters – Tracey MacMillan, Superintendent
25 years – Terry Marleau, Co-President CMTF*



*Coast Mountains Teachers Federation celebrating years of service (picture above l-r)
Presenters – Tracey MacMillan, Superintendent and Julia Dieckarz, Director of Instruction, Inclusive Education
20 years – Joslyn Bagg, Co-President CMTF
Presenters – Donna Mortimer, Director of Instruction, Indigenous Education and Phillip Barron, Director of Instruction, Learning Services*

Celebrating the Inaugural Indigenous Education Council Meeting

Coast Mountains School District is proud to celebrate the inaugural meeting of the Indigenous Education Council (IEC), a significant milestone in our ongoing commitment to Indigenous education and student success.

The newly formed IEC brings together representatives from the Gitksan, Haisla, Nisga'a, and Ts'msyen Nations, supported by district leaders, to strengthen collaboration and guide educational priorities that reflect local knowledge, language, culture and community.



*Back Row (L-R): Lesley McLean, Brandon Campbell, Marion Kotowich-Laval, Jericho Collison, Pansy Wright-Simms, Jaclyn Whitecotton, Broderick Nyce, Ginger Fuller (CMSD Secretary Treasurer), Tracey MacMillan (CMSD Superintendent).
Front Row (L-R): Lindsay Harder (CMSD Executive Assistant to the Superintendent & Board of Education), Lesley Sebastian, Elder Anne McDames, Joe Sampare, Freda Wright (Alternate), Sandra Wesley-Olson, and Donna Mortimer (CMSD Director of Indigenous Education).*

This first gathering marks the beginning of an exciting new chapter — one rooted in partnership, respect, and a shared vision for equitable learning opportunities for all Indigenous learners across the district. We are deeply grateful to every member of the Council for their willingness to share their voices, wisdom, and guidance. Together, we will continue to build meaningful relationships and shape a future where every learner feels connected, supported, and proud of who they are.

The following chart lists the names of the newly appointed members of the Indigenous Education Council (IEC).

Superintendent's Report to the Board

October 2025



Indigenous Education Council

Community/Band Council	Representative/Role/Position
Anspayaxw Band (Kispiox)	Sandra Wesley-Olson, Anspayaxw Education Society Administrator Kolin Sutherland-Wilson
Gitwangak Band	Vacant
Gitanmaax Band	Pansy Wright-Simms, Director of Education Jaclyn Whitecotton, Elected Councillor Community Rep
Hagwilget Village	Vacant
Gitanyow Band	Ben Russell, Elected Councillor Lesley McLean, Elected Councillor Jason Derrick, Elected Councillor (Alternate)
Gitsegukla First Nation	Joe Sampare, Education Coordinator Wendy Wesley, Elected Councillor Julia Walker, Elected Councillor (Alternate)
Kitselas First Nation	Jericho Collison, Councillor Kitselas Nation Gerald Nyce, Councillor Kitselas Nation
Kitsumkalum Band	Marian Kotowich-Laval, Education Coordinator Cynthia Bohn, Elected Councillor Kitsumkalum
Haisla Nation	Kimberly Robinson, Elected Deputy Chief Councillor, Haisla Nation Broderick Nyce, Councillor Haisla Nation Kailee Gardiner, Executive Director, Community Services (Alternate)
Nisga'a Lisims Government	Nikki Villeneuve Karen Bright
Sik-E-Dakh (Glen Vowell)	Brandon Campbell, Elected Councillor Leslie Sebastian, Education Coordinator Kathleen Combs, Education Coordinator (Alternate)

Superintendent's Report to the Board

October 2025



Empowering Education: District Team Explores the Future of AI in Schools

A district team of five participants recently took part in two days of intensive learning focused on Artificial Intelligence (AI) in education. The sessions brought together educators, administrators, and technology leaders from across the country to explore the rapidly evolving role of AI in teaching, learning, and implications for schools. The district team engaged in hands-on workshops and collaborative discussions designed to deepen understanding of both the opportunities and challenges AI presents in educational settings.

Throughout the two days, participants explored topics such as AI ethics, digital literacy, and responsible use, as well as practical applications for supporting student learning. The group gained insights into how AI tools can support instructional design, communication, and creativity while also examining important topics such as data privacy, ethics and equity. The learning emphasized the importance of developing both knowledge and critical thinking skills to guide students and staff in the responsible use of AI.

The team reflected on how AI can enhance creativity, streamline workload, and personalize learning while ensuring that human relationships and critical thinking remain central to the educational experience. With this shared learning as a foundation, the group plans to bring their insights back to the district to build collective capacity. They will collaborate across the district with teachers, school leaders, whole school staff and district staff to share resources, facilitate professional learning sessions, and help develop a framework for thoughtful, equitable, and ethical AI use across schools. This work will support the district's commitment to innovation, inclusivity, and preparing both staff and students for a future where AI plays an increasing role in everyday life.



Shaping Tomorrow: Educators Dive into AI Learning and Innovation! Pictured l-r: Phillip Barron (Director of Instruction, Learning Services), Steve Wallace (Principal, Ecole Mountainview), Tracey MacMillan (Superintendent of Schools), Lindsay Harder (Interim Executive Assistant to the Superintendent & Board of Education) and Shawna Wilson (Interim Executive Assistant to the Secretary-Treasurer).

Wellness in Action: Foundry and CMSD Partner for Student Support

A community-based organization dedicated to supporting youth through accessible mental health, wellness, and social services. Over a week in October, Foundry and CMSD partnered to visit classrooms at Skeena Middle School, sharing information about the wide range of programs and supports available for young people. Their services include mental health counseling, wellness initiatives, access to nursing professionals and connections to community resources that help youth thrive. As a follow-up, Foundry and CMSD staff will host a *Foundry Outreach Lunch Lounge*, providing students with a safe and welcoming space to relax, connect with peers, and engage with supportive



Superintendent's Report to the Board

October 2025



adults. The goal is to empower students to feel comfortable and supported in accessing Foundry's programs while fostering positive relationships and promoting overall well-being.

Fostering Mental Health in Education: Resources and Reflections for Awareness Week and World Mental Health Day

Mental Health Awareness Week (October 5-11) and World Mental Health Day (October 10) offered a meaningful opportunity to reflect on how we foster mental health in our schools, workplaces, and communities.

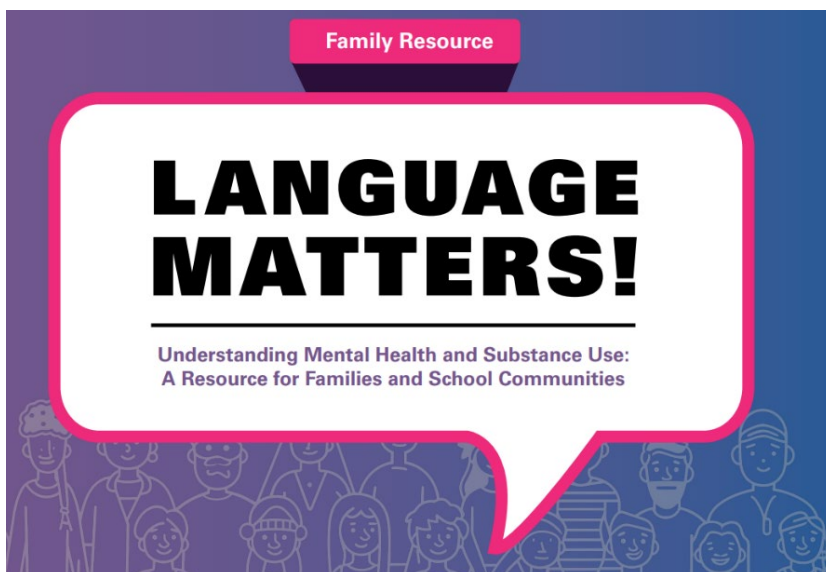
We invite all education sector staff to explore the updated *erase* (Expect Respect and a Safe Education)

[Mental Health and Substance Use website](#), which provides accessible information and resources for students, adults, and school staff. The site includes practical strategies for integrating mental health into everyday learning environments.

[Supporting Students in Times of Change](#) is a practical guide to help educators support students' mental health and well-being during periods of transition, uncertainty, or crisis.



The Ministry of Education and Child Care has partnered with the BC Children's Hospital to launch a new mental health resource for families. [Language Matters! An Introductory Guide for Understanding Mental Health and Substance Use for Educators and School Communities](#) is a companion resource to the educator guide and is designed to help parents, guardians and caregivers of school-age children (5-11) and youth (ages 12-18) build a shared understanding of key concepts and language on mental health and substance use.



Superintendent's Report to the Board

October 2025



Trades Exploration Programs Kick Off at NTETC and KCH

From Aug. 19–22nd at the Northwest Trades & Employment Training Centre, and from Aug. 25–28th at Kitimat City High, students kicked off the school year with hands-on trades exploration! These engaging activities gave students a chance to learn real-world skills used by professionals in various careers.

Programs like these require significant organization, collaboration, and support. We are grateful for the contributions of the Construction Foundation, Piping Industry College, LNG, BC Road Builders, BCCWITT, and CMSD—without their involvement, these opportunities wouldn't be possible.

But these programs go beyond career exploration. Students also discover their interests, recognize their strengths, and, just as importantly, identify what doesn't appeal to them. By stepping out of their comfort zones and trying new skills, students build confidence and unlock hidden potential.

These experiences also encourage social connection, as students meet peers who share similar interests—sparking new friendships and networks. Meeting role models, such as women working in the trades, further broadens students' perspectives and aspirations.

In short, students aren't just learning trades, they're learning about themselves. Programs like this help shape their future paths and personal growth. We deeply appreciate the individuals and volunteers whose time and dedication make it all possible. Thank you!



Superintendent's Report to the Board October 2025



Parkside Secondary School & Community Garden Partnership



“Growing Together”

Parkside Secondary Foods Students have partnered with a local Community Garden to harvest fresh vegetables for the school's food program, strengthening the connection between school and community. This collaboration provides students with hands-on outdoor learning, fosters a deeper relationship with the land, and highlights the value of healthy eating and active lifestyles. The team hopes to continue this connection

throughout the school year, involving students in planting, prepping, tilling, and cooking the bounty of the course! Students are eager to continue with winter garden-building projects, nurturing both their well-being and their connection to the wider community.

Rooted in Nature: Nechako's Outdoor Education Center Opens with Ceremony

Nechako Elementary School held an assembly on Oct. 24 to celebrate the opening of their new Outdoor Education Center. Mr. Duncan, the hereditary chief of the Beaver Clan of the Haisla Nation, blessed and welcomed everyone to the dedication ceremony. The center, which took three years to complete, is designed to provide safe, active, and enriching outdoor learning experiences for all staff and students. Immersing participants in natural and urban environments encourages personal responsibility and fosters respect for themselves, others, and the world around them.



Pictured l-r: Adam Gray, Darlene Duncan, Jake Duncan, Hereditary Chief of the Beaver Clan and Lis Stannus.



Superintendent's Report to the Board

October 2025



A Strong Start: Literacy and Culture Shine at Kitwanga Elementary

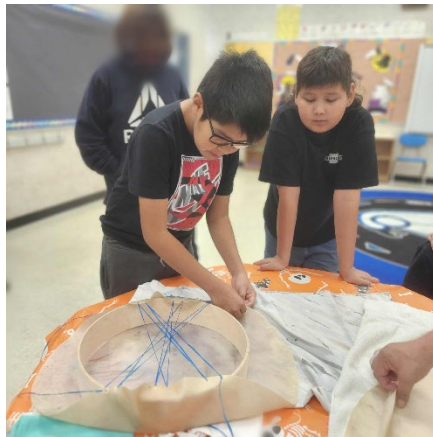
We are delighted to share that the school year at Kitwanga Elementary School is off to a truly amazing start. The students and staff have demonstrated tremendous enthusiasm, creativity, and commitment to learning. We are pleased to highlight two significant success stories that reflect the dedication and collaborative spirit within our school community.

Literacy Learning in the K/1/2 Classroom The early primary students are engaging in exciting and impactful literacy learning experiences. Through the implementation of the Heggerty and UFLI (University of Florida Literacy Institute) programs, students are developing strong foundational skills in phonemic and phonological awareness. Both of these programs are research-based and supported by extensive evidence demonstrating their effectiveness in teaching early literacy. The lessons are thoughtfully designed to be both engaging and multisensory, incorporating physical movement and tactile learning activities to accommodate diverse learning styles. This hands-on approach not only strengthens students' literacy development but also enhances their ability to retain and apply new skills in meaningful ways. The enthusiasm and progress observed in our young learners are truly inspiring.

Cultural Learning Through Drum Making Another remarkable highlight this term has been the drum-making project led by the Language and Culture Teacher, Rhonda Morgan, and Elder, fluent speaker, and artist Barry Sampare. This initiative involved all of the intermediate students (Grades 4–7), providing them with a profound cultural learning experience. Students had the opportunity to participate in each step of the drum-making process, gaining insight into the deep cultural significance of this traditional practice. They learned that drum making is a sacred practice—one that nurtures spiritual, emotional, and communal connections. Each drum carries its own spirit and voice, which must be awakened through ceremony. Once all the drums are

completed, Barry Sampare will guide students through this important process, allowing them to experience every dimension of their work firsthand.

We are extremely proud of the learning, growth, and sense of community being fostered at Kitwanga Elementary School. These experiences—rooted in both academic excellence and cultural understanding—reflect our ongoing commitment to nurturing well-rounded, confident, and culturally grounded learners.



Pictured: Barry Sampare, Elder & Artist, Guides Intermediate Students at Kitwanga Elementary in Drum Making – A Hands-On Cultural Learning Experience

Superintendent's Report to the Board

October 2025



Seeds of Learning: How New Hazelton Elementary is Growing Minds Through Culture, Community, and Nature

At New Hazelton Elementary School, incredible learning experiences are unfolding across all grade levels, connecting our learners to culture, community, and the natural world. Classrooms have been buzzing with pumpkin-inspired learning that spans language arts, science, math, and art. The Grade 3/4 class recently completed a spectacular Pumpkin Investigation lesson where learners carved pumpkins, estimated seed counts, compared their predictions to actual results, and calculated the differences- a perfect blend of hands-on exploration and mathematical thinking. Across different classes, learners have created stunning pumpkin-inspired artwork while also building "ecosystems in a jar" (terrariums) (inspired by the story "Pumpkin Jack" by Will Hubbell) featuring small pumpkins that learners have been observing, documenting, and making predictions about. These decomposing pumpkins have changed drastically since observations began, with many sprouting pumpkin seedlings that mirror the growth and transformation happening within our learners themselves. Just as the pumpkin seeds have grown and changed throughout the school year, so too have the learners!

Beyond pumpkin studies, the Gitxsan Language and Culture program is robust and in full force, supporting the cultural learning at the heart of our school. This has been shaped through intensive language learning and meaningful on-the-land experiences. Learners have explored nature mandalas using natural materials while learning about patterns and symmetry, witnessed coho salmon jumping through our local Station Creek, practiced Gitxsanimaax vocabulary during outdoor scavenger hunting activities, and have started caring for the salmon eggs in our school fish tank that will eventually be released in the Skeena River. We are also actively nurturing relationships with surrounding First Nations communities and organizations. The primary learners have been connecting with Gitanmaax Nursery for meaningful time together filled with singing, drumming, play, and cultural sharing, strengthening community bonds and creating experiences the learners will remember forever. These are the moments that truly define the school community and the commitment to nurturing important connections while celebrating the amazing growth happening in every classroom.



Little Hands, Big Discoveries: New Hazelton Elementary Students Shine

Superintendent's Report to the Board

October 2025



October PVP Forum: Learning Together, Realizing Success for All

On October 16, 2025, district principals and vice-principals gathered at the Northwest Trades and Employment Training Centre in Thornhill for the Fall PVP Forum. The day focused on learning, collaboration, and reflection under our shared vision — Engage, Ignite, Empower.

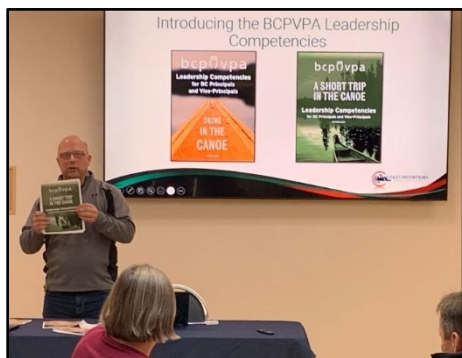
Morning discussions highlighted School Growth Plans, Inclusive Education, and updates in Literacy, Numeracy, and LEA work. Phillip Barron and Steve Wallace shared insights from the Canadian K-12 GenAI School Leadership Summit, sparking thoughtful dialogue about the opportunities and challenges of artificial intelligence in education.



Over 30 participants then joined the Kitselas Totem Pole Raising — a powerful community event that honoured Truth and Reconciliation through culture, ceremony, and connection.

The afternoon brought rich professional dialogue. Leaders shared promising practices during the Literacy Table Talks and “Circle of Highlights,” celebrating the positive work happening in schools across the district. The session concluded with an introduction to the BCPVPA Leadership Competencies, led by CMAA colleagues Cory Killoran and Julia Jacobs, supported by the District Education Team. Principals and vice-principals explored how the competencies can help shape meaningful, personalized growth plans aligned with school and district priorities.

It was a day that blended professional learning, cultural connection, and shared purpose — reaffirming our collective commitment to learning together and realizing success for all.



CMAA President, Cory Killoran, introduces the new PVP Leadership Competencies



EMV Principal, Steve Wallace, leads a discussion on the role of AI in Education.



Trustee Ed Harrison; Superintendent Tracey MacMillan, Executive Assistant Lindsay Harder, David Try, Treaty Negotiator.

Superintendent's Report to the Board

October 2025



Congratulations to Lindsay Harder and Shawna Wilson on Interim Appointments

Coast Mountains School District is very pleased to share two interim leadership appointments.

Ms. Lindsay Harder has stepped into the role of Interim Executive Assistant to the Superintendent and the Board of Education until a permanent appointment is made. Lindsay brings a wealth of experience, professionalism, and heart to this position. Over the years, she has served in several capacities that have prepared her well for this new role including as Executive Assistant to the Director of Indigenous Education, Secretary Treasurer, Secretariat for the Indigenous Education Council (IEC), and Justice of the Peace/Court Clerk for the Ministry of Attorney General, Court Services Branch with the Terrace Law Courts. Lindsay is known for her exceptional organizational skills, sound judgment, and deep understanding of district operations.

Ms. Shawna Wilson has taken on the role of Interim Executive Assistant to the Secretary-Treasurer. Shawna brings valuable experience, a strong work ethic, and a caring approach to everything she does. Her previous experience as an Accounting & Traffic Clerk with the Ministry of Attorney General, Court Services Branch with the Terrace Law Courts has provided her with a solid foundation in organization and financial processes. In addition to her new responsibilities, she will continue her work as District Food Program Manager, ensuring continuity for this important program. Shawna's dedication, reliability, and attention to detail make her an excellent fit for this expanded portfolio.



Pictured l-r: Lindsay Harder and Shawna Wilson

These interim appointments highlight the strength and depth of our district team and reflect our commitment to supporting growth and leadership from within. It's exciting to see talented individuals stepping forward to take on new challenges and continue developing their skills and contributions.

We extend our warmest congratulations to Lindsay and Shawna on their interim appointments and thank them for their continued service, teamwork, and leadership during this transition period.

Superintendent's Report to the Board

October 2025



Ongoing Considerations

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 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.

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.



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. The facility remains safe for students and staff, though it is an aging building that requires significant renewal.

The Board continues to advocate for major upgrades and/or replacement to ensure the school supports current and future learning needs. Recently, MLA Claire Rattee visited MEMSS and expressed her support for the district's advocacy efforts, joining the Board in calling for renewed attention to this long-standing capital priority.

French Immersion (MGA and HSS)

French Immersion programming in Hazelton remains an ongoing consideration for the district. Currently, 29 students are enrolled at Majagaleehl Gali Aks (MGA) and 8 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.

Staffing and Retention

Recruitment and retention remain significant challenges across the province, particularly in rural and northern communities. Our district continues to actively recruit qualified educators and provide mentorship supports for new teachers and vice-principals. We extend appreciation to our school communities for their understanding as we work to maintain classroom consistency and stability for learners.

Inclusive Education (Funding Formula)

The district continues to advocate for an updated provincial funding model that accurately reflects the growing complexity of student needs. Despite funding limitations, staff across CMSD continue to demonstrate creativity and collaboration in providing equitable learning opportunities for all students.

Superintendent's Report to the Board

October 2025



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.

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Literacy Initiative

Our district-wide Literacy Initiative remains a cornerstone of learning improvement across CMSD82. 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.

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, planning and foundational work are underway, supported by staff leadership and external partnership development. The district remains committed to finding creative ways to sustain this priority area.



MEETING AGENDA ITEM #10

Action:	X	Information:	
Meeting:	Regular	Meeting Date:	October 29, 2025
Topic:	Indigenous Education Report – October 2025		

Background/Discussion:

Attached for reference is the Indigenous Education Report for presentation at the October 29, 2025 Regular Board Meeting presented by Superintendent Tracey MacMillan.

A monthly Indigenous Education Report will be provided for inclusion in the agenda package for Regular Board Meetings.

Recommended Action:

THAT the Board receive for information the Indigenous Education Report for October 2025.

Presented by: Superintendent of Schools

Indigenous Education Report October 2025

This report highlights events and projects that have taken place during the end of September and October. The work of the Indigenous Support Workers (ISW), alongside the meaningful contributions of teachers and schools who bring these initiatives to life in classrooms and on the land.

Gratitude

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

District In-Service Day – September 26, 2025



Guest Speakers, Knowledge Holders Anne McDames and Sharon Bryant

This year's District In-Service Day focused on *“Walking Together: Honouring Truth & Reconciliation with Local Knowledge and Stories.”* The day brought together educators, administrators, and Knowledge Holders across the district to deepen understanding and build meaningful connections to the local Nations whose territories our schools are on.

IN THIS REPORT:

- District In-Service Day September 26, 2026
- Indigenous Support Worker Forum October 10, 2025
- Thornhill Primary Truth and Reconciliation
- Kitimat City High Every Child Matters
- Kitwanga Elementary School: Every Thursday is Orange Shirt Day
- Caledonia Girls Group Fire Ceremony
- Gitksan Immersion Program
- Skeena Middle School Indigenous Heroes
- Upcoming events
- 1.31 Enhancement Proposal and Role Model Requests and Approvals

Indigenous Education Report October 2025

District In-Service Day – September 26, 2025

The morning opened with territorial welcomes from each Nation, setting a powerful and respectful tone for the day. Regional Knowledge Holders shared teachings from their territories, including Bridie O’Brien (Gitxsan), Verlie Nelson and Shelley Bolton (Haisla), and Sharon Bryant and Anne McDames (Ts’msyen). Their stories and teachings grounded the learning in place, language, and culture.

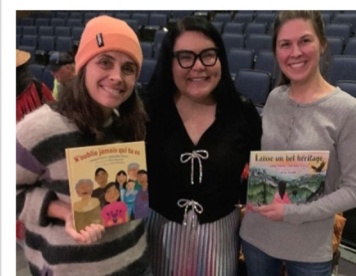


Guest Keynote Speaker Leona Prince



Guest Speaker/Knowledge Holder Bridie O’Brien

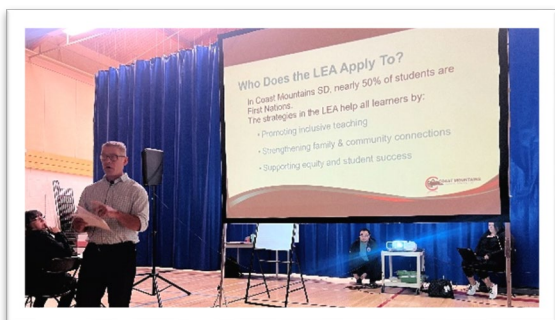
The keynote session was led by Leona Prince, author, educator, and leader, who inspired staff with her presentation “*Indigenous Brilliance and the Power of Story*.” Her words highlighted the strength and wisdom carried in Indigenous stories and the role educators can play in creating spaces where these stories are valued and uplifted.



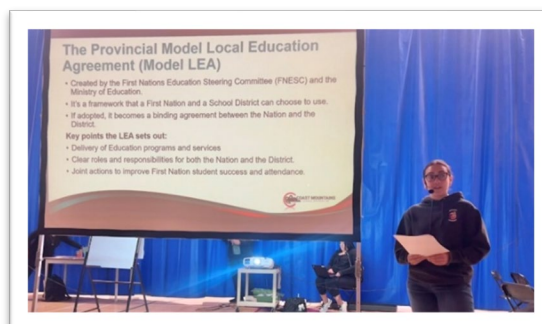
Indigenous Education Report October 2025

In the afternoon, Principals and Vice Principals facilitated school-based sessions on Local Education Agreements (LEAs). Staff explored the agreements, reflected on their importance in supporting Indigenous students and communities, and discussed ways to bring the commitments within the LEAs into daily practice.

The day closed with school-based reflections, leaving participants with a renewed sense of purpose and responsibility to walk this path together in truth, respect, and collaboration.



Kassia Nameth, Principal Kitwanga Elementary



Mark Newberry, Principal New Hazelton Elementary

Indigenous Support Worker Forum – October 10, 2025

On October 10, 2025, Indigenous Support Workers (ISWs) from across the district gathered for the annual Indigenous Support Worker Forum, a day dedicated to connection, collaboration, and collective learning. The forum focused on strengthening culturally grounded practices that



support the success, well-being, and engagement of Indigenous students.

The day began with an opening and land acknowledgement by Superintendent Tracey MacMillan, followed by a warm territorial welcome from Elder Anne McDames of the Ts'msyen Nation. Donna Mortimer, Director of

Instruction for Indigenous Education, then offered welcoming remarks, reflecting on the purpose of the gathering and sharing her vision for the year ahead.



Indigenous Education Report October 2025

The morning presentation, *“Supporting Indigenous Learners through Academics, Culture, Language, and Collaboration,”* explored the importance of integrating cultural identity and community values into daily academic practice. Participants then joined breakout discussions to share experiences, ideas, and effective strategies for supporting students in their schools and communities.

In the afternoon, the CMSD Outreach Team led by District Vice Principal of Graduation Success, Zach Frankel, alongside Tammy Bullied (Youth Worker), shared insights into connecting North Coast youth and families with meaningful adults and community services. Their presentation reinforced the importance of relationship-based approaches and cross-department collaboration in supporting student success.



The forum concluded with group reflections and a Closing Circle, bringing everyone together to share key takeaways and next steps. The day fostered a strong sense of community and renewed commitment among ISWs to walk alongside students with cultural integrity, compassion, and purpose.



Thornhill Primary School Truth and Reconciliation

The students and staff of Thornhill Primary School commemorated the National Day for Truth and Reconciliation on Monday, September 29th. Because the children who went to residential schools were not allowed to speak their own languages or celebrate their cultures, we honored them by inviting Kitselas elder, Anne McDames, to lead us in school-wide drumming and singing.

Although drumming is not something that we have done a lot of, the grade 3 students soon fell into rhythm under Anne's guidance. The whole school eagerly participated in the singing and dancing. A highlight being when Anne McDames' granddaughter and great-granddaughter joined her in the centre of the circle to do a Beaver Dance.

Our time together finished with Anne singing a Peace Song to the school so that we could carry it in our hearts for the rest of the day. It was a beautiful school-wide event and our students' enjoyment was obvious.

Contributed by Sandy Kenmuir

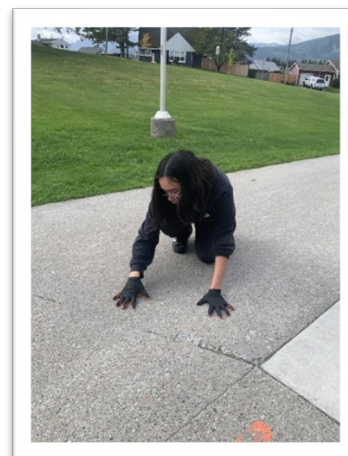


Every Child Matters at Kitimat City High

At Kitimat City High, we recently came together as a school community to honour *Every Child Matters*. Although rain postponed our original plan to mark the school with



handprints on September 25, we were grateful for the sunshine that finally allowed us to gather outdoors last week.



On Orange Shirt Day, students and staff participated in a presentation that reflected on the legacy of residential schools and the importance of truth and reconciliation. A powerful moment in our gathering was when one of our Haisla learners sang a solo—her voice was strong, emotional, and deeply impactful for everyone in attendance.

Following the presentation, students took part in placing handprints around the school to symbolically honour and remember the children. The handprints are a lasting tribute and a visible commitment to learning, healing, and walking the path of reconciliation.

At KCH, we walk together and learn together, committed to weaving cultural teachings into the learning journey for all.

Contributed by Debbie Dilg, Indigenous Support Worker (ISW)



Indigenous Education Report October 2025

Kitwanga Elementary School: Every Thursday Is Orange Shirt Day

This month, Kitwanga Elementary School launched a powerful new initiative to extend the message of *Every Child Matters* beyond a single day. Inspired by Indigenous Support Worker Darlene Williams, the school community will now wear orange every Thursday to honour the memory of Indigenous children who attended residential schools, support Survivors and their families, and keep the spirit of Truth and Reconciliation alive year-round.

With guidance from Language and Culture teacher Rhonda Morgan and Principal Kassia Nameth, students from Kindergarten to Grade 7 designed their own Orange Shirt Day logos and messages during class and then dyed their shirts orange — blending cultural learning, art, and hands-on experience. The project also ensures that every student has a shirt to wear, fostering inclusion and pride across the school.

The activity supports learning in Language and Culture, Social Responsibility, and SEL (Social Emotional Learning) while deepening students' understanding of reconciliation and cultural identity. The project will be celebrated through school newsletters, photos, and student reflections as the shirts — and their messages — take shape throughout the year.

Photo: Kitwanga Elementary students wearing their orange shirts in Language and Culture class.



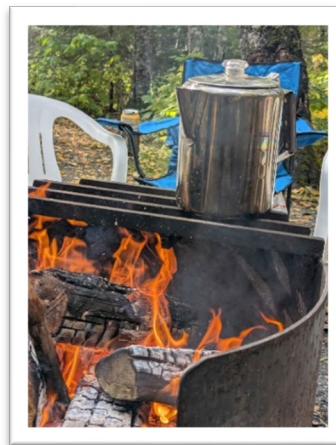
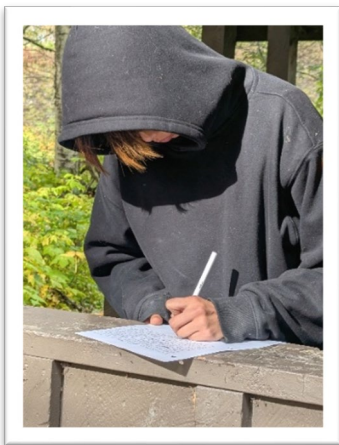
Caledonia Secondary Girls Group

The first girls' group of the year began with a grief and loss food burning ceremony at Ferry Island — a powerful and culturally grounded experience that fostered healing, connection, and growth among participants. The day included smudging, letter writing, and fire offerings to release grief and call in ancestral strength, followed by affirmations and moments of peer encouragement that built a deep sense of belonging and emotional safety. The ceremony opened space for meaningful dialogue around mental health, with many girls expressing new openness to seeking support, and reinforced the importance of school engagement as a pathway to empowerment and self-determination. The session concluded with laughter therapy to restore balance and joy, leaving participants feeling lighter, supported, and more connected. This gathering demonstrated the transformative power of culturally safe spaces that nurture identity, resilience, and leadership — with special appreciation to community partners Brooklyn and Friday for their meaningful contributions to this important work.

Contributed by Stephanie Louie,
Indigenous Support Worker (ISW)



Lilian Bramley, Desiree Quock ISW, Friday Bailey, Brooklyn Hoekstra





Indigenous Education Report October 2025

Celebrating the Gitxsan Language Program in Hazelton

A new video beautifully highlights the Gitxsan Language Immersion Program at Majagaleehl Gali Aks Elementary in Hazelton — a vibrant and inspiring example of language revitalization and community partnership in action. Watch the video: [Gitxsan Language Immersion Program](#)

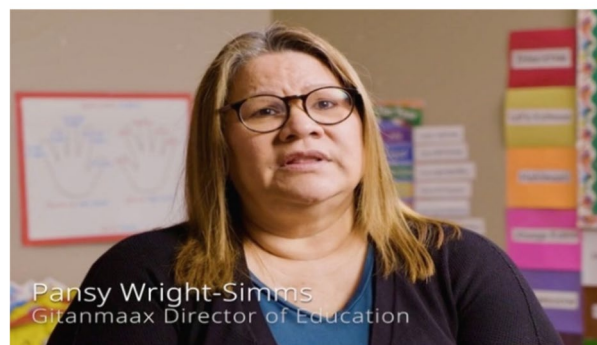
Led by teacher Angie Olson, and supported by Dr. Jane Smith and local Elders, this full-day K–1 Gitxsan immersion program brings the Gitxsenimx language to life each day through stories, songs, and play. The program continues to thrive, and there is growing interest in expanding to additional grades in the future. To make this possible, Gitxsan Language Culture teachers are needed — individuals interested in supporting this important work are encouraged to contact Majagaleehl Gali Aks Elementary or the Coast Mountains School District Office.

We raise our hands in deep gratitude to the Gitanmaax Band and the Gitksan Government Commission for their continued leadership, partnership, and guidance in this important work to strengthen language and culture for generations to come.



Teacher Angie Olson Gitxsan Immersion Program
MGA

Gitanmaax Director of Education Pansy Wright-Simms



Indigenous Education Report October 2025

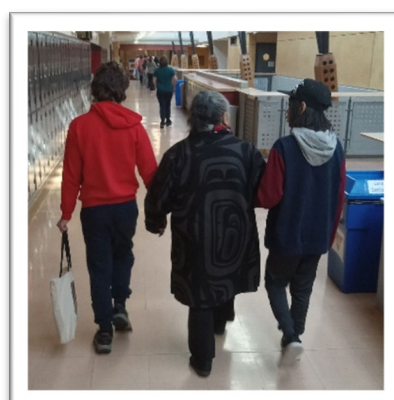
Skeena Middle School Indigenous Heroes



On October 21, 2025, Mr. Sidey's Grade 8 students at Skeena Middle School had the privilege of inviting and welcoming Anne McDames, an Indigenous Knowledge Holder, for a

presentation and meet-and-greet focused on Indigenous Heroes. Students shared the research they had completed on Indigenous figures, and Anne responded with insights from her own life and experiences, engaging students in meaningful conversation.

The session concluded with students presenting gifts to Anne, taking group photos, and sharing a heartfelt farewell. Feedback highlighted the session as highly engaging, with students deeply connected to her stories and teachings. One suggestion for future sessions was to allow more time for discussion and interaction. This visit is an excellent example of cultural learning in action, giving students the opportunity to connect personally with Indigenous knowledge holders and gain insight into the lives and contributions of Indigenous heroes.



Kitselas Totem Pole Raising: A Celebration of Culture, Community, and Connection

On October 16, 2025, Indigenous Support Workers Brandy Davis and Martha Woods from Skeena Middle School, along with Krystal Conway from Cassie Hall Elementary, attended the Kitselas Totem Pole Raising Ceremony with several students. For both students who attended from Skeena, this was their first time witnessing a totem pole raising, an experience that provided a meaningful opportunity to connect with culture and community in a powerful way.



Anne McDames in front of the pole. Photo credit Martha Woods

The Kitselas Nation hosted the event, raising the Salmon Prince Pole in front of the future community hall, which is expected to open in February 2026. The day brought together Elders, youth, community members, and leaders from across the region, including Terrace Mayor Sean Bujtas, MP Ellis Ross, and MLA Claire Ratté, as well as representatives from the Haisla and Nisga'a Nations, emphasizing unity and collaboration among Indigenous and local communities.

The following event description is adapted from CFNR News' original coverage:

“Between 300 and 500 people attended the celebration, witnessing the raising of the thirty-six-foot Salmon Prince Pole carved by master carver Stan Bevan and his apprentices. The ceremony blended tradition, culture, and intergenerational participation. Prior to lifting the pole, Elders called on youth to help bless it, brushing it with cedar branches while drumming echoed like a heartbeat. The Peace Song was sung, and Elder Isabel McKee offered a prayer, creating a moment of reflection and spiritual connection for all present. Once the pole was raised and

securely in place, CFNR's Chad Wells blew his horn, signaling the start of singing and dancing, with performances by Stan Bevan, his apprentices, and the Meelgm Gitselasu dancers. The day concluded with a community dinner where stories and celebration continued.” The event offered students and staff a powerful example of living culture, showcasing the strength, artistry, and continuity of Indigenous traditions. It also underscored the importance of bringing students to community events where learning extends beyond the classroom — rooted in relationship, respect, and cultural understanding.

Indigenous Education Report October 2025

Gitanmaax Meet and Greet – “You Are Enough”

The District Education Team was honoured to attend the Gitanmaax Meet and Greet held at Hazelton Secondary School. The evening’s theme, “Luu Aajaxw Niin” / “You Are Enough,” was a beautiful reminder of community, belonging, and shared purpose.

Guests were treated to a delicious dinner featuring turkey, ham, and roast beef, followed by powerful drumming and singing by the Gitxsan Thunder group. The evening also included introductions from the school district team and school principals, who each introduced their staff. We extend heartfelt thanks to the Gitanmaax Chief and Council for their warm hospitality and generous invitation. In particular, we wish to acknowledge Pansy Wright-Simms, Director of Education, Gitanmaax Council, for her thoughtful efforts in creating such a welcoming event for new and returning teachers and staff.

Each attendee was gifted a shirt carrying the message “Luu Aajaxw Niin” - *You Are Enough*, a meaningful reminder of encouragement and community spirit that continues to resonate throughout the district.



CMSD District Education Team (L-R): Phillip Barron (Director, Learning Services); Donna Mortimer (Director, Indigenous Education); Tina McDonald (District Principal, Curriculum Support); Julia Nieckarz (Director, Inclusive Education); Tracey MacMillan (Superintendent)



Staff from MGA, New Hazelton Elementary and Hazelton Secondary

Indigenous Education Report October 2025



Left: Tracey MacMillan, Superintendent
Monica Simms, Education GGC



Right: Pansy Wright-Simms (Education
Coordinator, Gitanmaax Band) and Donna
Mortimer (Director, Indigenous Education)

Upcoming Events

Indigenous Veterans Day – November 8

Across our schools, we will take time to honour and remember the many Indigenous Veterans who have served and sacrificed for our country. Indigenous Veterans Day is an opportunity to recognize their courage, contributions, and the unique challenges they faced both during and after service. Schools are encouraged to include moments of reflection, sharing of stories, and teachings that highlight the important role Indigenous peoples have played in Canada's military history.

Remembrance Day – November 11

Our district will also be observing Remembrance Day, honouring all those who have served and continue to serve in times of war, conflict, and peacekeeping. This solemn day reminds us of the importance of unity, gratitude, and remembrance. Schools may choose to incorporate Indigenous perspectives and voices into their ceremonies, ensuring that the stories of Indigenous soldiers and their families are represented and remembered.

Indigenous Education Report October 2025

Elder/Knowledge Holder Role Model Program <i>Reviewed and Approved by the Inter-Tribal Education Committee & Indigenous Education Department</i>		
School	Project	Knowledge Keeper/Elder
Caledonia	Cultural Identity, Intergenerational Trauma, Residential Schools Girls Group Facilitator Guys Group Facilitator	• Billy Morrison • Lilian Bramley • Job Daniels
Hazelton Secondary	Visual and Oral storytelling English First Peoples 11 and 12 Truth and Reconciliation Speaker	• Phillip Stewart • Mavis Banek
Suwilaawks	Local Artist, Clans and Crests Paintings	• Sabrina Williams
Cassie Hall	Monthly Drumming Sessions	• Christopher Peal • Roxanne Woods
Majagaleehl Gali Aks	Language Immersion Elders/Knowledge Language Holders	• Shirley Lattie • Rosie Muldon
Thornhill Primary	Truth And Reconciliation Speaker Drumming	• Anne McDames
Kitwanga Elementary	Drum Making	• Barry Sampare • Norman McLean
Skeena Middle School	Elder in class local culture and History, Social Studies Project	• Anne McDames



Indigenous Education Report October 2025

1.31 Indigenous Targeted Funded Projects <i>Reviewed and Approved by the Inter-Tribal Education Committee & Indigenous Education Department</i>	
Hazelton Secondary School:	
▪	Indigenous Plants
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
Skeena Middle School	
▪	Connections Group
Kitwanga Elementary	
▪	Orange Shirt Project



MEETING AGENDA ITEM #11.1

Action:	X	Information:	
Meeting:	Regular	Meeting Date:	October 29, 2025
Topic:	Minutes of the Business Committee Meeting, October 21, 2025		

Background/Discussion:

Minutes as attached.

Recommended Action:

THAT the minutes of the Business Committee Meeting held October 21, 2025, be received for information.

Presented by: Trustee Ed Harrison



BUSINESS COMMITTEE MEETING

Tuesday, October 21, 2025 – 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
The meeting was chaired by Trustee Ed Harrison and called to order at 10:35 a.m. Trustee Harrison acknowledged the school district's business being conducted on the traditional and unceded territories of the Gitksan, Haisla, Nisga'a, and Tsimshian, and the honour to work with their children and privilege to live on their land.	
1. Previous Meeting Minutes - September 17, 2025	1. The minutes of the previous Business Committee Meeting held on September 17, 2025 were accepted as presented.
2. Human Resources 2.1 Grievance Update – CMTF & CUPE	2.1 This matter was deferred as Director Bath was not in attendance.
3. Facilities/Transportation/OH&S 3.1 Monthly Facilities Report, October 2024 3.2 District Joint OH&S Committee Meeting Minutes (next meeting to be on October 27, 2025)	3.1 Secretary Treasurer Fuller spoke to the Facilities/Transportation. A temporary bussing solution has been implemented while the Haisla Nation explores a coordinated alternative. Suwilaawks Community School – Classroom expansion Project: progress is underway on the classroom expansion project, with necessary permit approvals completed though the City of Terrace Information only; no action required. 3.2 No Report
4. Board Representations 4.1 BCPSEA 4.2 BCSTA	4.1 No Report 4.2 No Report



5. Outstanding Items from Previous Meeting	5. There were no outstanding items from the previous meeting.
6. Finances 6.1 Ministry of Education and Child Care Data Management 1701 Preliminary Report 6.2 Policy 5020: Policy Development Revision	6.1 Secretary Treasurer Fuller spoke to the Ministry of Education and Child Care Data Management 1701 Preliminary Report. The Initial 1701 submission shows a decrease in student FTE compared to the 24/25 interim funding allocations. This will be adjusted based on student FTE enrolment by mid-December Information only; no action required. 6.2 Secretary Treasurer Fuller spoke to the revision of Policy 5020; Policy Development. Business Committee accepted revisions as accepted. Action Item: Policy to be presented at Board Meeting for first reading.
7. Next Meeting	7. The next Business Committee Meeting is scheduled on Wednesday, November 12, 2025, from 10:30 a.m. to 12:00 p.m. The meeting was adjourned at 11:25 a.m.



MEETING AGENDA ITEM #11.1.2

Action:	X	Information:	
Meeting:	Regular	Meeting Date:	October 29, 2025
Topic:	Ministry of Education Data Management 1701 Preliminary Report		

Background/Discussion:

The attached Ministry of Education and Child Care Data Management 1701 Echo Report dated October 17, 2025 for Coast Mountains School District details the preliminary student headcount and student full time equivalent (FTE) count for funding purposes as at September 29, 2025. Public school districts were required to submit their 1701 Preliminary Reports on October 10, 2025 to the Ministry of Education and Child Care.

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

The Ministry of Education and Child Care then processes the 1701 Preliminary data received and provides school districts with an Echo Report detailing any potential errors for resolution. School districts must then provide resolutions to the Ministry for the completion of the 1701 Verification Report and final sign-off by October 24, 2025.

The Business Committee discussed the Preliminary Report at its October 21, 2025 meeting and forwards to the Board for information.

Recommended Action:

THAT the Board receive for information the Ministry of Education and Child Care Data Management 1701 Preliminary Report reflecting students eligible for funding as at September 29, 2025.

Presented by: Secretary Treasurer

Grade Enrollment & Eligible FTE Report

082 - Coast Mountains

September 2025 Collection

Report Generated: 2025-10-24

	KF	01	02	03	04	05	06	07	EU	08	09	10	11	12	SU	GA	HS	Total
School Aged																		
Headcount	253	264	274	300	319	266	329	338	1	347	324	387	457	452	0	0	33	4344
Eligible For FTE	253	264	274	300	319	266	329	338	1	347	324	381	441	436	0	0	33	4306
FTE Total	253.000 0	264.000 0	274.000 0	300.000 0	319.000 0	266.000 0	329.000 0	338.000 0	1.0000	347.000 0	324.000 0	373.812 5	423.312 5	355.250 0	0.0000	0.0000	1.5543	4,168.9293
Adult																		
Headcount	0	0	0	0	0	0	0	0	0	0	0	0	0	7	0	2	0	9
Eligible For FTE	0	0	0	0	0	0	0	0	0	0	0	0	0	3	0	1	0	4
FTE Total	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.3750	0.0000	0.2500	0.0000	0.6250
All Students																		
Headcount	253	264	274	300	319	266	329	338	1	347	324	387	457	459	0	2	33	4353
Eligible For FTE	253	264	274	300	319	266	329	338	1	347	324	381	441	439	0	1	33	4310
FTE Total	253.000 0	264.000 0	274.000 0	300.000 0	319.000 0	266.000 0	329.000 0	338.000 0	1.0000	347.000 0	324.000 0	373.812 5	423.312 5	355.625 0	0.0000	0.2500	1.5543	4,169.5543

Eligible French Program Headcount per School Report

082 - Coast Mountains

September 2025 Collection

Report Generated: 2025-10-24

	KF	01	02	03	04	05	06	07	EU	08	09	10	11	12	SU	GA	Total
All French Programs	53	44	45	24	38	225	300	304	0	264	59	40	31	27	0	0	1454
08280004 - Kildala Elementary	13	7	11	2	6	35	37	0	0	0	0	0	0	0	0	0	111
08288016 - Suwilaawks Community School	0	0	0	0	0	39	66	0	0	0	0	0	0	0	0	0	105
08288013 - Cassie Hall Elementary	0	0	0	0	0	11	26	0	0	0	0	0	0	0	0	0	37
08282039 - Mount Elizabeth Middle/Secondary	0	0	0	0	0	0	0	79	0	79	26	20	18	10	0	0	232
08280001 - Nechako Elementary	0	0	0	0	0	39	49	0	0	0	0	0	0	0	0	0	88
08282040 - NW Regional Trades & Training Centre	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
08280007 - Kitimat City High	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
08288008 - New Hazelton Elementary	0	0	0	0	0	0	9	4	0	0	0	0	0	0	0	0	13
08288014 - Thornhill Elementary	0	0	0	0	0	37	47	0	0	0	0	0	0	0	0	0	84
08288006 - Hazelton Secondary	0	0	0	0	0	0	0	0	0	2	2	2	2	0	0	0	8
08288012 - Uplands Elementary	0	0	0	0	0	37	36	0	0	0	0	0	0	0	0	0	73
08288018 - Majagaleehl Gali Aks Elementary	2	3	5	2	7	2	6	2	0	0	0	0	0	0	0	0	29
08288022 - Thornhill Primary	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
08288025 - Parkside Secondary	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
08288030 - Kitwanga Elementary	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
08288020 - Ecole Mountainview	38	34	29	20	25	23	17	0	0	0	0	0	0	0	0	0	186
08288024 - Caledonia Secondary	0	0	0	0	0	0	0	0	0	0	0	18	11	17	0	0	46
08282038 - Skeena Middle	0	0	0	0	0	0	0	217	0	183	31	0	0	0	0	0	431
08298009 - North Coast Distance Education	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
08288028 - Bear Valley School	0	0	0	0	0	2	7	2	0	0	0	0	0	0	0	0	11

Eligible Inclusive Education Headcount

082 - Coast Mountains

September 2025 Collection

Report Generated: 2025-10-24

	KF	01	02	03	04	05	06	07	EU	08	09	10	11	12	SU	Total
Level 1	2	1	1	0	0	2	0	0	0	0	0	0	0	0	0	6
A - Physically Dependent	2	1	1	0	0	2	0	0	0	0	0	0	0	0	0	6
B - Deafblind	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 2	16	16	12	14	24	14	25	20	0	36	19	20	27	27	0	270
C - Moderate to Profound Intellectual Disability	0	0	0	0	2	1	2	3	0	4	2	3	0	3	0	20
D - Physical Disability or Chronic Health Impairment	3	3	3	3	8	7	9	7	0	12	8	6	9	12	0	90
E - Visual Impairment	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	2
F - Deaf or Hard of Hearing	0	0	0	0	1	0	0	0	0	2	0	1	3	2	0	9
G - Autism Spectrum Disorder	13	13	9	11	13	6	14	10	0	16	9	10	15	10	0	149
Level 3	2	0	0	0	0	2	2	0	0	1	0	0	0	1	0	8
H - Intensive Behaviour Interventions or Serious Mental Illness	2	0	0	0	0	2	2	0	0	1	0	0	0	1	0	8
Other	2	5	6	4	17	15	33	44	0	33	36	56	55	59	0	365
K - Mild Intellectual Disability	0	2	0	0	5	2	7	6	0	4	6	6	8	6	0	52
P - Gifted	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Q - Learning Disability	0	0	1	2	9	10	24	32	0	23	29	47	45	50	0	272
R - Moderate Behaviour Support/Mental Illness	2	3	5	2	3	3	2	6	0	6	1	3	2	3	0	41
All Levels & Categories	22	22	19	18	41	33	60	64	0	70	55	76	82	87	0	649

Eligible Indigenous Support Program Headcount per School

082 - Coast Mountains

September 2025 Collection

Report Generated: 2025-10-24

	KF	01	02	03	04	05	06	07	EU	08	09	10	11	12	SU	Total
All Indigenous Support Program Headcount for All Schools	90	120	126	139	164	138	151	162	0	181	167	175	218	186	0	2017
08280004 - Kildala Elementary																
Indigenous Language and Culture	7	6	8	6	10	11	8	0	0	0	0	0	0	0	0	56
Indigenous Support Services	7	6	8	6	10	11	8	0	0	0	0	0	0	0	0	56
Other Approved Indigenous Programs	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
All Indigenous Support Programs	7	6	8	6	10	11	8	0	0	0	0	0	0	0	0	56
08288016 - Suwilaawks Community School																
Indigenous Language and Culture	23	19	29	32	29	29	41	0	0	0	0	0	0	0	0	202
Indigenous Support Services	23	19	29	32	29	29	41	0	0	0	0	0	0	0	0	202
Other Approved Indigenous Programs	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
All Indigenous Support Programs	23	19	29	32	29	29	41	0	0	0	0	0	0	0	0	202
08288013 - Cassie Hall Elementary																
Indigenous Language and Culture	4	17	13	15	13	7	17	0	0	0	0	0	0	0	0	86
Indigenous Support Services	4	17	13	15	13	7	17	0	0	0	0	0	0	0	0	86
Other Approved Indigenous Programs	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
All Indigenous Support Programs	4	17	13	15	13	7	17	0	0	0	0	0	0	0	0	86
08282039 - Mount Elizabeth Middle/Secondary																
Indigenous Language and Culture	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Indigenous Support Services	0	0	0	0	0	0	0	27	0	31	31	19	18	18	0	144
Other Approved Indigenous Programs	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
All Indigenous Support Programs	0	0	0	0	0	0	0	27	0	31	31	19	18	18	0	144
08280001 - Nechako Elementary																
Indigenous Language and Culture	2	8	11	13	19	19	13	0	0	0	0	0	0	0	0	85
Indigenous Support Services	2	8	11	13	19	19	13	0	0	0	0	0	0	0	0	85
Other Approved Indigenous Programs	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
All Indigenous Support Programs	2	8	11	13	19	19	13	0	0	0	0	0	0	0	0	85
08282040 - NW Regional Trades & Training Centre																
Indigenous Language and Culture	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Indigenous Support Services	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other Approved Indigenous Programs	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
All Indigenous Support Programs	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
08280007 - Kitimat City High																

Eligible Indigenous Support Program Headcount per School

082 - Coast Mountains

September 2025 Collection

Report Generated: 2025-10-24

	KF	01	02	03	04	05	06	07	EU	08	09	10	11	12	SU	Total
Indigenous Language and Culture	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Indigenous Support Services	0	0	0	0	0	0	0	0	0	0	0	8	8	24	0	40
Other Approved Indigenous Programs	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
All Indigenous Support Programs	0	0	0	0	0	0	0	0	0	0	0	8	8	24	0	40
08288008 - New Hazelton Elementary																
Indigenous Language and Culture	14	9	13	12	12	12	11	13	0	0	0	0	0	0	0	96
Indigenous Support Services	14	9	13	12	12	12	11	13	0	0	0	0	0	0	0	96
Other Approved Indigenous Programs	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
All Indigenous Support Programs	14	9	13	12	12	12	11	13	0	0	0	0	0	0	0	96
08288014 - Thornhill Elementary																
Indigenous Language and Culture	0	0	0	0	41	20	18	0	0	0	0	0	0	0	0	79
Indigenous Support Services	0	0	0	0	41	20	18	0	0	0	0	0	0	0	0	79
Other Approved Indigenous Programs	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
All Indigenous Support Programs	0	0	0	0	41	20	18	0	0	0	0	0	0	0	0	79
08288006 - Hazelton Secondary																
Indigenous Language and Culture	0	0	0	0	0	0	0	0	0	67	0	13	17	11	0	108
Indigenous Support Services	0	0	0	0	0	0	0	0	0	67	57	71	88	60	0	343
Other Approved Indigenous Programs	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
All Indigenous Support Programs	0	0	0	0	0	0	0	0	0	70	57	71	88	60	0	346
08288012 - Uplands Elementary																
Indigenous Language and Culture	2	6	7	10	8	8	8	0	0	0	0	0	0	0	0	49
Indigenous Support Services	2	6	7	10	8	8	8	0	0	0	0	0	0	0	0	49
Other Approved Indigenous Programs	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
All Indigenous Support Programs	2	6	7	10	8	8	8	0	0	0	0	0	0	0	0	49
08288018 - Majagaleehi Gali Aks Elementary																
Indigenous Language and Culture	13	13	13	12	14	13	18	13	0	0	0	0	0	0	0	109
Indigenous Support Services	13	13	13	12	14	13	18	13	0	0	0	0	0	0	0	109
Other Approved Indigenous Programs	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
All Indigenous Support Programs	13	13	13	12	14	13	18	13	0	0	0	0	0	0	0	109
08288022 - Thornhill Primary																
Indigenous Language and Culture	12	24	22	21	0	0	0	0	0	0	0	0	0	0	0	79
Indigenous Support Services	12	24	22	21	0	0	0	0	0	0	0	0	0	0	0	79
Other Approved Indigenous Programs	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Eligible Indigenous Support Program Headcount per School

082 - Coast Mountains

September 2025 Collection

Report Generated: 2025-10-24

	KF	01	02	03	04	05	06	07	EU	08	09	10	11	12	SU	Total
All Indigenous Support Programs	12	24	22	21	0	0	0	0	0	0	0	0	0	0	0	79
08288025 - Parkside Secondary																
Indigenous Language and Culture	0	0	0	0	0	0	0	0	0	1	6	2	15	27	0	51
Indigenous Support Services	0	0	0	0	0	0	0	0	0	1	6	2	15	27	0	51
Other Approved Indigenous Programs	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
All Indigenous Support Programs	0	0	0	0	0	0	0	0	0	1	6	2	15	27	0	51
08288030 - Kitwanga Elementary																
Indigenous Language and Culture	3	7	6	9	12	11	6	10	0	0	0	0	0	0	0	64
Indigenous Support Services	3	7	6	9	12	11	6	10	0	0	0	0	0	0	0	64
Other Approved Indigenous Programs	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
All Indigenous Support Programs	3	7	6	9	12	11	6	10	0	0	0	0	0	0	0	64
08288020 - Ecole Mountainview																
Indigenous Language and Culture	10	11	4	8	4	7	7	0	0	0	0	0	0	0	0	51
Indigenous Support Services	10	11	4	8	4	7	7	0	0	0	0	0	0	0	0	51
Other Approved Indigenous Programs	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
All Indigenous Support Programs	10	11	4	8	4	7	7	0	0	0	0	0	0	0	0	51
08288024 - Caledonia Secondary																
Indigenous Language and Culture	0	0	0	0	0	0	0	0	0	0	0	73	88	56	0	217
Indigenous Support Services	0	0	0	0	0	0	0	0	0	0	0	73	88	56	0	217
Other Approved Indigenous Programs	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
All Indigenous Support Programs	0	0	0	0	0	0	0	0	0	0	0	73	88	56	0	217
08282038 - Skeena Middle																
Indigenous Language and Culture	0	0	0	0	0	0	0	98	0	78	73	0	0	0	0	249
Indigenous Support Services	0	0	0	0	0	0	0	98	0	78	73	0	0	0	0	249
Other Approved Indigenous Programs	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
All Indigenous Support Programs	0	0	0	0	0	0	0	98	0	78	73	0	0	0	0	249
08298009 - North Coast Distance Education																
Indigenous Language and Culture	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Indigenous Support Services	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other Approved Indigenous Programs	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
All Indigenous Support Programs	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
08288028 - Bear Valley School																
Indigenous Language and Culture	0	0	0	1	2	1	4	1	0	1	0	2	1	1	0	14

Eligible Indigenous Support Program Headcount per School

082 - Coast Mountains

September 2025 Collection

Report Generated: 2025-10-24

	KF	01	02	03	04	05	06	07	EU	08	09	10	11	12	SU	Total
Indigenous Support Services	0	0	0	1	2	1	4	1	0	1	0	2	1	1	0	14
Other Approved Indigenous Programs	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
All Indigenous Support Programs	0	0	0	1	2	1	4	1	0	1	0	2	1	1	0	14

Grade Enrollment & FTE per School Report

082 - Coast Mountains

September 2025 Collection

Report Generated: 2025-10-24

	KF	01	02	03	04	05	06	07	EU	08	09	10	11	12	SU	GA	HS	Total
08280004 - Kildala Elementary																		
Headcount	33	27	41	27	35	35	37	0	0	0	0	0	0	0	0	0	3	238
FTE Total	33.0000	27.0000	41.0000	27.0000	35.0000	35.0000	37.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.1413	235.1413
08288016 - Suwilaawks Community School																		
Headcount	44	36	45	49	48	39	66	0	0	0	0	0	0	0	0	0	0	327
FTE Total	44.0000	36.0000	45.0000	49.0000	48.0000	39.0000	66.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	327.0000
08288013 - Cassie Hall Elementary																		
Headcount	12	25	20	19	19	11	26	0	0	0	0	0	0	0	0	0	3	135
FTE Total	12.0000	25.0000	20.0000	19.0000	19.0000	11.0000	26.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.1413	132.1413
08282039 - Mount Elizabeth Middle/Secondary																		
Headcount	0	0	0	0	0	0	0	80	0	82	83	84	88	78	0	0	1	496
FTE Total	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	80.0000	0.0000	82.0000	83.0000	84.5000	85.0000	56.8750	0.0000	0.0000	0.0471	471.4221
08280001 - Nechako Elementary																		
Headcount	28	33	30	51	42	39	49	0	1	0	0	0	0	0	0	0	0	273
FTE Total	28.0000	33.0000	30.0000	51.0000	42.0000	39.0000	49.0000	0.0000	1.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	273.0000
08282040 - NW Regional Trades & Training Centre																		
Headcount	0	0	0	0	0	0	0	0	0	0	0	0	0	51	0	0	0	51
FTE Total	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	42.6250	0.0000	0.0000	0.0000	42.6250
08280007 - Kitimat City High																		
Headcount	0	0	0	0	0	0	0	0	0	0	0	12	17	30	0	0	0	59
FTE Total	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	12.0000	17.0000	30.0000	0.0000	0.0000	0.0000	59.0000

Grade Enrollment & FTE per School Report

082 - Coast Mountains

September 2025 Collection

Report Generated: 2025-10-24

	KF	01	02	03	04	05	06	07	EU	08	09	10	11	12	SU	GA	HS	Total
08288008 - New Hazelton Elementary																		
Headcount	18	11	15	14	13	15	16	14	0	0	0	0	0	0	0	0	0	116
FTE Total	18.0000	11.0000	15.0000	14.0000	13.0000	15.0000	16.0000	14.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	116.0000
08288014 - Thornhill Elementary																		
Headcount	0	0	0	0	69	37	47	0	0	0	0	0	0	0	0	0	4	157
FTE Total	0.0000	0.0000	0.0000	0.0000	69.0000	37.0000	47.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.1884	153.1884
08288006 - Hazelton Secondary																		
Headcount	0	0	0	0	0	0	0	0	0	77	62	72	97	67	0	0	6	381
FTE Total	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	77.0000	62.0000	71.8750	93.1875	56.0000	0.0000	0.0000	0.2826	360.3451
08288012 - Uplands Elementary																		
Headcount	32	32	28	50	32	37	37	0	0	0	0	0	0	0	0	0	0	248
FTE Total	32.0000	32.0000	28.0000	50.0000	32.0000	37.0000	37.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	248.0000
08288018 - Majagaleehi Gali Aks Elementary																		
Headcount	14	15	15	14	18	15	19	13	0	0	0	0	0	0	0	0	7	130
FTE Total	14.0000	15.0000	15.0000	14.0000	18.0000	15.0000	19.0000	13.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.3297	123.3297
08288022 - Thornhill Primary																		
Headcount	28	38	39	43	0	0	0	0	0	0	0	0	0	0	0	0	0	148
FTE Total	28.0000	38.0000	39.0000	43.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	148.0000
08288025 - Parkside Secondary																		
Headcount	0	0	0	0	0	0	0	0	0	1	6	5	20	33	0	0	0	65
FTE Total	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	1.0000	6.0000	5.0000	19.0000	33.0000	0.0000	0.0000	0.0000	64.0000
08288030 - Kitwanga Elementary																		
Headcount	4	9	7	11	14	13	8	12	0	0	0	0	0	0	0	0	7	85

Grade Enrollment & FTE per School Report

082 - Coast Mountains

September 2025 Collection

Report Generated: 2025-10-24

	KF	01	02	03	04	05	06	07	EU	08	09	10	11	12	SU	GA	HS	Total
FTE Total	4.0000	9.0000	7.0000	11.0000	14.0000	13.0000	8.0000	12.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.3297	78.3297
08288020 - Ecole Mountainview																		
Headcount	38	34	29	20	25	23	17	0	0	0	0	0	0	0	0	0	0	186
FTE Total	38.0000	34.0000	29.0000	20.0000	25.0000	23.0000	17.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	186.0000
08288024 - Caledonia Secondary																		
Headcount	0	0	0	0	0	0	0	0	0	0	0	209	222	171	0	0	1	603
FTE Total	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	196.6875	204.8750	132.8750	0.0000	0.0000	0.0471	534.4846
08282038 - Skeena Middle																		
Headcount	0	0	0	0	0	0	0	217	0	184	168	0	0	0	0	0	1	570
FTE Total	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	217.0000	0.0000	184.0000	168.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0471	569.0471
08298009 - North Coast Distance Education																		
Headcount	0	0	0	0	0	0	0	0	0	0	0	0	9	25	0	2	0	36
FTE Total	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	1.6250	3.0000	0.0000	0.2500	0.0000	4.8750
08288028 - Bear Valley School																		
Headcount	2	4	5	2	4	2	7	2	0	3	5	5	4	4	0	0	0	49
FTE Total	2.0000	4.0000	5.0000	2.0000	4.0000	2.0000	7.0000	2.0000	0.0000	3.0000	5.0000	3.7500	2.6250	1.2500	0.0000	0.0000	0.0000	43.6250
All Schools																		
Headcount	253	264	274	300	319	266	329	338	1	347	324	387	457	459	0	2	33	4353
FTE Total	253.0000	264.0000	274.0000	300.0000	319.0000	266.0000	329.0000	338.0000	1.0000	347.0000	324.0000	373.8125	423.3125	355.6250	0.0000	0.2500	1.5543	4,169.5543

English Language Learning Headcount Report

082 - Coast Mountains

September 2025 Collection

Report Generated: 2025-10-24

	KF	01	02	03	04	05	06	07	EU	08	09	10	11	12	SU	GA	HS	Total
All English Language Learners	9	40	58	50	64	62	58	18	0	30	11	17	12	14	0	0	0	443
Eligible English Language Learners	9	40	58	50	64	61	57	18	0	30	11	17	11	14	0	0	0	440
Ineligible English Language Learners	0	0	0	0	0	1	1	0	0	0	0	0	1	0	0	0	0	3

Eligible Inclusive Education Headcount per School Report

082 - Coast Mountains

September 2025 Collection

Report Generated: 2025-10-24

	KF	01	02	03	04	05	06	07	EU	08	09	10	11	12	SU	Total
All Inclusive Education Headcount for All Schools	22	22	19	18	41	33	60	64	0	70	55	76	82	87	0	649
08280004 - Kildala Elementary																
Level 1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 2	4	2	2	1	1	0	4	0	0	0	0	0	0	0	0	14
Level 3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	1	0	0	3	1	2	0	0	0	0	0	0	0	0	7
All Levels & Categories	4	3	2	1	4	1	6	0	0	0	0	0	0	0	0	21
08288016 - Suwilaawks Community School																
Level 1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2
Level 2	3	4	1	1	3	4	6	0	0	0	0	0	0	0	0	22
Level 3	1	0	0	0	0	2	2	0	0	0	0	0	0	0	0	5
Other	1	3	3	1	5	5	7	0	0	0	0	0	0	0	0	25
All Levels & Categories	7	7	4	2	8	11	15	0	0	0	0	0	0	0	0	54
08288013 - Cassie Hall Elementary																
Level 1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 2	0	2	2	0	2	1	4	0	0	0	0	0	0	0	0	11
Level 3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	1	2	5	0	0	0	0	0	0	0	0	8
All Levels & Categories	0	2	2	0	3	3	9	0	0	0	0	0	0	0	0	19
08282039 - Mount Elizabeth Middle/Secondary																
Level 1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 2	0	0	0	0	0	0	0	5	0	8	4	4	7	3	0	31
Level 3	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
Other	0	0	0	0	0	0	0	8	0	9	7	12	9	8	0	53
All Levels & Categories	0	0	0	0	0	0	0	13	0	17	11	16	16	12	0	85
08280001 - Nechako Elementary																
Level 1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 2	3	4	2	4	1	2	2	0	0	0	0	0	0	0	0	18
Level 3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	1	0	0	1	1	3	3	0	0	0	0	0	0	0	0	9
All Levels & Categories	4	4	2	5	2	5	5	0	0	0	0	0	0	0	0	27
08282040 - NW Regional Trades & Training Centre																
Level 1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 2	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1

Eligible Inclusive Education Headcount per School Report

082 - Coast Mountains

September 2025 Collection

Report Generated: 2025-10-24

	KF	01	02	03	04	05	06	07	EU	08	09	10	11	12	SU	Total
Level 3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	3	0	3
All Levels & Categories	0	0	0	0	0	0	0	0	0	0	0	0	0	4	0	4
08280007 - Kitimat City High																
Level 1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 2	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	2
Level 3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	3	4	9	0	16
All Levels & Categories	0	0	0	0	0	0	0	0	0	0	0	3	4	11	0	18
08288008 - New Hazelton Elementary																
Level 1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 2	0	0	1	1	3	2	1	2	0	0	0	0	0	0	0	10
Level 3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	1	1	3	6	0	0	0	0	0	0	0	11
All Levels & Categories	0	0	1	1	4	3	4	8	0	0	0	0	0	0	0	21
08288014 - Thornhill Elementary																
Level 1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 2	0	0	0	0	5	2	5	0	0	0	0	0	0	0	0	12
Level 3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	2	0	3	0	0	0	0	0	0	0	0	5
All Levels & Categories	0	0	0	0	7	2	8	0	0	0	0	0	0	0	0	17
08288006 - Hazelton Secondary																
Level 1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 2	0	0	0	0	0	0	0	0	0	6	8	4	7	8	0	33
Level 3	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1
Other	0	0	0	0	0	0	0	0	0	9	10	11	13	18	0	61
All Levels & Categories	0	0	0	0	0	0	0	0	0	16	18	15	20	26	0	95
08288012 - Uplands Elementary																
Level 1	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Level 2	1	0	0	3	6	2	1	0	0	0	0	0	0	0	0	13
Level 3	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Other	0	0	1	1	3	0	4	0	0	0	0	0	0	0	0	9
All Levels & Categories	2	0	1	4	9	3	5	0	0	0	0	0	0	0	0	24
08288018 - Majagaleehi Gali Aks Elementary																
Level 1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Eligible Inclusive Education Headcount per School Report

082 - Coast Mountains

September 2025 Collection

Report Generated: 2025-10-24

	KF	01	02	03	04	05	06	07	EU	08	09	10	11	12	SU	Total
Level 2	1	0	0	0	1	0	0	1	0	0	0	0	0	0	0	3
Level 3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	1	2	0	0	0	0	0	0	0	3
All Levels & Categories	1	0	0	0	1	0	1	3	0	0	0	0	0	0	0	6
08288022 - Thornhill Primary																
Level 1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Level 2	4	4	3	4	0	0	0	0	0	0	0	0	0	0	0	15
Level 3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	3
All Levels & Categories	4	5	5	5	0	0	0	0	0	0	0	0	0	0	0	19
08288025 - Parkside Secondary																
Level 1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 2	0	0	0	0	0	0	0	0	0	0	1	0	1	2	0	4
Level 3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	1	1	2	6	10	0	20
All Levels & Categories	0	0	0	0	0	0	0	0	0	1	2	2	7	12	0	24
08288030 - Kitwanga Elementary																
Level 1	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Level 2	0	0	0	0	1	1	1	1	0	0	0	0	0	0	0	4
Level 3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	1	2	0	0	0	0	0	0	0	3
All Levels & Categories	0	0	0	0	1	2	2	3	0	0	0	0	0	0	0	8
08288020 - Ecole Mountainview																
Level 1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Level 2	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	2
Level 3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	1	0	1	3	2	0	0	0	0	0	0	0	0	7
All Levels & Categories	0	1	1	0	2	3	3	0	0	0	0	0	0	0	0	10
08288024 - Caledonia Secondary																
Level 1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 2	0	0	0	0	0	0	0	0	0	0	0	11	12	10	0	33
Level 3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	27	23	11	0	61
All Levels & Categories	0	0	0	0	0	0	0	0	0	0	0	38	35	21	0	94
08282038 - Skeena Middle																

Eligible Inclusive Education Headcount per School Report

082 - Coast Mountains

September 2025 Collection

Report Generated: 2025-10-24

	KF	01	02	03	04	05	06	07	EU	08	09	10	11	12	SU	Total
Level 1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 2	0	0	0	0	0	0	0	11	0	22	6	0	0	0	0	39
Level 3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	26	0	13	18	0	0	0	0	57
All Levels & Categories	0	0	0	0	0	0	0	37	0	35	24	0	0	0	0	96
08288028 - Bear Valley School																
Level 1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 2	0	0	1	0	0	0	0	0	0	0	0	1	0	1	0	3
Level 3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	2	0	0	1	0	1	0	0	0	4
All Levels & Categories	0	0	1	0	0	0	2	0	0	1	0	2	0	1	0	7
08298009 - North Coast Distance Education	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
All Levels & Categories	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Eligible French Program Headcount Report

082 - Coast Mountains

September 2025 Collection

Report Generated: 2025-10-24

	KF	01	02	03	04	05	06	07	EU	08	09	10	11	12	SU	GA	Total
Core French	0	0	0	0	0	189	269	266	0	236	32	18	10	1	0	0	1021
School-Aged	0	0	0	0	0	189	269	266	0	236	32	18	10	1	0	0	1021
Adult	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Early French Immersion	53	44	45	24	38	36	31	38	0	28	27	22	21	26	0	0	433
School-Aged	53	44	45	24	38	36	31	38	0	28	27	22	21	26	0	0	433
Adult	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Late French Immersion	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
School-Aged	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Adult	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Programme Francophone	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
School-Aged	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Adult	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
All French Programs	53	44	45	24	38	225	300	304	0	264	59	40	31	27	0	0	1454
School-Aged	53	44	45	24	38	225	300	304	0	264	59	40	31	27	0	0	1454
Adult	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

English Language Learners Headcount per School Report

082 - Coast Mountains

September 2025 Collection

Report Generated: 2025-10-24

	KF	01	02	03	04	05	06	07	EU	08	09	10	11	12	SU	GA	HS	Total
All English Language Learners Headcount for All Schools	9	40	58	50	64	62	58	18	0	30	11	17	12	14	0	0	0	443
08280004 - Kildala Elementary																		
All English Language Learners	0	0	5	6	7	7	7	0	0	0	0	0	0	0	0	0	0	32
Eligible English Language Learners	0	0	5	6	7	7	7	0	0	0	0	0	0	0	0	0	0	32
Ineligible English Language Learners	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
08288016 - Suwilaawks Community School																		
All English Language Learners	9	17	27	19	28	23	21	0	0	0	0	0	0	0	0	0	0	144
Eligible English Language Learners	9	17	27	19	28	22	21	0	0	0	0	0	0	0	0	0	0	143
Ineligible English Language Learners	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1
08288013 - Cassie Hall Elementary																		
All English Language Learners	0	1	7	6	6	1	3	0	0	0	0	0	0	0	0	0	0	24
Eligible English Language Learners	0	1	7	6	6	1	3	0	0	0	0	0	0	0	0	0	0	24
Ineligible English Language Learners	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
08282039 - Mount Elizabeth Middle/Secondary																		
All English Language Learners	0	0	0	0	0	0	0	0	0	1	0	2	0	1	0	0	0	4
Eligible English Language Learners	0	0	0	0	0	0	0	0	0	1	0	2	0	1	0	0	0	4
Ineligible English Language Learners	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
08280001 - Nechako Elementary																		
All English Language Learners	0	3	1	3	4	6	11	0	0	0	0	0	0	0	0	0	0	28
Eligible English Language Learners	0	3	1	3	4	6	10	0	0	0	0	0	0	0	0	0	0	27
Ineligible English Language Learners	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1
08282040 - NW Regional Trades & Training Centre																		
All English Language Learners	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Eligible English Language Learners	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Ineligible English Language Learners	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
08280007 - Kitimat City High																		
All English Language Learners	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Eligible English Language Learners	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Ineligible English Language Learners	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
08288008 - New Hazelton Elementary																		
All English Language Learners	0	4	5	2	2	5	1	1	0	0	0	0	0	0	0	0	0	20
Eligible English Language Learners	0	4	5	2	2	5	1	1	0	0	0	0	0	0	0	0	0	20

English Language Learners Headcount per School Report

082 - Coast Mountains

September 2025 Collection

Report Generated: 2025-10-24

	KF	01	02	03	04	05	06	07	EU	08	09	10	11	12	SU	GA	HS	Total
Ineligible English Language Learners	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
08288014 - Thornhill Elementary																		
All English Language Learners	0	0	0	0	7	9	4	0	0	0	0	0	0	0	0	0	0	20
Eligible English Language Learners	0	0	0	0	7	9	4	0	0	0	0	0	0	0	0	0	0	20
Ineligible English Language Learners	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
08288006 - Hazelton Secondary																		
All English Language Learners	0	0	0	0	0	0	0	0	0	15	9	8	4	2	0	0	0	38
Eligible English Language Learners	0	0	0	0	0	0	0	0	0	15	9	8	4	2	0	0	0	38
Ineligible English Language Learners	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
08288012 - Uplands Elementary																		
All English Language Learners	0	0	1	4	0	4	3	0	0	0	0	0	0	0	0	0	0	12
Eligible English Language Learners	0	0	1	4	0	4	3	0	0	0	0	0	0	0	0	0	0	12
Ineligible English Language Learners	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
08288018 - Majagaleehi Gali Aks Elementary																		
All English Language Learners	0	7	6	3	5	5	5	3	0	0	0	0	0	0	0	0	0	34
Eligible English Language Learners	0	7	6	3	5	5	5	3	0	0	0	0	0	0	0	0	0	34
Ineligible English Language Learners	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
08288022 - Thornhill Primary																		
All English Language Learners	0	2	2	2	0	0	0	0	0	0	0	0	0	0	0	0	0	6
Eligible English Language Learners	0	2	2	2	0	0	0	0	0	0	0	0	0	0	0	0	0	6
Ineligible English Language Learners	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
08288025 - Parkside Secondary																		
All English Language Learners	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Eligible English Language Learners	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Ineligible English Language Learners	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
08288030 - Kitwanga Elementary																		
All English Language Learners	0	6	4	5	5	2	3	1	0	0	0	0	0	0	0	0	0	26
Eligible English Language Learners	0	6	4	5	5	2	3	1	0	0	0	0	0	0	0	0	0	26
Ineligible English Language Learners	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
08288020 - Ecole Mountainview																		
All English Language Learners	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Eligible English Language Learners	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

English Language Learners Headcount per School Report

082 - Coast Mountains

September 2025 Collection

Report Generated: 2025-10-24

	KF	01	02	03	04	05	06	07	EU	08	09	10	11	12	SU	GA	HS	Total
Ineligible English Language Learners	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
08288024 - Caledonia Secondary																		
All English Language Learners	0	0	0	0	0	0	0	0	0	0	0	7	8	11	0	0	0	26
Eligible English Language Learners	0	0	0	0	0	0	0	0	0	0	0	7	7	11	0	0	0	25
Ineligible English Language Learners	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1
08282038 - Skeena Middle																		
All English Language Learners	0	0	0	0	0	0	0	13	0	14	2	0	0	0	0	0	0	29
Eligible English Language Learners	0	0	0	0	0	0	0	13	0	14	2	0	0	0	0	0	0	29
Ineligible English Language Learners	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
08298009 - North Coast Distance Education																		
All English Language Learners	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Eligible English Language Learners	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Ineligible English Language Learners	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
08298028 - Bear Valley School																		
All English Language Learners	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Eligible English Language Learners	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Ineligible English Language Learners	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Eligible Indigenous Support Program Headcount Report

082 - Coast Mountains

September 2025 Collection

Report Generated: 2025-10-24

	KF	01	02	03	04	05	06	07	EU	08	09	10	11	12	SU	Total
Indigenous Language & Culture	90	120	126	139	164	138	151	135	0	147	79	90	121	95	0	1595
Indigenous Support Services	90	120	126	139	164	138	151	162	0	178	167	175	218	186	0	2014
Other Approved Indigenous Programs	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
All Indigenous Support Programs	90	120	126	139	164	138	151	162	0	181	167	175	218	186	0	2017



MEETING AGENDA ITEM #11.1.3

Action: X

Information:

Meeting: Regular

Meeting Date: October 29, 2025

Topic: **Revised Policy 5020: Policy Development (First Reading)**

Background/Discussion:

The Policy Review and Development Committee is currently undertaking a comprehensive restricting of the Coast Mountains School District's Policy Manual. In alignment with best practices in policy development, each policy will be presented as a standalone document accompanied by a separate procedure.

Policies reflect the Board's overarching standards and expectations, while procedures provide detailed, step-by-step guidance on how to implement and comply with those policies effectively.

Housekeeping revisions are highlighted in red within the policy noting the referenced revised policy's Legislation/Regulations have been reviewed and are current.

Policy 5020: Policy Development is the first policy to undergo revision as part of the comprehensive review of the Coast Mountain School District's Policy & Regulations Manual. Revisions to the policy are clearly marked in red, indicating updates that reflect current legislation and regulations. These references have been thoroughly reviewed to ensure accuracy and alignment with existing legal standards.

The revised policy was reviewed by both the Policy Review & Development Committee and the Business Committee during their respective meetings. Following their evaluation, the committees have recommended that Policy 5020 be presented to the Board for first reading.

Recommended Action:

THAT the revised Policy 5020: Policy Development be presented for first reading at the October 29, 2025 Regular Meeting of the Board of Education.

Presented by: Secretary Treasurer

Policy Intent

To guide the development of education policies that reflect the governance responsibilities of Boards of Education as mandated by provincial legislation. These policies aim to ensure fiscally responsible leadership, promote student success and equity, align with community values and provincial standards, and support continuous improvement in teaching, learning, and accountability. Policy development is grounded in the shared vision, mission, and goals of the Coast Mountains School District, with a focus on quality education, inclusive support, and collaborative community engagement. Policy Development reflects the responsibilities of Boards of Education, as outlined in the Mandate for the School System (OIC 1280/89). Boards of Education have a duty to govern districts and their schools in accordance with specified powers in a fiscally responsible and cost-effective manner. They have a responsibility to ensure that schools provide students with opportunities for a quality education; to set education policies that reflect the aspirations of their communities and are consistent with overall provincial guidelines; to provide leadership and encouragement to schools and their communities; to cooperate with the community and social service agencies in the delivery of non-educational support services to students; and to focus on the following areas of district concern:

- Implementation of provincial and local education programs
- School finance and facilities
- Student access and achievement
- Teaching performance
- Accountability to parents, taxpayers, the community, and to the province

Policy Development reflects the shared vision, mission statement, and District and Board goals:

Shared Vision:

Coast Mountains School District shall become a high-performance rural school district.

Mission Statement:

Coast Mountains School District supports all learners in a variety of communities and from diverse cultures and backgrounds. Through teamwork and the building of positive relationships we create a fair, respectful, and nurturing learning environment. We enable students to experience success, to maximize their potential as educated citizens and to contribute to a changing society.

District Goals:

- To raise literacy levels in district elementary schools.
- To increase success and graduation rates for all learners.
- To challenge and engage all students, while increasing their ability to be socially responsible.
- To support staff and student growth through professional learning, networking, and the sharing of wise practices.

Board of Education Goals:

- To focus on the education of students.
- To nurture a supportive and respectful district culture

Policy Statement

The Board has a role and responsibility to set educational policies that reflect the aspirations of our communities; support our shared vision, mission statement, and educational goals; and are consistent with provincial guidelines, legislation, and regulations.

Policy

School District Policy is plan of action, based on the beliefs and goals of the School District and the Ministry of Education and Child Care, which provides clear direction and expectations to guide the delivery of programs and services to our communities.

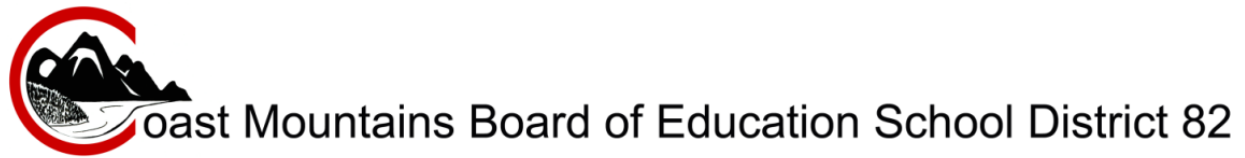
School District Policy is embedded with a legal and governance framework and must comply with existing laws, such as the School Act, and within subordinate legislation, such as regulations and ministerial orders.

References:

- School Act, Section 169 (3)
- Order in Council (OIC) 1280/89, Effective September 1, 1989
- Ministry of Education and Child Care: Ministry Policy Site

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MEETING AGENDA ITEM #12.2.2

Action:	X	Information:	
Meeting:	Regular	Meeting Date:	October 29, 2025
Topic:	Minutes of the Education Committee Meeting, October 15, 2025		

Background/Discussion:

Minutes as attached.

Recommended Action:

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

Presented by: Trustee Karen Jonkman



EDUCATION COMMITTEE MEETING

Wednesday, October 15, 2025 – 4:00 p.m. to 5:30 p.m.

Zoom Virtual Meeting

Committee Members:

- Trustee Karen Jonkman (Chairperson)
- Trustee Ed Harrison
- Trustee Julia Sundell
- Tracey MacMillan, Superintendent of Schools
- Phillip Barron, Director of Instruction, Learning Services
- Donna Mortimer, Director of Instruction, Indigenous Education
- Tina McDonald, District Principal, Curriculum Support
- Annette McAlpine, Principal, Uplands Elementary School (CMAA representative)
- Anya Carrel, Teacher, Skeena Middle School (CMTF representative)
- Michelle Sutherland, Teacher, Mount Elizabeth Middle/Secondary School (CMTF representative)
- Pansy Wright-Simms, Director for Education, Gitanmaax First Nation (First Nation representative)
- Cynthia Bohn, Councillor, Kitsumkalum First Nation (First Nation representative)

Regrets:

- Julia Nieckarz, Director of Instruction, Inclusive Education
- Donna Mortimer, Director of Instruction, Indigenous Education
- Jocelynn Drew, Principal, Bear Valley School (CMAA representative)
- Stacey Rodrigues, Vice Principal, Mount Elizabeth Middle-Secondary School (CMAA representative)
- Monica Brady, President, CUPE Local 2052 (CUPE representative)
- Marian Kotowich-Laval, Education Coordinator, Kitsumkalum First Nation (First Nation representative)

Guests:

- Louise Ormerod, Principal, Hazelton Secondary School
- Ryan McCann, Vice-Principal, Hazelton Secondary School
- Richard Pesik, Teacher, Hazelton Secondary School
- Lissa Waite, Teacher, Mount Elizabeth Middle-Secondary School
- Courtney Preyser, Teacher, Mount Elizabeth Middle-Secondary School

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.	
1. Acknowledgement of the Territories, Introductions & Welcome	Chairperson Jonkman acknowledged with respect the school district's business being conducted on the traditional and unceded territories of the Gitxsan, 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. A warm welcome was extended to all for joining the first virtual Education Committee Meeting of the new school followed by introductions and meeting regrets.

1. Acknowledgement of the Territories, Introductions & Welcome (<i>cont'd</i>)	World Teachers' Day – Chairsperson Jonkman acknowledged World Teachers' Day, observed annually on October 5, as a global celebration recognizing the vital role teachers play in shaping the future of students and communities. She highlighted that this day commemorates the 1966 ILO/UNESCO Recommendation on the Status of Teachers, which established international standards regarding teachers' rights, responsibilities, and working conditions that support quality education worldwide. Within Coast Mountains School District, she expressed sincere gratitude for the dedication, compassion, and commitment of teachers to student learning. Chairsperson Jonkman emphasized that teachers inspire curiosity, build confidence, and create inclusive learning environments where students can thrive. She concluded by extending heartfelt thanks on behalf of the Board of Education to all teachers for their ongoing contributions.
2. Previous Meeting Minutes, September 17, 2025	The meeting minutes of the previous Education Committee Meeting held September 17, 2025 were received. Information only; no action required.
3. District Literacy Plan	District Principal Tina McDonald provided an overview of the new District Literacy Plan, developed collaboratively with teachers and administrators over the past 18 months. The plan—soon to be available on the district website—features artwork by Michelle Stoney that reflects Indigenous perspectives and the district's focus on <i>story, wonder, knowledge, and identity</i>. The plan outlines K–3 and 4–6 literacy frameworks, incorporating Tier 1–3 supports for students and emphasizing a structured literacy approach that is explicit, systematic, and inclusive. Early data shows improved student achievement, with significant gains in reading benchmarks (e.g., Grade 1 students achieving at grade level increased from 18% to 30%). The district is expanding literacy screening from Kindergarten to Grade 9 and strengthening the Multi-Tiered System of Supports (MTSS) to address diverse student needs. Upcoming priorities include developing a writing program for K–6, extending literacy frameworks to Grades 7–12, and continuing professional learning for staff. McDonald acknowledged LNG and Rio Tinto for their early financial support, which helped advance this initiative before ministry funding became available.
4. Level 5 Out-of-Province/Country Field Trips	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. 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 following “Board Approval in Principle” submissions (3) were presented respectively by Richard Pesik, Teacher at Hazelton Secondary School, Courtney Preyser, Band Teacher, and Lissa Waite, Teacher at Mount Elizabeth Middle Secondary School, to the Education Committee for approval recommendation to the Board:

4. Level 5 Out-of-Province/Country Field Trips <i>(continued)</i>	1. Out-of-Country Field Trip to Europe (Hungary, Austria, and Czech Republic), Hazelton Secondary School Graduation Class, May 21-30, 2027. 2. Out-of-Province Music/Band Trip to Niagara Falls for Music Fest Canada, Mount Elizabeth Middle Secondary School, May 10-17, 2026 3. Out-of-Country Field Trip to the Alps and Mediterranean Coast, Mount Elizabeth Middle Secondary School, Spring Break 2027. Action: The Education Committee reviewed the aforementioned submissions with a recommendation to forward to the Board for consideration and approval at the October 29, 2025 Regular Board Meeting.
5. Information Items • World's Teachers' Day – October 5th • Inaugural Indigenous Education Council Meeting – October 7th • Indigenous Support Workers Conference – October 10th • Numeracy Feedback from Teaching Staff	<u>School Start-Up Highlights</u> <u>World Teachers' Day – October 5th</u> • Superintendent MacMillan, on behalf of the Board of Education, acknowledged World Teachers' Day held annually on October 5th. She referenced the 1966 ILO/UNESCO Recommendation on the Status of Teachers, which set international standards for teachers' rights, responsibilities, and working conditions. Superintendent MacMillan expressed sincere gratitude to all teachers within Coast Mountains School District 82 for their dedication, compassion, and commitment to student learning, noting that teachers inspire curiosity, build confidence, and create inclusive spaces where students thrive. <u>Inaugural Indigenous Education Council (IEC) Meeting – October 7th</u> • Superintendent MacMillan reported that the Inaugural Indigenous Education Council (IEC) meeting was successfully held on October 7th, marking an important milestone for the district. The meeting included participation from IEC members representing local Nations. The next meeting is scheduled for the 22nd of October to finalize the Terms of Reference and select a Chair and Vice Chair. Following these foundational steps, the IEC will engage in relationship-building sessions with trustees prior to beginning formal governance work. <u>Indigenous Support Workers Conference – October 10th</u> • Superintendent MacMillan shared highlights from the Indigenous Support Workers Conference held on October 10th, coordinated by Director of Instruction, Indigenous Education, Donna Mortimer, and her team. The event celebrated language revitalization, highlighting the Gitksan Language Nest offered through the Gitksan Immersion Program at Majagaleehi Gali Aks (MGA) Elementary School, which supports students in learning and sustaining the Gitksan language and culture—one of the first core-funded Indigenous language program in B.C. The program now supports 16 students in Grades 1–2 and demonstrates the value of collaboration among teachers, Elders, and communities to strengthen cultural identity and student belonging. <u>Numeracy Feedback from Teaching Staff</u> • Director Barron provided an update on the district's renewed focus on numeracy, noting that a staff survey has been distributed to gather feedback, ideas, and suggestions from teachers across the district. The survey will remain open until October 24th, with approximately 45 responses received to date. The feedback will help guide the development of a new District Numeracy Framework, aligning with the district's continuous growth cycle and complementing the existing literacy framework. Information only; no action required.



6. Enhancing Student Learning Report 24/25: • Music & Curriculum	Trustee Harrison spoke to the vital role of music education in supporting student learning across the curriculum. He emphasized that music builds skills in language, rhythm, and pattern recognition, strengthening literacy and numeracy development. Music also teaches discipline, collaboration, and flexibility, helping students learn from mistakes and work effectively in groups. Information only; no action required.
7. Discussion Item • <u>Enhancing Student Learning Report:</u> i) Discussion/Feedback of Enhanced Student Learning Report ii) Focus Question: <i>Fine Arts was intentionally elevated by the Board as a priority for reporting. Are there other areas that are uniquely important in CMSD82 that we should intentionally highlight in future reporting cycles — beyond what the Ministry prescribes?</i>	<u>Discussion Item – Enhancing Student Learning Report:</u> Superintendent MacMillan led a discussion connected to the Enhancing Student Learning (ESL) Report, explaining that the Ministry's 2020 Ministerial Order requires districts to report on key areas such as literacy, numeracy, graduation, and student well-being. She noted that the Board intentionally elevated Fine Arts as a district priority in the current reporting cycle and submitted a letter to the Ministry emphasizing its importance to student success and engagement. Participants were invited to reflect on the focus question: whether there are other areas unique to Coast Mountains School District 82 that should be highlighted in future reports beyond what the Ministry prescribes. <u>Discussion Items– Enhancing Student Learning Report:</u> Suggestions included ideas such as incorporating Industrial Arts and Technology Education, emphasizing their value in developing problem-solving and hands-on learning skills. Highlighting Physical Education, noting its connection to mental health and the importance of teaching lifelong physical literacy rather than focusing solely on traditional sports. Observations were shared of a district-wide decline in community and extracurricular sports participation and advocating for renewed encouragement of physical activity within schools. <u>Discussion Outcome:</u> The group agreed that both Fine Arts and Physical Education/Applied Skills contribute significantly to student engagement, wellness, and holistic development. Information only; no action required.
6. Next Meeting & Adjournment	Chairperson Jonkman thanked everyone for their participation in the meeting noting the good discussions. The next Education Committee Meeting will be held virtually on Wednesday, November 19, 2025, from 4:00 p.m. to 5:30 p.m. via Microsoft Teams. The meeting was adjourned at 5:39 p.m.





MEETING AGENDA ITEM #12.2.2

Action:	X	Information:	
Meeting:	Regular	Meeting Date:	October 29, 2025
Topic:	Board Approval: Out-of-Country Final Field Trip Application • Out-of-Province Music/Band Trip to Niagara Falls for Music Fest Canada, Mount Elizabeth Middle Secondary School, May 10-17, 2026. • Out-of-Country Field Trip to the Alps and Mediterranean Coast, Mount Elizabeth Middle Secondary School, Spring Break 2027. • Out-of-Country Field Trip to Europe, Budapest, Vienna, and Prague, Hazelton Secondary School, May 21-20, 2027 (withdrawn to allow further preparation before resubmission)		

Background/Discussion:

The following Out-of-Country and Out-of-Province Field Trip Applications were presented and reviewed at the October 15, 2025 Education Committee Meeting:

- Out-of-Province: Music/Band Trip to Niagara Falls for MusicFest Canada, *Mount Elizabeth Middle Secondary School (MEMSS) – May 10–17, 2026*
- Out-of-Country: Travel Club Trip to the Alps & Mediterranean Coast, *Mount Elizabeth Middle Secondary School (MEMSS) – Spring Break 2027*
- ~~Out of Country: Trip to Europe (Budapest, Vienna, and Prague), Hazelton Secondary School – May 21–30, 2027 (withdrawn to allow further preparation prior to resubmission)~~

In accordance with Policy 1080: Field Trips and Outdoor Education, “Board approval in principle” is required prior to commencing detailed planning or fundraising activities for Level 5 (Out-of-Country) field trips. Final Board approval will be required once all documentation is complete and submitted within the prescribed timelines: a) *Within Canada* – 60 days prior to departure; b) *International* – 120 days prior to departure.

The Education Committee reviewed the above applications and recommended that the Out-of-Country and Out-of-Province Field Trip Applications be forwarded to the Board for approval in principle.

Recommended Action:

THAT the Board approve in principle for the following field trips: MEMSS School Travel Club Out-of-Country Field Trip Application to the Alps and Mediterranean Coast, Spring Break 2027, and MEMSS Music/Band Trip to Niagara Falls for Music Fest Canada, May 10-17, 2026, at no cost to the Board and subject to all requirements of Policy 1080: Field Trips and Outdoor Education, including ensuring the safety of students and adhering to Federal and Provincial travel advisories, regulations and protocols throughout the travel dates.



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: _____

- **Lead Teacher:** *Lissa Waite – Teacher and MEMSS Travel Club Lead*
- **Group:** *Grades 10-12 with some spots available to grade 9's upon staff recommendation.*
- **Travel Plan:** *11-day guided tour from Lucerne Switzerland, down the Italian Peninsula to Cinque Terre, through the French Riviera to Barcelona Spain, with EF Educational Tours Canada.*
- **Key Educational Benefits:** *This is a proposed immersive educational experience designed to enrich students learning beyond their classroom. Travelers will explore significant historical, cultural, and geographical sites directly connected to their Geography, History, Art, and Social Studies curriculum. By engaging with diverse cultures and environments, students will expand their global awareness, cultural understanding, and appreciation for interconnected world issues.*
- **Student Safety & Supervision:** *Student safety is the highest priority in every stage of planning and travel for myself and EF Educational Tours. We will work on a 6:1 student-to-chaperone ratio to ensure close supervision. The chaperones, individuals with exemplary character, will be carefully selected based on experience, relationship to students, and ability to uphold the highest standards of care. Chaperones are always chosen in relation to student needs.*
- **Student Travelers & Selection Criteria:** Pending Board of Education Approval In Principle
 - *All students from grades 10-12 with some potential spots for grade 9 students will be offered opportunity for enrollment consideration. Potential travelers and their family will need to complete an application package which includes traveler information including medical information, behaviour expectation, parental consent, the CMSD Level 5 Field Trip form, and a teacher reference endorsement. Students' maturity and solid character attributes – at school and in the community – are paramount to acceptance to travel with the group.*
 - *The application package would be available for families following an evening information meeting for parents and prospective travelers. Packages can also be picked up from myself after this meeting; this will all be communicated via the school PA announcements, displays, newsletters and private group social media*
 - *Student travelers will have to attend all mandatory information meetings that will begin once the enrollment period ends and they will continue until the week of departure.*
- **Equity of Access:** *All students are welcome to express interest but only those who display an eagerness to learn, exemplary behaviour in school & in the community, and have shown an acceptable level of maturity will be invited to enroll. Students with exceptional needs may participate if accompanied by a family member serving as their personal chaperone, provided all safety and supervision standards are met.*
- **Financial Assistance & Fundraising:** *It is recognized that not all families will need financial support. Fundraising is available for those who wish to partake, and all funds are paid out on an equal-share basis.*
- **Traveller Cost:**
 - *\$6279 (airfare, insurance, hotels, breakfast/dinners, some daily excursions, & full-time tour director).*
 - *EF has two policies that cover traveller insurance and cancellation: The Peace of Mind Program is free and allows travellers to receive a travel voucher if dates change or if the trip is cancelled. Additionally, the Global Travel Protection Plan covers travellers if the trip is interrupted or if medical care is needed. The cost for this is built into the cost noted above (\$199)*
 - *How is this being covered: Family support, student employment, fundraising, corporate sponsorship, and Haisla Band counsel has previously supported some student travellers.*



BOARD APPROVAL IN PRINCIPLE – LEVEL FIVE FIELD TRIPS

School Name: Mount Elizabeth Middle Secondary School

Class / Group: Music/Band 7 -12

School Administrator: Julia Jacobs

Destination: Music Fest Canada, Niagara Falls

Approx. Departure Date: May 2026

Approx. Return Date: May 2026

Lead Teacher: Ms. Courtney Preyser Contact Telephone Number: 250-631-9883

Number of Students & Chaperones Participating in Field Trip (provide breakdown):
potential of 48 students and 4 Chaperones

Estimated Field Trip Anticipated Cost per Student:
approx. \$2600 + incidentals (extra spending, some lunch, dinners etc.)

Anticipated Sources of Funding: Student Families, and Band Fundraising

Fundraising Plans: Poinsettia, Centennial Meats, Hot Dog Sales, Raffle, Bottle Drives, Concerts, others.

Plan(s) in place for students wishing to participate who have financial restrictions:
We will make every effort to take students who have shown commitment to the their own fundraising and leadership in music.
We will seek sponsorship and help to lessen any financial restrictions by seeking relief in any way we can.

How will all students have equal access for the selection process to participate in this Field Trip ensuring a fair/equal access?:
All students regisrterd in Band at MEMSS will have fair and equal access to this trip.
Students must be committed to band courses, be in good acadameic standing at MEMSS to attend.

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

Board Meeting Date & Motion: _____

Mount Elizabeth Middle Secondary School
Proposed Level 5 Field Trip Synopsis for travel in May 2026
Destination: Music Fest Canada, Niagara Falls

- Lead Teacher: Courtney Preyser – Music Teacher and MEMSS
- Group: Grades 7-12 Students enrolled in Band at MEMSS
- Travel Plan: 4 – 5 day tour from Kitimat, BC to Niagara Falls.
- Key Educational Benefits: This is an extension of music education at MEMSS. The proposed trip will give students access to a professional music performance that is recorded, adjudicated and a workshop with another music professional. Music students get to connect to other peers who are embracing the study and joy of music education. Additionally, professional concerts given at Music Fest Canada give students an idea of the possibilities their instruments capabilities, and expose learners to other genres, styles of music. Students gain an understanding of and create meaning of their own learning in Kitimat BC and how it connects to a wider music world.
- Student Safety & Supervision: Students will be supervised at a 10: 1 student to chaperone ratio. Students and families will be briefed on safety in different environments, bus travel, air, large centers etc. Chaperones are always chosen to enhance student safety and ensure that a high standard is set for students when they are away from the MEMSS campus.
- Student Travelers & Selection Criteria: Pending Board of Education Approval In Principle
 - All students enrolled at MEMSS in music from grades 7 – 12 will be eligible to travel with the band. Students must be in good standing of their academic courses and have displayed good character, and behaviour while on MEMSS campus. Potential travelers and their family will sign permission forms in which travel information, behaviour expectation and parent consent is given.
- Equity of Access: All music students enrolled in band at MEMSS are invited to attend. Students are given the option to take band as a course, and their choices dictate their equity of access. Students with exceptional needs are welcome and chaperone or parent supervision may be an additional financial consideration for the family.
- Financial Assistance & Fundraising: Students in band will have a variety of fundraising opportunities over the year to help toward the trip costs. The band has a fundraising account and every fundraiser students participate in is both individually credited, and band credited. The band percentage is to help those students who may need more care in their financial situation and would still like to travel. We give every opportunity for students to fundraise as often as they can.
- Traveller Cost:
 - Approx. \$2600 (airfare/bussing, hotels, breakfast/dinners, festival fee's, TTOC costs)
 - Some lunch and dinner approx. \$30-50/day
 - Any above spending: ie. Malls, etc.



MEETING AGENDA ITEM #13.1

Action:	X	Information:	
Meeting:	Regular	Meeting Date:	October 29, 2025
Topic:	Board Chair Report – October 2025		

Background/Discussion:

Attached for Trustees' information is the Board Chair's Report for the month of October 2025 respectfully submitted by Board Chair Margaret Warcup.

A monthly Board Chair Report will be provided for inclusion in the agenda package for future Regular Board Meetings.

Recommended Action:

THAT the Board receive for information the Board Chair's Report for October 2025.

Presented by: Board Chair



BOARD CHAIR REPORT

OCTOBER 2025 REGULAR BOARD OF EDUCATION MEETING

Since our September meeting, our Northwest and Northern Interior Branches met in Terrace for an extremely successful weekend of trustee collaboration and learning. On behalf of our Board, I would like to extend sincere thanks to Trustee Ed Harrison for taking the lead, together with Helen Gilbert, and for the leadership they both provided alongside a team of dedicated trustees in organizing two and a half days of informative and meaningful discussions focused on public education in the North.

I would also like to thank our District staff for their warm welcome and the excellent support provided to all participants throughout the conference. Their efforts contributed greatly to the success of the event.

There are several follow-up actions for our District, including some preparatory work in advance of the provincial BCSTA (BC School Trustees Association) meetings being held in the spring. These upcoming meetings will provide important opportunities for Boards to advocate for provincially needed actions in support of students and public education.

As part of the Branch meeting, trustees had the opportunity to tour Skeena Middle School, and I wish to thank the school's staff and administration for their hospitality and for proudly showcasing their learning environment to visiting trustees from across the North.

I would also like to extend special thanks to Tina McDonald, District Principal – Curriculum Support, and to our new administrative team for their assistance with the presentation I facilitated on Building Understanding of Early Childhood Education and Child Care. This topic resonated strongly with those attending the Branch meetings, with broad agreement that advocacy to the Ministry of Education and Child Care is warranted.

Our BCSTA President encouraged Boards of Education to consider writing to the Ministry to express concerns and request:

- Stronger provincial leadership in early learning and childcare,
- A clear accountability framework,
- A province-wide strategic plan to guide decision-making, and
- Most importantly, adequate funding to ensure successful implementation of early years programs.

In addition, Boards may also choose to bring forward a provincial motion identifying actions needed to enhance early learning and childcare services. I have already been contacted by the Chair of School District No. 60, who requested more information in drafting their letter to the Ministry. Attached to this report is the Coast Mountains Summary that was shared during our Branch discussions for your reference. I am asking whether our Board wishes to move forward in this regard.

There are no Board Chair conference calls to report on this month. All calls I have participated in have been related to BCPSEA and the current bargaining process.

Looking ahead, the BCPSEA Annual Symposium will be held virtually on November 6–7, and the BCSTA meetings will take place in Vancouver from November 27–29.

I welcome any questions and respectfully submit my report.

Attachments: CMSD Early Learning Program Summary
CMSD Sharing Good News at the Fall Branch Meeting

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

Respectfully submitted by,

A handwritten signature in blue ink, appearing to read 'Margaret Warcup', with a long horizontal flourish extending to the right.

Trustee Margaret Warcup
Board Chair

Early Learning Programs in CMSD (October 2025)

Program	School & Location	Childcare Spaces	Parent Fees	Days of Service	Hours of Service	Ministry Grant
ELCC Lead	District Staff	N/A	N/A	FT 1.0FTE	N/A	\$175,000
Seamless Day	3 in Terrace	60	FT \$385 PT \$250	M-Friday	7:45-9:00 2:45-5:45	\$55,800
Just B4	2 in Terrace	29	\$200	M-Thursday	12:30-3:00	\$25,000
StrongStart	3 in Terrace 1 in Kitimat	M-Friday	No cost to families	M-Friday	9-12pm	\$134,000
SEY2KT (Strengthening Early Years to Kindgarden Transition)	Based in Terrace	N/A	N/A		8 hours/week schedule varies	\$19,000
Ready Set Learn	All primary schools in the district	N/A	N/A	Organized at the school level	N/A	\$24,000 (Schools can manage their own activities)
CP4YC Creating Possibilities for young Children	District-Led	N/A	N/A	10 Sessions per year	N/A	Grant was cut this year, but our team is continuing to work on the ELF (Early Learning Framework).
Other?						



COAST MOUNTAINS

SCHOOL DISTRICT 82

Early Learning Programs at Coast Mountains, SD82



Students at Seamless Day conducting a STEM (Science, Technology, Engineering, Math) activity.

- CMSD provides the following Early Learning Programs
- 4 StrongStart Locations (3 in Terrace, 1 in Kitimat)
- 3 Seamless Day Programs in Terrace
- 2 Just B4 Preschool Programs in Terrace
- SEY2KT (Strengthening Early Years 2 Kindergarten Transition)
- Ready Set Learn – all schools with primary



Having fun in preschool.

CMSD has proudly offered Early Learning Programs for many years, creating joyful and engaging experiences for children and families. While many of these programs have long faced underfunding, our



Early Learning Team continues to shine—finding creative, resourceful ways to make a lasting difference. We thank them for all they make possible!



Releasing butterflies!

2025 Maker Day

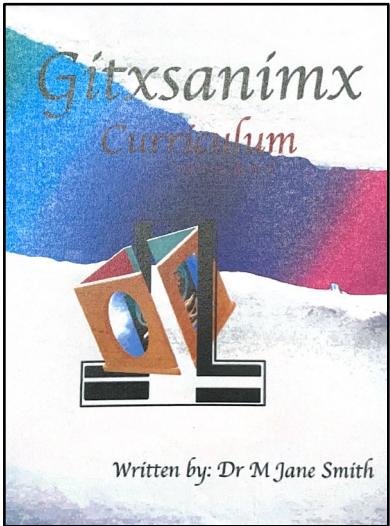
Inspiring the Next Generation of Trades and Career Explorers

More than 390 Grade 6–7 students from Hazelton, Kitwanga, Terrace, Kitsumkalum, and Kitimat participated in hands-on learning experiences at the Northwest Trades & Employment Training Centre (NTETC). Supported by 20+ local industry and community partners, students explored real-world trade and technology activities that sparked confidence, skill-building, and curiosity about future career pathways.



A Groundbreaking Step in Public Education – Gitxsan Language Immersion

Majagaleehl Gali Aks Elementary



- Full day immersion program.
- Core funded, with Elders supported by 1.31 enhancement funding.
- Program is grounded in Dr. Jane Smith's *Gitxsanimx Curriculum Resource Book*.
- Strong enrollment of 16 Grade 1–2 students for 2025–2026.
- With deep gratitude — we honour the leadership, guidance, and partnership of the Gitanmaax Band and the Gitksan Government Commission.

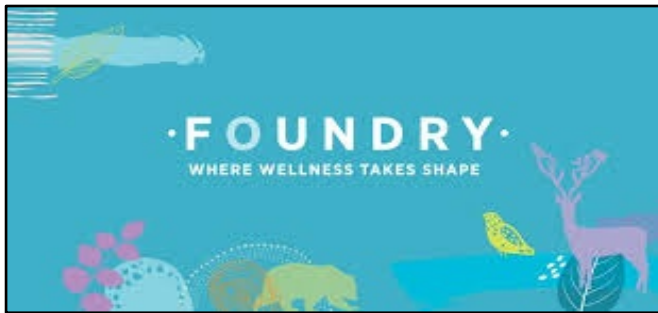


Dr. Jane Smith teaches Gitxsan to K-1 Learners

The teacher leads students in Gitxsan language learning, bringing culture and language to life in the classroom.



NEW - Youth Outreach Success Program - Tier 3 Intervention Pilot Program



Youth aged 12 - 24



Disengaged from school but still enrolled



Withdrawn from school and in community



This work involves assisting young people in accessing integrated services for continued wellness such as Foundry BC, and the Terrace and District Community Services Society, in partnership with Northern Health.



A new district initiative focused on re-engaging students who have not yet found success in traditional or alternate school settings. The program builds trusting relationships, removes barriers to learning, and connects students with supports and community services to help them return to education and achieve graduation success.



MEETING AGENDA ITEM #13.2

Action: Information: X

Meeting: Regular Meeting Date: October 29, 2025

Topic: **BCSTA North West & Northern Interior Fall Branch Meeting**

Background/Discussion:

The BCSTA North West & Northern Interior Fall Branch Meeting was hosted by Coast Mountains School District 82 in Terrace from October 17–19, 2025.

The event brought together Trustees, Superintendents, and senior district staff from across both Branches for professional learning, networking, and collaborative discussions on key provincial and regional education topics.

CMUSD82 extends appreciation to all who contributed to the success of this event, including local Nations, staff, and Trustees who supported hosting responsibilities and logistics.

Recommended Action:

Information only; no action required.

Presented by: Trustee Ed Harrison



MEETING AGENDA ITEM #13.3

Action: X Information:

Meeting: Regular Meeting Date: October 29, 2025

Topic: **Provincial Council Meeting Report - October 24, 2025**

Background/Discussion:

Trustee Julia Sundell attended the British Columbia School Trustees Association (BCSTA) Provincial Council Meeting, held virtually on October 24, 2025, as the Provincial Council representative for the Board.

The attached document, BCSTA Votes for Provincial Council – October 2025, summarizes voting outcomes from the meeting, which included representation from 58 voting districts and a total of 77 participants in attendance.

Recommended Action:

THAT the Board receive the information provided in the Provincial Council Meeting Report of October 24, 2025, as presented.

Presented by: Provincial Council Trustee, Julia Sundell



Provincial Councillor Report – Trustee Julia Sundell
BCSTA Provincial Council Meeting held October 24, 2025

This meeting was held virtually on the morning of October 24th, 2025. 58 voting Districts attended this meeting. There was a total of 77 participants present.

President Report highlights: Tracy Loffler welcomed all Provincial Council members to the meeting and then highlighted the work of BCSTA. There was a prompt to Council members to think about the upcoming Provincial Election and ensure that we have candidates to fill trustee roles. Work is undergoing to develop Best Practices for education across the province with collaborative partnerships including FNEC and ASBO.

CAO Report highlights: Trevor Davies is working to position the organization for long term success and advocacy. Increase non target funding and focus on next year's elections. Budget submission to the government from BCSTA was the best he has ever seen. The honest reality of our sector was communicated through the document. Is looking to invite a broader government audience to the membership by including the Ministry of Infrastructure to our collaborative meetings to allow conversations directly with School Districts. Advocacy for the trustees' voices to remain strong to ensure that we shape the future of the education system.

CSBA Report highlights: Tracy Loffler and Trevor Davies met with senior government officials to advocate for more Mental Health supports, Online bullying, Infrastructure, Truth and Reconciliation and Culture and language. We are struggling to provide safe and healthy classrooms and schools. We have advocated to put a higher age limit on vaping products. Lots of discussion around the devolution of SD's in Ontario and how the voice of local elected representatives needs to be heard.

Professional Learning Committee: Christine Lervold (Sooke) reports that the work plan continues to develop a comprehensive plan to develop training to support trustees (both new and returning) in their PD throughout their term. Looking forward to trustees attending the Trustee Academy next month. Key work includes being the conduit for learning needs throughout the province.

Indigenous Education Advisory Council: Vanessa Mitchell reports volume 2 knowledge series is under development for trustees. Topics of focus include denialism which will allow trustees to navigate those difficult conversations. FNEC provided information that Indigenous attendance rates haven't recovered since prior to COVID. Land based learning activities are being discussed to allow activities (hunting, gathering and fishing) with families and communities taking place on the land to be considered as credits toward graduation. Innovated approaches are the theme of work with FNEC. The council is looking to add a matriarch knowledge keeper to augment the patriarch knowledge keeper, Joe.

Motion Tracking Database update: process on the motions of the organization is available through the portal. Status of the motions is reflected and kept up to date by BCSTA staff.

Audited Financial Statements were presented by David Swankey for final approval. Clean audit opinion with a modest surplus of \$39,602. Stable revenue year-over-year.

BCSTA 2026/27 Budget Planning: Teri VanWell (Saanich) reports items to consider for budget planning. Additional events will be hosted during this budget year due to onboarding new trustees with the upcoming election.

BCSTA Affiliated Membership Fees: bylaw passed which suggested bringing the fee schedule back to Provincial Council for discussion. Staff have recommended that we approve the affiliated membership that is consistent with the current fee structure for all other BCSTA membership district dues. It is hard to break out the different services and determine fees. Affiliate memberships were considered mainly for publicly funded school districts to provide access to professional development. Affiliate memberships will not have the ability to:

- a. Vote at AGM or branch meetings
- b. Motions section of the BCSTA portal
- c. Hold office on the Associations Board of Directors
- d. Receive jurisdictional legal support from BCSTA

AGM Rules of Order – questions for consideration were presented to test the pulse of membership via the Slido platform. This is non-binding and done for information. Results to the questions are displayed in red ink:

- a. During the AGM debate, the Deputy Chair should “test the house” to see if the debate should be closed on the current motion after four speakers have spoken consecutively without opposition, and there is no one waiting at the opposing microphone.
 - i. Agree: **87%**
 - ii. Disagree: **13%**
- b. When standing counts are required at the AGM, should we:
 - i. Tile the doors (doors are closed and no one is allowed to exit or enter during the count). **80%**
 - ii. Keep the doors open (members should be included in the count if they are in the room, and called back if necessary for the count.) **20%**
- c. With regards to the amending motions from the floor... (select the one that your board thinks should apply)
 - i. If a member wants to submit an amendment, business should be stopped until the amendment is submitted to staff. **64%**
 - ii. All amendments need to be submitted as early as possible. An amendment table should be available prior to the start of business to receive amendments. **47%**
 - iii. There should be no amendments from the floor. **9%**

- d. In the event that our business session runs out of time, but there are remaining motions to be considered, we should:
 - i. Refer all undebated motions to another General Meeting, which may be held online (virtually). **98%**
 - ii. Not consider all undebated motions. **2%**

The voting results are attached. The meeting adjourned early at 11:49 am.

Respectfully submitted,



Julia Sundell

Hazelton/Kitwanga Trustee & Provincial Council Representative CMSD82

Attachment:

- *Votes for Provincial Council Meeting October 2025*

Votes for PC Oct 2025

Meeting Date: October 24, 2025

Julia Sundell, Coast Mountains

Thank you for your participation in the voting process as a representative for Coast Mountains.

Vote Title	Your Response [# Ballots]	Vote Result
1.0 - Adoption of Provincial Council Rules of Order		<i>Carried 100.0%</i>
2.0 - Adoption of Proposed Agenda		<i>Carried 100.0%</i>
3.0 - Approval of Minutes from April 25, 2025 Meeting		<i>Carried 100.0%</i>
4.1 - President's Report	In Favour	<i>Carried 100.0%</i>
4.2 - Chief Executive Officer's Report	In Favour	<i>Carried 100.0%</i>
4.3 - CSBA Report	In Favour	<i>Carried 98.2%</i>
4.4 - BCSTA Standing Committee Reports	In Favour	<i>Carried 100.0%</i>
5.1 - Written Reports	In Favour	<i>Carried 100.0%</i>
6.0 - Motion Tracking Database Updates	In Favour	<i>Carried 100.0%</i>
7.1 - 2024-2025 BCSTA Audited Financial Statements	In Favour	<i>Carried 100.0%</i>
7.2 - Grant Status Update as of June 30, 2025	In Favour	<i>Carried 100.0%</i>
7.4 - BCSTA Affiliated Membership Fees	In Favour	<i>Carried 98.2%</i>
9.0 - Adjournment	In Favour	<i>Carried 100.0%</i>