



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

**BOARD OF EDUCATION
REGULAR BOARD MEETING**

BOARD OF EDUCATION OFFICE - TERRACE

**WEDNESDAY, APRIL 29, 2026
5:00 P.M.**

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

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

**WEDNESDAY, FEBRUARY 25, 2026 – 5:30 P.M.
BOARD OF EDUCATION OFFICE - TERRACE
HYBRID MEETING (IN PERSON OR VIRTUAL)**

PRESENT WERE:

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

Superintendent of Schools
Secretary Treasurer
Recording Secretary

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

DISTRICT STAFF PRESENT:

Director of Instruction, Inclusive Education
Director of Instruction, Human Resources
Director of Facility Services
District Principal of Curriculum Support

(virtual) - J. Nieckarz
(virtual) - K. Bath
- R. Schibli
(virtual) - T. McDonald

Board Chair Warcup acknowledged with respect the school district's business being conducted on the unceded traditional territories of the Gitksan, Haisla, Nisga'a, and Ts'msyen Peoples. She further acknowledged that a virtual participant was joining from the unceded territory of the Lheidli T'enneh Nation and invited all virtual attendees to take a moment to recognize the traditional territories from which they were participating. The Board expressed gratitude for the opportunity to work with the children and families of these Nations and acknowledged the privilege of living and working on these lands.

Presentation: Canadian Parents for French (CPF) – Hazelton Chapter by Bryana Jack

Bryana Jack, President of CPF Hazelton Chapter, delivered a presentation regarding the French Immersion Program in Hazelton. Ms. Jack spoke to the history of the program, community support, student commitment, and the value of French Immersion to families and the broader community. Trustees thanked Ms. Jack for her presentation and advocacy.

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

Board Chair Warcup spoke to the recent tragedy in Tumbler Ridge and invited those present to observe a moment of reflection in support of the students, families, staff, and community members impacted. She expressed appreciation for district staff and school administrators for their timely leadership and coordination of communications, counselling, and wellness supports for students and

families. The Chair also noted that outreach had been extended to colleagues in Tumbler Ridge as a gesture of solidarity and care during a difficult time.

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

Family Day, recognized on February 16th, observed across British Columbia. Family Day serves as a reminder of the important role that families and caregivers play in supporting student success, acknowledging the strong partnerships between our schools and families throughout the district.

Pink Shirt Day, recognized on February 25th, across the country as a day promoting kindness, inclusion, and anti-bullying awareness. While this day brings particular attention to these themes, our commitment to safe, welcoming, and inclusive learning environments is ongoing and embedded in our daily work across all schools.

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

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

1. CALL TO ORDER

Board Chair Warcup called the meeting to order at 5:33 p.m.

2. DECLARATION OF QUORUM

A quorum was declared.

3. APPROVAL OF AGENDA

Board Chair Warcup noted that it was recommended that Items 6 and 7 on the agenda be reordered.

Motion #8913

THAT the agenda for February 25, 2026, Regular Meeting of the Board be amended to reorder Items 6 and 7; and **THAT** the agenda be approved as amended.

Carried
All in Favour

4. APPROVAL OF MINUTES OF PRIOR MEETING

4.1 Regular Meeting of the Board, January 28, 2026

Motion #8914

THAT the minutes of the Regular Meeting of the Board held January 28, 2026, be approved.

Carried
All in Favour

5. RECEIPT OF RECORDS OF IN CAMERA MEETING

5.1 Summary of In Camera Meeting, January 28, 2026

Motion #8915

THAT the Summary of the In Camera Meeting of the Board held January 28, 2026, be approved.

Carried, with Trustee Maxim abstaining.

6. CORRESPONDENCE

6.1 Letters of Support for Hazelton French Immersion Program

THAT the Board receive for information the correspondence in support of the continuation of the Hazelton French Immersion Program:

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

Received
(No motion required)

7. BUSINESS ARISING FROM THE MINUTES

7.1 Hazelton French Immersion Program Review Update

Superintendent MacMillan presented the Hazelton French Immersion Program Review Update, including enrolment data, financial considerations, staffing implications, community consultation feedback, and potential options for the structure of programming beginning in the 2026–2027 school year.

Trustees engaged in discussion regarding program sustainability, student attrition rates, financial implications, and community engagement.

Motion #8916

THAT the Board direct staff to write to the local chapter of Canadian Parents for French (CPF) to request, within two weeks, information regarding any potential financial viability to support the sustainability of the French Immersion program in Hazelton, as well as details outlining what recruitment efforts have been undertaken to date and what action CPF is willing to pursue to support enrolment growth and program viability; and that upon receipt of the response, the Board schedule a Special Public Meeting to review the information provided.

Carried
All in Favour

8. SUPERINTENDENT OF SCHOOLS' MONTHLY REPORT – February 2026

THAT the Superintendent of Schools' Monthly Report to the Regular Board Meeting of February 25, 2026, be received as presented.

Received
(No motion required)

9. INDIGENOUS EDUCATION REPORT – February 2026

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

Received
(No motion required)

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

Vice-Chair Kimberly Robinson provided regrets. Chair Jericho Collison was not in attendance. No IEC update was provided.

11. STANDING COMMITTEE REPORTS

11.1 Business Committee Report (Trustee Ed Harrison)

11.1.1 Business Committee Meeting Minutes, February 11, 2026

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

Received

(No motion required, noted Trustee Maxim abstained)

11.1.2 Annual Review – District Video Surveillance System

Motion #8917

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

Carried

All in Favour

11.1.3 Quarterly Financial Statements, December 31, 2025

Motion #8918

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

Carried

All in Favour

11.1.4 2025-26 Amended Annual Budget Bylaw

Motion #8919

THAT the 2025–2026 Amended Annual Budget Bylaw (Version: 1296-9550-7568) be read a first time.

Carried

All in Favor

Motion #8920

THAT the 2025–2026 Amended Annual Budget Bylaw (Version: 1296-9550-7568) be read a second time.

Carried
All in Favour

Unanimous consent to proceed to third reading of the 2025–2026 Amended Annual Budget Bylaw (Version: 1296-9550-7568) was not obtained. As a result, third reading of the Bylaw did not proceed.

A Special Meeting of the Board will be scheduled in accordance with the required notice provisions to consider third reading of the Bylaw.

11.1.5 Ministry Data Collection Projected Enrollments: 2026-2027, 2027-2028 & 2028-2029 School Years

Motion #8921

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

Carried
All in Favour

11.1.6 Trustee Remuneration Annual Review – CMSD Policy 5095

Motion #8922

THAT the Board defer consideration of Policy 5095 – Trustee Remuneration pending receipt of information from BCSTA regarding trustee remuneration provincially.

Carried, with Trustee Maxim opposing.

11.1.7 Review Revised Policy 1035 – Student Records (First Reading)

Motion #8923

THAT the Board approve Revised *Policy 1035 – Student Records* for first reading.

Carried
All in Favour

11.1.8 New Policy 1120 – Response to Unexpected Health Emergencies (First Reading)

Motion #8924

THAT the Board Approve New *Policy 1120 – Response to Unexpected Health Emergencies* for first reading

Carried
All in Favour

11.2 Education Committee Report (Trustee Karen Jonkman)

11.2.1 Education Committee Meeting Minutes, February 11, 2026

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

Received
(No motion required)

11.2.2 Board Approval in Principle – Level 5 Field Trip:

- Out-of-Province Field Trip, Ottawa, Ontario, Hazelton Secondary UNESCO Leadership, May

Motion #8925

THAT the Board approve in principle the Out-of-Province UNESCO Leadership of Hazelton Secondary School trip to Ottawa, Ontario, from May 26 – May 30, 2026. There will be no cost to the Board and subject to all requirements of *Policy 1080 – Field Trips & Outdoor Education* (including student safety and adherence to federal/provincial advisories). Final Board approval to follow upon submission of complete documentation within prescribed timelines.

Carried, with Trustee Maxim abstaining

12. NEW BUSINESS

12.1 Appointment of Elections Chief Officer and Deputy Chief Officer for 2026

Motion #8926

THAT the Board appoint Ms. Kathy Jackson as Chief Elections Officer and Ms. Shawna Wilson as Deputy Chief Election Officer for Coast Mountains School District No. 82 Trustee Election scheduled for October 17, 2026.

Carried
All in Favour

13. TRUSTEE REPORTS

13.1 Board Chair Report – February 2026

Board Chair Warcup highlighted that the BCSTA has completed the provincial review related to policy development. Trustees were advised that the information has been posted to the Board site for review. Board Chair Warcup also noted that the District continues to make progress updating Board policies and thanked staff for their ongoing work in supporting the policy review process. She further noted that additional discussion regarding policy direction is anticipated at the upcoming BCSTA meeting in April.

Received
(No motion required)

13.2 BCSTA Provincial Council Report – February 2026 (Trustee Harrison)

Trustee Harrison provided a verbal report on the February 2026 BCSTA Provincial Council meeting. He noted concerns regarding voter participation in school trustee elections and the importance of promoting awareness of the role of school trustees. Trustee Harrison also highlighted the new BCSTA Strategic Plan, available on the BCSTA website, and the Ministry of Education and Child Care's "How Are We Doing?" report, which is available on the Ministry website.

Received
(No motion required)

13.3 Trustee Reports

Trustee Maxim provided comments regarding the information presented in the agenda package. Trustee Jones shared information about community partnerships in Stewart supporting students, including the *Jays Care Foundation*, which provides baseball programming and equipment for youth through the *Toronto Blue Jays*.

Received
(No motion required)

14. QUESTION PERIOD

Members of the public provided comments and asked questions regarding the Hazelton French Immersion program. Questions requiring further information were noted for follow-up.

15. ADJOURNMENT

The next hybrid Regular Board of Education Meeting will be held on Wednesday, April 29, 2026, at 5:00 p.m. at the Board of Education Office located in Terrace.

The meeting was adjourned at 7:45 p.m.

Board of Education Chair

Secretary Treasurer

DRAFT

**SPECIAL REGULAR MEETING OF THE BOARD OF EDUCATION
OF SCHOOL DISTRICT 82 (COAST MOUNTAINS)
MONDAY, MARCH 2, 2026 – 8:00 A.M.
BOARD OF EDUCATION OFFICE - TERRACE
VIRTUAL MEETING (MICROSOFT TEAMS)**

PRESENT WERE:

Chair (virtual) - M. Warcup
Vice Chair (virtual) - K. Jonkman
(virtual) - J. Sundell
(virtual) - A. Maitland

Superintendent of Schools
Secretary Treasurer
Recording Secretary

(virtual) - T. MacMillan
(virtual) - G. Fuller
(virtual) - L. Harder

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 all parties attended virtually. We are honoured to work with their children and privileged to live on these lands.

1. CALL TO ORDER

Board Chair Warcup called the meeting to order at 8:04 a.m.

2. DECLARATION OF QUORUM

A quorum was declared.

3. APPROVAL OF AGENDA

Motion #8927

THAT the agenda be adopted as circulated.

Carried
All in Favour

4. BUSINESS ARISING FROM THE MINUTES

4.1 2025-2026 Amended Annual Budget Bylaw (Third Reading)

Board Chair Warcup noted that at the Regular Board Meeting held February 25, 2026, the Board completed the first and second readings of the 2025–2026 Amended Annual

Budget Bylaw (Version: 1296-9550-7568). Unanimous consent to proceed to third reading was not achieved at that time.

A Special Regular Meeting was therefore convened to consider third reading and adoption of the bylaw to facilitate submission to the Ministry of Education and Child Care.

Motion #8928

THAT the 2025–2026 Amended Annual Budget Bylaw (Version: 1296-9550-7568) be read a third time, passed, and adopted this 2nd day of March 2026.

Carried
All in Favour

15. ADJOURNMENT

The next hybrid Regular Board of Education Meeting will be held on Wednesday, April 29, 2026 at 5:00 p.m. at the School Board Office located in Terrace.

The meeting was adjourned at 8:10 a.m.

Board of Education Chair

Secretary Treasurer

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

**MONDAY, MARCH 30, 2026 – 4:30 P.M.
VIRTUAL MEETING (MICROSOFT TEAMS)**

PRESENT WERE:

	Chair (virtual) - M. Warcup
	(virtual) - E. Harrison
	Vice Chair (virtual) - K. Jonkman
	(virtual) - J. Sundell
	(virtual) - A. Maitland
	(virtual) - W. Jones
	(virtual) - M. Maxim
Superintendent of Schools	(virtual) - T. MacMillan
Secretary Treasurer	(virtual) - G. Fuller
Recording Secretary	(virtual) - L. Harder
Director of Learning Services	(virtual) - P. Barron
District Principal Curriculum Support	(virtual) - T. McDonald

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

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

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

1. CALL TO ORDER

Board Chair Warcup called the meeting to order at 4:30 p.m.

2. DECLARATION OF QUORUM

A quorum was declared.

3. APPROVAL OF AGENDA

Motion #8929

THAT the agenda be adopted as circulated.

Carried
All in Favour

4. CORRESPONDENCE

4.1 Letter from Pacific Northwest Music Festival (PNMF) dated February 22, 2026

THAT the Board receive the letter from the Pacific Northwest Music Festival dated February 22, 2026, for information.

Received
(No motion required)

5. BUSINESS ARISING FROM THE MINUTES

5.1 Canadian Parents for French – Hazelton Chapter (Letter & Survey)

THAT the Board receive the Canadian Parents for French – Hazelton Chapter letter and survey dated March 10, 2026, for information.

Received
(No motion required)

5.2 Hazelton French Immersion Program Review – Follow-Up to Trustee Questions

The Board reviewed the follow-up information provided in response to Trustee questions regarding the Hazelton French Immersion Program, including enrolment trends, operational considerations, and program sustainability.

Motion #8930

THAT the Board approve Option 1:
Relocate the K-7 French Immersion Program to New Hazelton Elementary School, with the secondary French Immersion (Grades 8-12) delivered through online programming while the program is gradually phased out as currently enrolled students complete the program.

Carried
All in Favour

6. QUESTION PERIOD

Question Period commenced at approximately 4:50 p.m. and concluded at 5:35 p.m.

Questions from members of the public focused on the Hazelton French Immersion Program Review.

The Board and Administration responded to questions where possible and took additional questions under advisement for follow-up.

7. ADJOURNMENT

The next hybrid Regular Board of Education Meeting will be held on Wednesday, April 29, 2026, at 5:00 p.m. at the School Board Office located in Terrace.

The meeting was adjourned at 5:35 p.m.

Board of Education Chair

Secretary Treasurer



**SUMMARY OF PROCEEDINGS AND DECISIONS MADE AT THE
IN CAMERA MEETING OF THE BOARD OF EDUCATION
SCHOOL DISTRICT 82 (COAST MOUNTAINS)
HELD February 25, 2026
PURSUANT TO SECTION 72(3) OF THE *SCHOOL ACT***

The Board of Education:

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



MEETING AGENDA #6

Action: Information: X
Meeting: Regular Meeting Date: April 29, 2026
Topic: **Presentation:** Aboriginal “How Are We Doing” (HAWD) Report 2024/25 Highlights

Background/Discussion:

A presentation will be provided to the Board regarding the Aboriginal “How Are We Doing?” (HAWD) Report, an annual Ministry of Education and Child Care publication that provides data on Indigenous student outcomes across the province and within School District No. 82.

The presentation will highlight key data trends and observations related to literacy, numeracy, graduation and completion rates, and student engagement, and will support ongoing conversations regarding student success, equity, and continuous improvement within the District.

This presentation is provided for the Board’s information.

Recommended Action:

For information only.

Presented by: Donna Mortimer, Director of Instruction, Indigenous Education



COAST MOUNTAINS

SCHOOL DISTRICT 82

Aboriginal Report HOW ARE WE DOING? (HAWD) 2023 – 2024 Report Highlights



COAST MOUNTAINS
SCHOOL DISTRICT 82

What is the HAWD Report?



Tracks Indigenous Student Success:

Monitors key indicators such as literacy, numeracy, graduation rates, and post-secondary transitions.



Informs Local Action:

Helps districts and Indigenous communities identify strengths, gaps, and areas for improvement.



Supports Accountability:

Provides transparent, annual data to guide decision-making and measure progress over time.

Data Sources

The primary data sources for the HAWD report include:

- ❖ **Foundation Skills Assessment (FSA):** Administered in Grades 4 and 7, the FSA evaluates students' proficiency in reading, writing, and numeracy. These assessments help identify early learning trends among Indigenous students.
- ❖ **Graduation Assessments:** These include the Grade 10 Numeracy Assessment and the Grade 10 and 12 Literacy Assessments. They measure students' competencies in essential skills required for graduation and post-secondary readiness.

Data Sources continued...

- **Course Marks and Completion Data:** The report analyzes course completion rates and final grades in key subjects, providing a detailed view of academic achievement.
- **Graduation and Transition Rates:** Data on five- and six-year completion rates, as well as transitions to post-secondary education, offer insights into long-term educational outcomes for Indigenous students.

Students Who Self-Identify as Aboriginal

School Year	District					Province *				
	All Students	SIA in Year*		SIA Only in Other Year(s)*		All Students	SIA in Year*		SIA Only in Other Year(s)*	
	#	#	%	#	%	#	#	%	#	%
2015/16	4,396	1,966	44.7	140	3.2	553,379	60,706	11.0	13,692	2.5
2016/17	4,227	1,913	45.3	138	3.3	557,629	61,802	11.1	13,317	2.4
2017/18	4,241	1,935	45.6	153	3.6	563,246	63,182	11.2	12,594	2.2
2018/19	4,327	1,974	45.6	200	4.6	568,986	64,326	11.3	12,034	2.1
2019/20	4,378	2,008	45.9	215	4.9	576,004	65,215	11.3	11,593	2.0
2020/21	3,956	1,747	44.2	191	4.8	568,286	64,273	11.3	10,786	1.9
2021/22	4,154	1,960	47.2	155	3.7	578,798	66,282	11.5	9,935	1.7
2022/23	4,246	2,042	48.1	126	3.0	590,584	67,285	11.4	8,332	1.4
2023/24	4,290	2,036	47.5	119	2.8	604,739	68,097	11.3	6,387	1.1
2024/25	4,231	2,029	48.0	74	1.7	614,872	67,984	11.1	4,430	0.7

"SIA in Year" - the student self-identified as Aboriginal in this year

"SIA Only in Other Year(s)" - the student did not self-identify as Aboriginal in this year, but did so in at least 1 other year

"Never SIA" - the student did not self-identify as Aboriginal in this year or any other

Students Who Self-Identify as Aboriginal

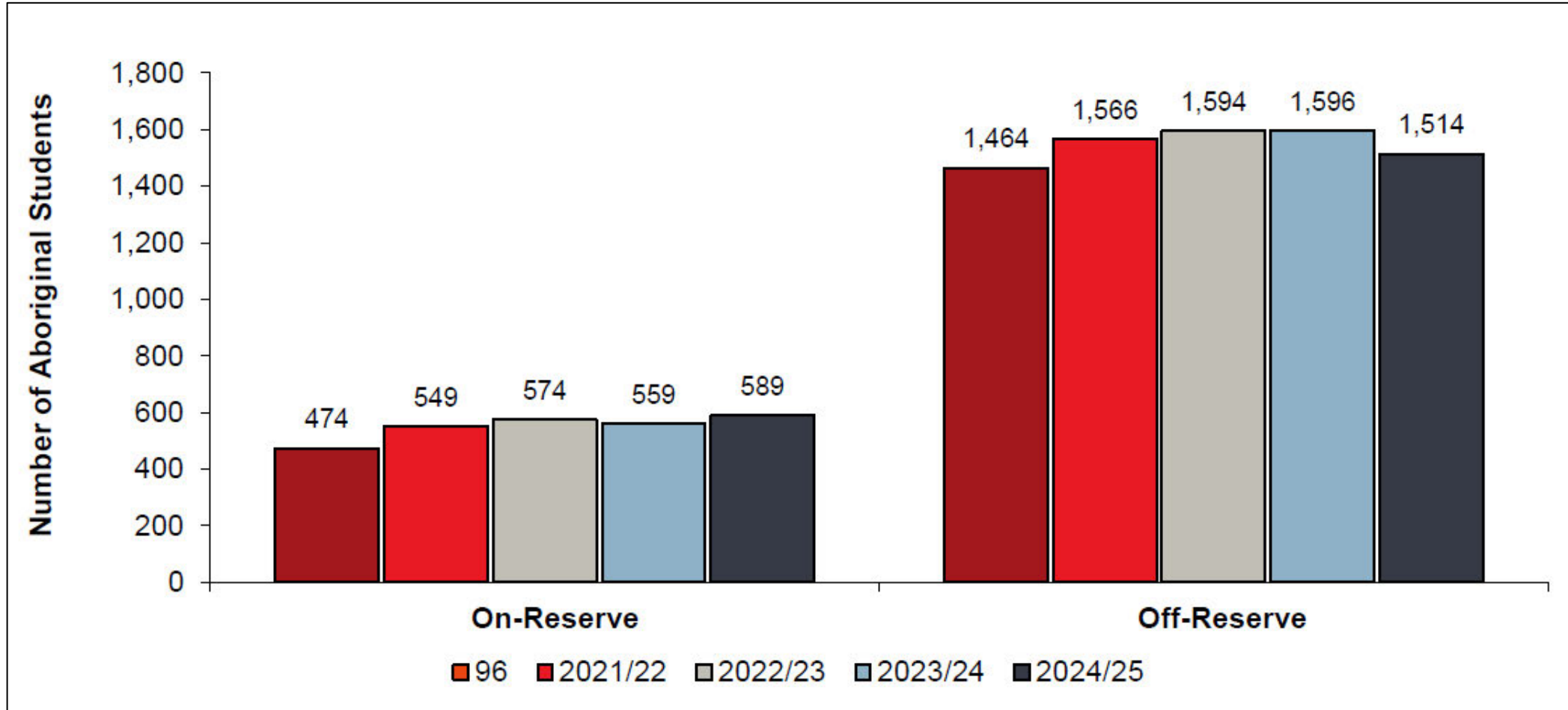
School Year	District					Province *				
	All Students	SIA in Year*		SIA Only in Other Year(s)*		All Students	SIA in Year*		SIA Only in Other Year(s)*	
	#	#	%	#	%	#	#	%	#	%
2015/16	4,396	1,966	44.7	140	3.2	553,379	60,706	11.0	13,692	2.5
2016/17	4,227	1,913	45.3	138	3.3	557,629	61,802	11.1	13,317	2.4
2017/18	4,241	1,935	45.6	153	3.6	563,246	63,182	11.2	12,594	2.2
2018/19	4,327	1,974	45.6	200	4.6	568,986	64,326	11.3	12,034	2.1
2019/20	4,378	2,008	45.9	215	4.9	576,004	65,215	11.3	11,593	2.0
2020/21	3,956	1,747	44.2	191	4.8	568,286	64,273	11.3	10,786	1.9
2021/22	4,154	1,960	47.2	155	3.7	578,798	66,282	11.5	9,935	1.7
2022/23	4,246	2,042	48.1	126	3.0	590,584	67,285	11.4	8,332	1.4
2023/24	4,290	2,036	47.5	119	2.8	604,739	68,097	11.3	6,387	1.1
2024/25	4,231	2,029	48.0	74	1.7	614,872	67,984	11.1	4,430	0.7

Coast Mountains has a **much higher percentage of self-identified Aboriginal students (48%)** compared to the provincial average (**11.1%**), highlighting the significance of Indigenous education and support in this district.

Number of Students ON or OFF Reserve

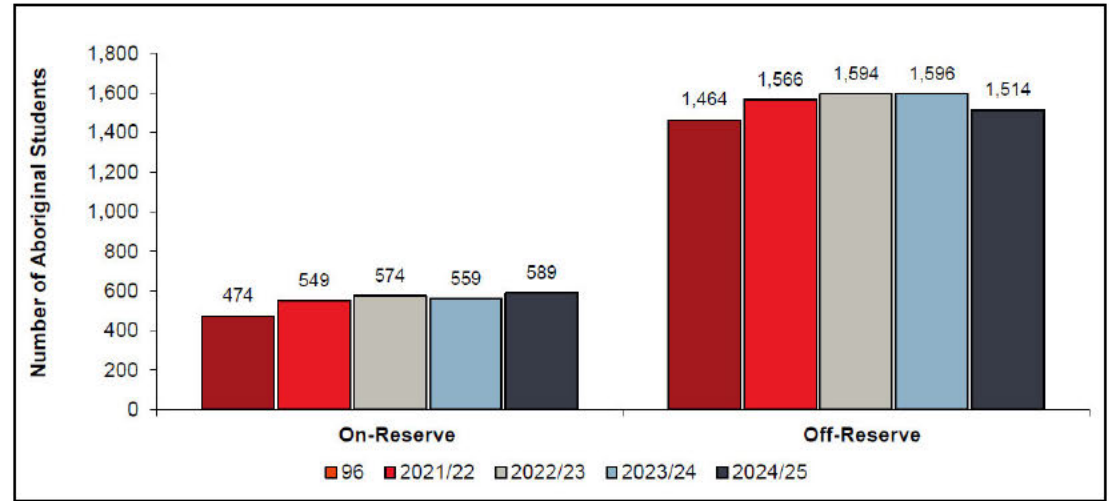
Observations?

Trends?



Number of Students ON or OFF Reserve

- Aboriginal Student Residency Trends (2020–2025):
- Majority of Aboriginal students in SD82 reside off-reserve (~75%).
- Off-reserve numbers remain high with a bit of a decrease, with 1,514 students in 2024/25.
- On-reserve enrolment has fluctuated slightly but remains consistent (~550–589 students).
- Highlights the need for equitable access to supports and programming across both on- and off-reserve communities.



Observations?

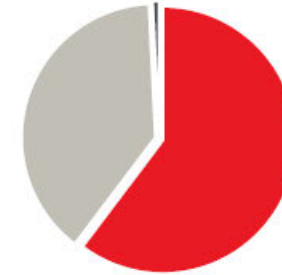
FSA Literacy at Grade 4

Trends?

GRADE 4: ABORIGINAL

School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2020/21	73	54	26	36	43	59	4	5
2021/22	114	75	65	57	46	40	3	3
2022/23	124	81	60	48	59	48	5	4
2023/24	121	84	69	57	50	41	2	2
2024/25	131	93	79	60	51	39	1	1

Grade 4: Aboriginal

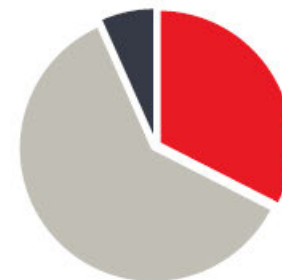


■ Emerging ■ On Track ■ Extending

GRADE 4: NON-ABORIGINAL

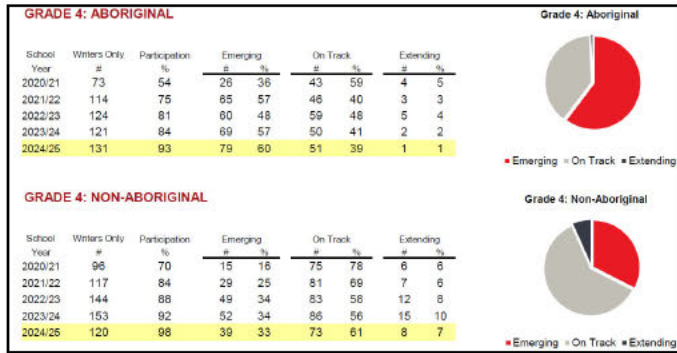
School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2020/21	96	70	15	16	75	78	6	6
2021/22	117	84	29	25	81	69	7	6
2022/23	144	88	49	34	83	58	12	8
2023/24	153	92	52	34	86	56	15	10
2024/25	120	98	39	33	73	61	8	7

Grade 4: Non-Aboriginal



■ Emerging ■ On Track ■ Extending

FSA Literacy at Grade 4



Aboriginal Students	Non-Aboriginal Students
<p>Total Writers: 131</p> <p>Participation Rate: 93%</p> <p>Proficiency Levels:</p> <p>Emerging: 60%</p> <p>On Track: 39%</p> <p>Extending: 1%</p> <p>Meeting or Exceeding: 40%</p>	<p>Total Writers: 120</p> <p>Participation Rate: 98%</p> <p>Proficiency Levels:</p> <p>Emerging: 33%</p> <p>On Track: 61%</p> <p>Extending: 7%</p> <p>Meeting or Exceeding: 68%</p>
<p>Over half of Aboriginal students (60%) are in the Emerging category, indicating that many are not yet meeting expectations. Very few are in the Extending category (1%).</p>	<p>Non-Aboriginal students are performing at significantly higher levels. Two-thirds (68%) are On Track or Extending, compared to only 40% of Aboriginal students.</p>

There is a noticeable **performance gap** in literacy between Aboriginal and Non-Aboriginal Grade 4 students. The majority of Aboriginal learners are still in the **Emerging** stage.

These results underscore the need for **early literacy support** and culturally responsive instruction.

Observations?

FSA Numeracy at Grade 4

Trends?

GRADE 4: ABORIGINAL

School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2020/21	71	53	40	56	29	41	2	3
2021/22	118	78	84	71	32	27	2	2
2022/23	125	82	93	74	30	24	2	2
2023/24	122	85	80	66	40	33	2	2
2024/25	131	93	90	69	41	31	0	0

Grade 4: Aboriginal

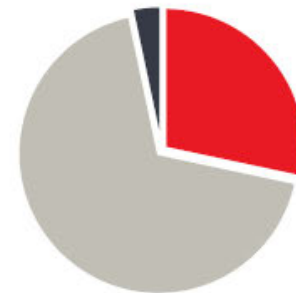


■ Emerging ■ On Track ■ Extending

GRADE 4: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2020/21	96	70	29	30	63	66	4	4
2021/22	115	82	49	43	64	56	2	2
2022/23	144	88	65	45	77	53	2	1
2023/24	155	93	59	38	92	59	4	3
2024/25	120	98	34	28	82	68	4	3

Grade 4: Non-Aboriginal



■ Emerging ■ On Track ■ Extending

GRADE 4: ABORIGINAL

School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2020/21	71	53	40	56	29	41	2	3
2021/22	118	78	64	71	32	27	2	2
2022/23	125	82	93	74	30	24	2	2
2023/24	122	85	80	66	40	33	2	2
2024/25	131	93	90	69	41	31	0	0

Grade 4: Aboriginal



Emerging On Track Extending

GRADE 4: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2020/21	96	70	29	30	63	66	4	4
2021/22	115	82	49	43	64	56	2	2
2022/23	144	88	65	45	77	53	2	1
2023/24	155	93	59	38	92	59	4	3
2024/25	120	98	34	28	82	68	4	3

Grade 4: Non-Aboriginal



Emerging On Track Extending

FSA Numeracy at Grade 4

Aboriginal Students	Non-Aboriginal Students
<p>Total Writers: 131</p> <p>Participation Rate: 93%</p> <p>Achievement Breakdown:</p> <p>Emerging: 69%</p> <p>On Track: 31%</p> <p>Extending: 0%</p> <p>Meeting or Exceeding Expectations: 31%</p>	<p>Total Writers: 120</p> <p>Participation Rate: 98%</p> <p>Achievement Breakdown:</p> <p>Emerging: 28%</p> <p>On Track: 68%</p> <p>Extending: 3%</p> <p>Meeting or Exceeding Expectations: 71%</p>
<p>Most Aboriginal students are in the Emerging category for numeracy, with only about a third meeting expectations.</p>	<p>A strong majority of non-Aboriginal students are meeting or exceeding expectations, with more than half in the On Track category.</p>

Gap in achievement: ~71% (non-Aboriginal) vs ~31% (Aboriginal)

This represents nearly a **40 percentage point gap** in numeracy outcomes at Grade 4.

Observations?

FSA Literacy at Grade 7

Trends?

GRADE 7: ABORIGINAL

School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2020/21	78	48	43	55	35	45	0	0
2021/22	125	76	88	70	37	30	0	0
2022/23	121	81	84	69	37	31	0	0
2023/24	143	92	75	52	68	48	0	0
2024/25	145	95	100	69	45	31	0	0

Grade 7: Aboriginal

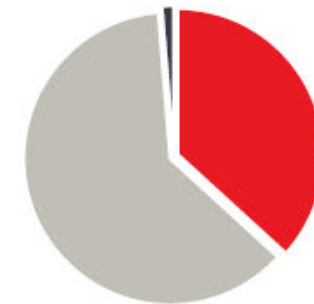


■ Emerging ■ On Track ■ Extending

GRADE 7: NON-ABORIGINAL

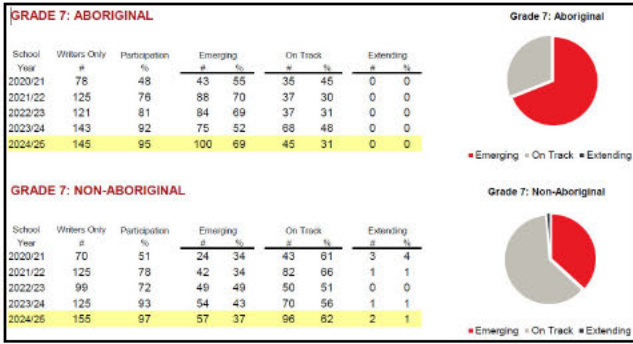
School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2020/21	70	51	24	34	43	61	3	4
2021/22	125	78	42	34	82	66	1	1
2022/23	99	72	49	49	50	51	0	0
2023/24	125	93	54	43	70	56	1	1
2024/25	155	97	57	37	96	62	2	1

Grade 7: Non-Aboriginal



■ Emerging ■ On Track ■ Extending

FSA Literacy at Grade 7



Aboriginal Students	Non-Aboriginal Students
<p>Total Writers: 145</p> <p>Participation Rate: 95%</p> <p>Achievement Breakdown:</p> <p>Emerging: 69%</p> <p>On Track: 31%</p> <p>Extending: 0%</p> <p>Meeting or Exceeding Expectations: 31%</p>	<p>Total Writers: 155</p> <p>Participation Rate: 97%</p> <p>Achievement Breakdown:</p> <p>Emerging: 37%</p> <p>On Track: 62%</p> <p>Extending: 1%</p> <p>Meeting or Exceeding Expectations: 63%</p>
<p>Just under half of Aboriginal Grade 7 students are meeting literacy expectations, with zero students in the “Extending” category.</p>	<p>The majority of non-Aboriginal students are meeting expectations, with a small percentage demonstrating high performance.</p>

While the achievement gap between groups is notable (31 percentage points), the real issue is that **too many students – regardless of background – are struggling to reach proficiency** in foundational literacy skills by Grade 7.

Observations?

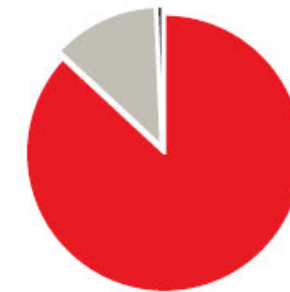
FSA Numeracy at Grade 7

Trends?

GRADE 7: ABORIGINAL

School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2020/21	79	49	63	80	16	20	0	0
2021/22	121	74	106	88	15	12	0	0
2022/23	111	74	92	83	18	16	1	1
2023/24	144	92	117	81	27	19	0	0
2024/25	145	95	126	87	18	12	1	1

Grade 7: Aboriginal

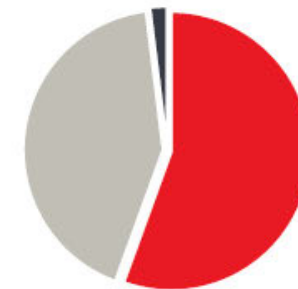


■ Emerging ■ On Track ■ Extending

GRADE 7: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2020/21	71	51	35	49	31	44	5	7
2021/22	124	78	71	57	49	40	4	3
2022/23	97	70	63	65	33	34	1	1
2023/24	126	94	82	65	42	33	2	2
2024/25	153	96	85	56	65	42	3	2

Grade 7: Non-Aboriginal



■ Emerging ■ On Track ■ Extending

GRADE 7: ABORIGINAL									
School Year	Writers Only #	Participation %	Emerging		On Track		Extending		
	#	%	#	%	#	%	#	%	
2020/21	79	49	63	80	16	20	0	0	
2021/22	121	74	106	88	15	12	0	0	
2022/23	111	74	92	83	18	16	1	1	
2023/24	144	82	117	81	27	19	0	0	
2024/25	145	95	126	87	18	12	1	1	

Grade 7: Aboriginal

• Emerging • On Track • Extending

GRADE 7: NON-ABORIGINAL									
School Year	Writers Only #	Participation %	Emerging		On Track		Extending		
	#	%	#	%	#	%	#	%	
2020/21	71	51	35	49	31	44	5	7	
2021/22	124	78	71	57	49	40	4	3	
2022/23	97	70	63	65	33	34	1	1	
2023/24	126	84	82	65	42	33	2	2	
2024/25	153	96	85	56	65	42	3	2	

Grade 7: Non-Aboriginal

• Emerging • On Track • Extending

FSA Numeracy at Grade 7

Aboriginal Students	Non-Aboriginal Students
<p>Total Writers: 145 Participation Rate: 95% Achievement Breakdown: Emerging: 87% On Track: 12% Extending: 0% Meeting or Exceeding Expectations: 12%</p> <p>A very high proportion of Aboriginal learners are still at the Emerging level in numeracy. Less than 1 in 5 are meeting expectations, and none are exceeding.</p>	<p>Total Writers: 153 Participation Rate: 96% Achievement Breakdown: Emerging: 56% On Track: 42% Extending: 2% Meeting or Exceeding Expectations: 44%</p> <p>While numeracy outcomes are also a challenge for non-Aboriginal students, they perform nearly three times as well as their Aboriginal peers in terms of meeting or exceeding expectations.</p>

Achievement gap: 44% (non-Aboriginal) vs 12% (Aboriginal)

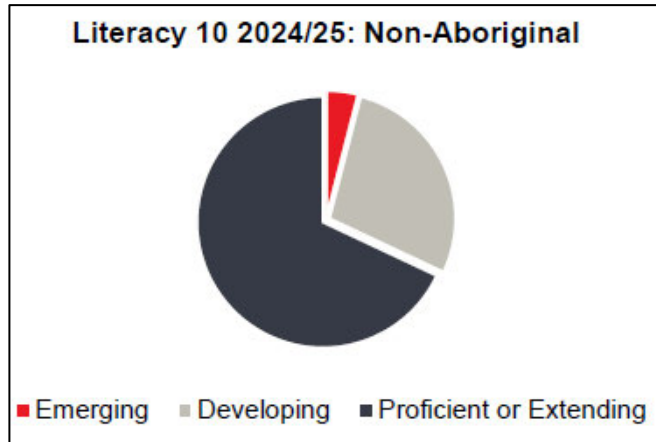
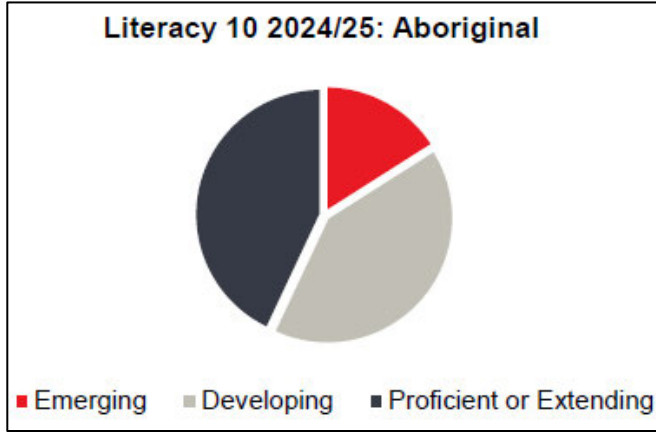
There is a **32-point gap** in numeracy proficiency between groups.

Very few students are in the **Extending** category across both groups, pointing to system-wide numeracy challenges — but especially urgent for Aboriginal learners.

Observations?

Grade 10 Literacy Assessment

Trends?



2020/21 Grade 10

Demographic Group	Participation %	Writers #	Performance							
			Emerging		Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	57	156	30	19	59	38	61	39	6	4
Non-Aboriginal	85	263	13	5	60	23	162	62	28	11

2021/22 Grade 10

Demographic Group	Participation %	Writers #	Performance							
			Emerging		Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	56	155	27	17	61	39	64	41	3	2
Non-Aboriginal	88	222	13	6	54	24	143	64	12	5

2022/23 Grade 10

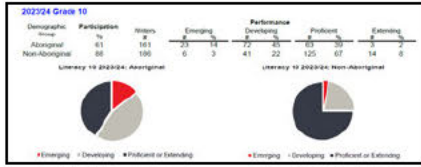
Demographic Group	Participation %	Writers #	Performance							
			Emerging		Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	57	164	33	20	79	48	51	31	1	1
Non-Aboriginal	89	200	9	5	75	38	107	54	9	5

2023/24 Grade 10

Demographic Group	Participation %	Writers #	Performance							
			Emerging		Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	60	162	23	14	72	44	64	40	3	2
Non-Aboriginal	88	185	6	3	41	22	124	67	14	8

2024/25 Grade 10

Demographic Group	Participation %	Writers #	Performance							
			Emerging		Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	68	184	30	16	75	41	78	42	1	1
Non-Aboriginal	91	208	8	4	59	28	126	61	15	7

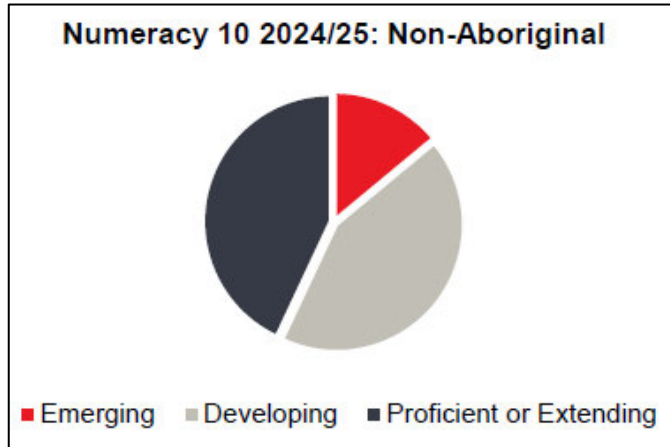
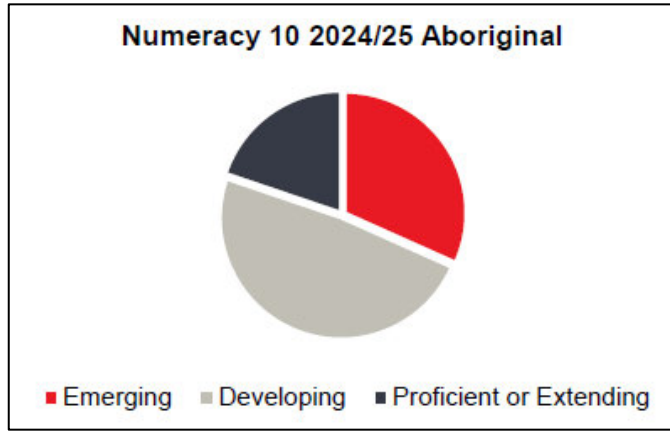


Grade 10 Literacy Assessment

Aboriginal Students	Non-Aboriginal Students
<p>Participation: 68% Total Writers: 184 Proficiency: Emerging: 16% Developing: 41% Proficient: 42% Extending: 1% Meeting or Exceeding Expectations (Proficient + Extending): 43%</p>	<p>Participation: 91% Total Writers: 208 Proficiency: Emerging: 4% Developing: 28% Proficient: 61% Extending: 7% Meeting or Exceeding Expectations: (Proficient + Extending): 68%</p>
<p>Participation has gradually increased from 57% in 2022/23 to 68% in 2024/25, which is a positive sign. However, performance has slightly been increasing: In 2022/23, 32% were Proficient or Extending. In 2023/24 and 2024/2025, that has slightly increased to 43%. A large portion remain in the Developing category (41%), suggesting partial progress toward proficiency.</p>	<p>Participation remains strong at 91%. Consistently high performance, with 68% meeting or exceeding expectations. Only 4% are at the Emerging level, compared to 16% of Aboriginal peers</p>

In 2024/25, there's a **25-point gap** in students meeting expectations: **43% Aboriginal vs 68% Non-Aboriginal**.

Observations? Grade 10 Numeracy Assessment Trends?



2020/21 Grade 10

Demographic Group	Participation %	Writers #	Performance							
			Emerging		Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	52	158	81	51	54	34	22	14	1	1
Non-Aboriginal	83	263	59	22	125	48	76	29	3	1

2021/22 Grade 10

Demographic Group	Participation %	Writers #	Performance							
			Emerging		Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	60	150	65	43	62	41	21	14	2	1
Non-Aboriginal	89	219	51	23	96	44	60	27	12	5

2022/23 Grade 10

Demographic Group	Participation %	Writers #	Performance							
			Emerging		Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	52	150	67	45	65	43	17	11	1	1
Non-Aboriginal	83	195	45	23	98	50	49	25	3	2

2023/24 Grade 10

Demographic Group	Participation %	Writers #	Performance							
			Emerging		Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	57	167	74	44	74	44	19	11	0	0
Non-Aboriginal	81	186	33	18	86	46	55	30	12	6

2024/25 Grade 10

Demographic Group	Participation %	Writers #	Performance							
			Emerging		Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	63	179	57	32	87	49	35	20	0	0
Non-Aboriginal	93	227	31	14	98	43	85	37	13	6

Grade 10 Numeracy Assessment

Aboriginal Students	Non-Aboriginal Students
<p>Participation: 63%</p> <p>Total Writers: 179</p> <p>Performance:</p> <ul style="list-style-type: none"> Emerging: 32% Developing: 49% Proficient: 20% Extending: 0% <p>Meeting or Exceeding Expectations (Proficient + Extending): 20%</p>	<p>Participation: 93%</p> <p>Total Writers: 227</p> <p>Performance:</p> <ul style="list-style-type: none"> Emerging: 14% Developing: 43% Proficient: 37% Extending: 6% <p>Meeting or Exceeding Expectations: (Proficient + Extending): 43%</p>
<p>Participation has fluctuated, peaking at 60% in 2021/22, now at 63%.</p> <p>Consistently high percentages in the Emerging with a slight decrease for 2024/25 at 32% compared to 44% in 2023/24. 49% at Developing 2024/25 and 44% in 2023/24, with a slight increase to 20% in the Proficient category. No students reached the Extending level in 2024/25.</p>	<p>Participation remains high at 93%, indicating strong assessment coverage.</p> <p>Despite that, only 43% of students are Proficient or Extending</p> <p>Nearly two-thirds of non-Aboriginal students are not yet meeting expectations, with 6% reaching the extending level in 2023/24.</p>

Grade 10 Numeracy Assessment

The Grade 10 Numeracy data reveals a **dual challenge**: a persistent gap between Aboriginal and non-Aboriginal students – **11% vs 35%** meeting expectations – and **overall low achievement across both groups**.

While equity efforts must address the disproportionate impact on Aboriginal learners, **this data also points to a system-wide shortfall in numeracy outcomes**. True equity means not only closing the gap, but raising the floor for all students.

The district has made a commitment to begin developing a comprehensive Numeracy Framework. This work will focus on strengthening instructional practices, aligning supports across grade levels, and ensuring all learners – particularly those who have been historically underserved – have the opportunity to build strong, confident numeracy skills.

Over the Years,

There is a **gradual improvement in numeracy achievement**, with students moving from Emerging into Developing and Proficient over time.

The **Developing category remains the largest group**, indicating many students are close to meeting expectations but need targeted support.

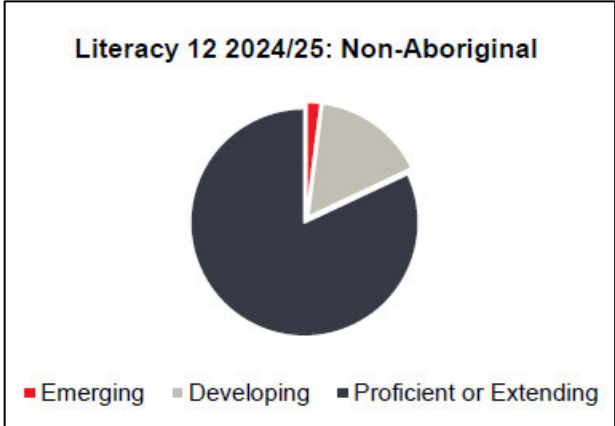
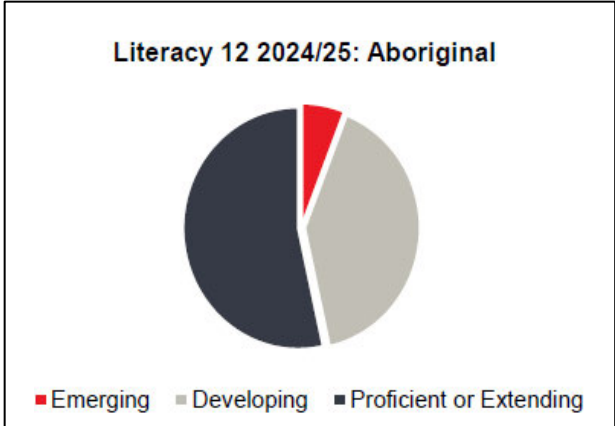
Proficient levels are increasing, showing positive progress in core numeracy skills.

The **Extending category remains small**, suggesting a need to further challenge high-achieving students.

Observations?

Grade 12 Literacy Assessment

Trends?

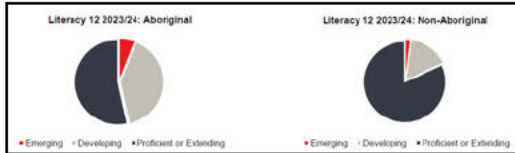


		Participation		Writers		Performance							
Demographic Group		%		#		Emerging		Developing		Proficient		Extending	
						#	%	#	%	#	%	#	%
Aboriginal	60			110		5	5	35	32	62	56	8	7
Non-Aboriginal	80			187		3	2	38	20	119	64	27	14

		Participation		Writers		Performance							
Demographic Group		%		#		Emerging		Developing		Proficient		Extending	
						#	%	#	%	#	%	#	%
Aboriginal	58			115		9	8	49	43	50	43	7	6
Non-Aboriginal	85			183		1	1	35	19	112	61	35	19

		Participation		Writers		Performance							
Demographic Group		%		#		Emerging		Developing		Proficient		Extending	
						#	%	#	%	#	%	#	%
Aboriginal	61			105		6	6	43	41	50	48	6	6
Non-Aboriginal	88			204		4	2	33	16	127	62	40	20

		Participation		Writers		Performance							
Demographic Group		%		#		Emerging		Developing		Proficient		Extending	
						#	%	#	%	#	%	#	%
Aboriginal	65			132		4	3	57	43	68	52	3	2
Non-Aboriginal	87			183		1	1	46	25	106	58	30	16



Grade 12 Literacy Assessment

Aboriginal Students	Non-Aboriginal Students
<p>Participation: 65 Total Writers: 132 Proficiency: Emerging: 3% Developing: 43 % Proficient: 52% Extending: 2%</p> <p>Meeting or Exceeding Expectations (Proficient + Extending): 54%</p>	<p>Participation: 87 Total Writers: 183 Proficiency: Emerging: 1% Developing: 25% Proficient: 58% Extending: 16%</p> <p>Meeting or Exceeding Expectations: (Proficient + Extending): 74%</p>
<p>Participation has remained steady at 59–65% over the past three years. Proficient or Extending levels have stayed the same from 54% in 2023/24 to 54% in 2024/25. The percentage of students in the Developing category remains high (43%), indicating many are close but not yet fully meeting expectations.</p>	<p>Participation is consistently strong at 88–84%. Performance remains high: 74% are meeting or exceeding expectations in 2024/25.</p>

Grade 12 Literacy Assessment

Aboriginal student performance in Grade 12 Literacy is relatively stronger than in other assessment areas, but still lags behind.

In 2023/24, there's a 28-point gap between Aboriginal (54%) and Non-Aboriginal (82%) students meeting or exceeding expectations, and in 2024/25, there is a 20-point gap. This signifies movement among Aboriginal students toward higher levels of achievement.

Aboriginal students are less likely to reach the Extending level and more likely to be in the Developing range.

While over half of Aboriginal students are meeting expectations, the gap in Exceeding-level literacy achievement remains substantial.

Overall Observations

The majority of students in Grade 12 are achieving at the **Proficient level or higher**, indicating strong overall literacy outcomes.

Emerging levels are very low across all years and groups, suggesting most students have foundational literacy skills in place by Grade 12.

The **Developing category remains a consistent secondary group**, particularly among Aboriginal students, indicating some students are close to meeting expectations.

Non-Aboriginal students consistently demonstrate higher proportions in Proficient and Extending categories.

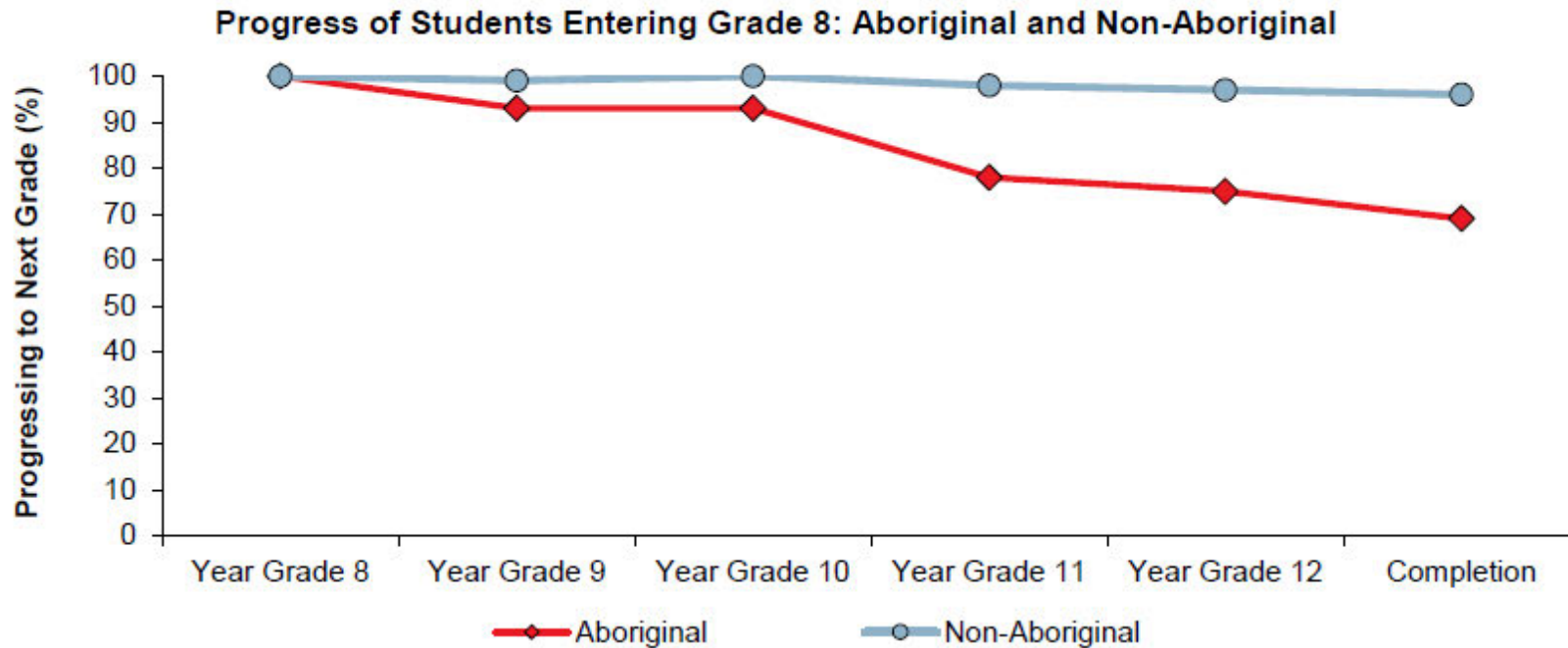
Participation rates have improved over time, especially for Aboriginal students, strengthening the reliability of the data.

Progress of Students Entering Gr.8 in Sept. 2019

Observations?

Trends?

School Year	Year	Aboriginal			Non-Aboriginal		
		Total %	Woman/Girl %	Man/Boy %	Total %	Woman/Girl %	Man/Boy %
2019/20	Grade 8	100	100	100	100	100	100
	Grade 9	93	95	89	99	98	100
	Grade 10	93	94	92	100	100	100
	Grade 11	78	74	83	98	97	99
	Grade 12	75	73	76	97	98	97
2024/25	Completion	69	77	60	96	96	97



Progress of Students Entering Gr.8 in Sept. 2019

The previous slide shows the progression of students who entered Grade 8 in 2019/20, and how they moved through the secondary system — comparing Aboriginal and Non-Aboriginal learners.

As we can see, all students — both Aboriginal and non-Aboriginal — started off strong. In Grade 8 and 9, nearly 100% of students progressed to the next grade.

But starting in Grade 10, we begin to see a real divergence. For Aboriginal students, progression drops from 93% to 78%, and stays flat into Grade 11. By Grade 12, only 72% continue on, and just 69% reach completion within the expected time.

These gaps represent **systemic challenges**, not individual student deficits — and signal a need for targeted support, particularly during the critical transition years (Grades 9–11)

Observations?

Completion Rate: 5 Years

Trends?

FIVE-YEAR COMPLETION RATE (Dogwood and Adult Dogwood)

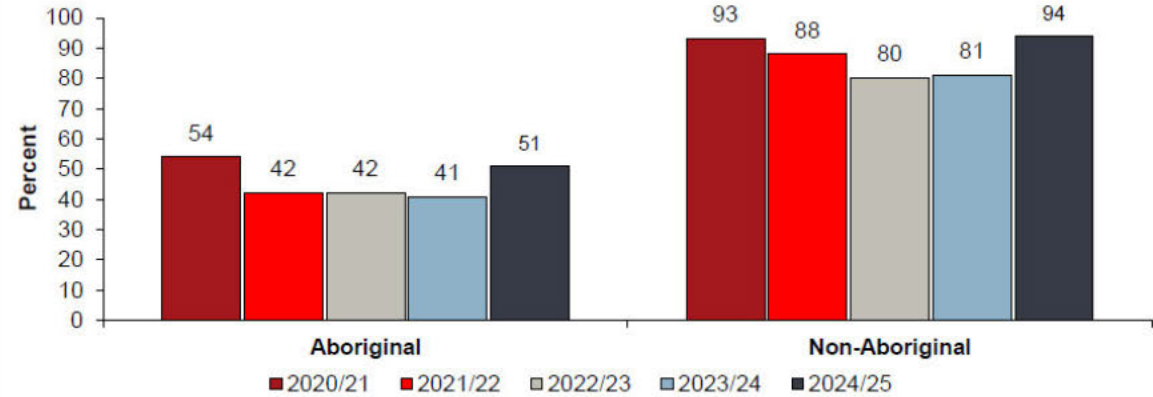
School Year	Aboriginal			Non-Aboriginal		
	Total %	Woman/Girl %	Man/Boy %	Total %	Woman/Girl %	Man/Boy %
2020/21	54	64	45	93	99	87
2021/22	42	44	40	88	96	81
2022/23	42	52	34	80	89	72
2023/24	41	43	40	81	87	75
2024/25	51	62	39	94	91	97

FIVE-YEAR COMPLETION RATE (Dogwood only)

School Year	Aboriginal			Non-Aboriginal		
	Total %	Woman/Girl %	Man/Boy %	Total %	Woman/Girl %	Man/Boy %
2020/21	54	64	45	93	99	86
2021/22	39	41	37	88	96	81
2022/23	42	52	33	80	89	71
2023/24	39	41	37	81	87	75
2024/25	48	59	35	94	91	96

FIVE-YEAR COMPLETION RATE (Adult Dogwood only)

School Year	Aboriginal			Non-Aboriginal		
	Total %	Woman/Girl %	Man/Boy %	Total %	Woman/Girl %	Man/Boy %
2020/21	0	0	0	0	0	1
2021/22	3	3	3	0	0	0
2022/23	0	0	1	0	0	1
2023/24	2	2	3	0	0	0
2024/25	3	3	4	0	0	1



Completion Rate: 5 Years

A 5-year completion rate tells us how many students graduate from high school within five years of starting Grade 8

Aboriginal Students:

- 2024/25 Completion rate: **51%**
- The trend has dropped after 2020, to 41% in 2023/24 with a slight recovery in 2024/25.
- A **gender gap** persists with a 23-percentage point difference between females and males

Non-Aboriginal Students:

- Completion rates remain **consistently strong**, fluctuating between **80–94%**.
- Slight dip after the 2020/21 but has increased in 2024/25 to 94%.
- **Gender gap is not as pronounced**: females at 91%, males at 97%.

Equity Insight:

- In 2023/24, there is a **40-point gap** between Aboriginal (**41%**) and Non-Aboriginal (**81%**) 5-year completion rates.
- In 2024/25, there is a 43-point gap between Aboriginal (**51%**) and Non-Aboriginal (**94%**) 5- year completion rates. Which is a slight increase.
- Despite strong participation and early engagement, Aboriginal students are **not reaching completion at the same rates**, signaling a systemic need for sustained supports across the secondary years.
- The gap is large and ongoing – **targeted support is needed, especially for Aboriginal boys and in Grades 10–12**

Observations?

Completion Rate: 6 Years

Trends?

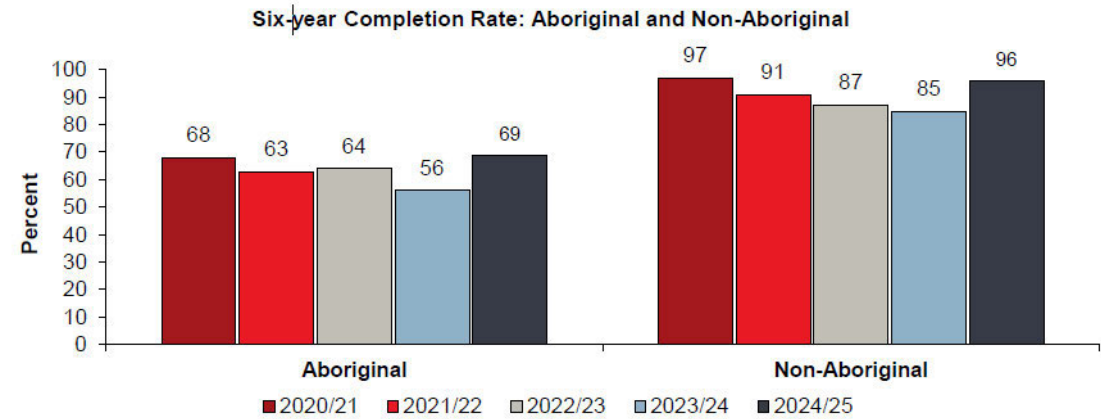
School Year	Aboriginal			Non-Aboriginal		
	Total %	Woman/Girl %	Man/Boy %	Total %	Woman/Girl %	Man/Boy %
2020/21	68	74	63	97	100	89
2021/22	63	68	58	91	95	87
2022/23	64	76	53	87	93	82
2023/24	56	61	52	85	91	80
2024/25	69	77	60	96	96	97

SIX-YEAR COMPLETION RATE* (Dogwood only)

School Year	Aboriginal			Non-Aboriginal		
	Total %	Woman/Girl %	Man/Boy %	Total %	Woman/Girl %	Man/Boy %
2020/21	60	66	56	95	100	87
2021/22	50	55	45	89	95	84
2022/23	55	64	47	85	91	78
2023/24	47	51	44	84	90	79
2024/25	59	70	47	95	95	96

SIX-YEAR COMPLETION RATE* (Adult Dogwood only)

School Year	Aboriginal			Non-Aboriginal		
	Total %	Woman/Girl %	Man/Boy %	Total %	Woman/Girl %	Man/Boy %
2020/21	8	8	7	2	0	2
2021/22	13	13	13	2	0	3
2022/23	9	12	6	2	2	4
2023/24	9	10	8	1	1	1
2024/25	10	7	13	1	1	1



Completion Rate: 6 Years

A 6-year completion rate tells us how many students graduate from high school within six years of starting Grade 8

Aboriginal Students

- The six-year completion rate for Aboriginal students is **69%**, showing improvement from previous years but still below earlier highs.
- Aboriginal girls (**77%**) graduate at much higher rates than boys (**60%**), indicating a significant gender gap.
- When looking at Dogwood only, completion drops to **59%**, showing that many students take longer or alternative paths.
- The Adult Dogwood pathway contributes about **10%**, but it does not fully close the overall gap.

Non-Aboriginal Students

- The six-year completion rate for non-Aboriginal students is **96%**, remaining consistently high over time.
- Graduation rates are strong for both girls (**96%**) and boys (**97%**), with little gender difference.
- Dogwood-only completion is also high at **95%**, indicating most students graduate on time.
- Very few students use the Adult Dogwood pathway (**~1%**), as most complete through the regular route.

Comparison

- Non-Aboriginal students are **about 27% more likely to graduate** within six years than Aboriginal students.
- While Aboriginal completion rates are improving, a **significant and persistent gap remains**, especially for boys.

Cautions When Interpreting Data

- 🔍 Data helps us see patterns and gaps—but it doesn't tell the full story.
- 💡 Behind every number are students, families, and communities with strengths and lived experiences.
- ⚠️ Caution is needed, especially with small group sizes where one student can significantly shift the data.
- 🤝 We must interpret data with humility and responsibility—this is not about blame, but about seeing clearly where support is needed and responding together in a good way.

Understanding Participation

These numbers reflect only students who wrote the FSA or participated in the Ministry Assessments NOT the full student enrollment.

Results may be influenced by:

- Student absences or exemptions
- Small sample sizes, especially in subgroup comparisons

Caution is needed when drawing conclusions — data trends are more reliable when viewed over time and alongside qualitative insights.

A Message of Responsibility and Action

The data tells a clear story – too many of our Aboriginal learners are not yet experiencing the same success, especially in graduation.

This is not about ability, it is about how we respond.

In CMSD82, we are committed to ensuring success for every learner through equitable, culturally responsive practice.

Moving forward, we are strengthening our tiered supports and focusing on middle school transitions, where early intervention matters most.

Our work will be centered on:

- **Belonging and cultural connection**
- **Social and emotional well-being**
- **Strong academic support**

This is a shared responsibility.

Our commitment is clear: every learner will be supported to succeed, graduate, and thrive.



MEETING AGENDA ITEM #7.1

Action: Information: X
Meeting: Regular Meeting Date: April 29, 2026
Topic: Correspondence from the Ministry of Education & Child Care

Background/Discussion:

The Board has received the following correspondence from the Ministry of Education and Child Care:

- i) Letter from Kaye Krishna, Deputy Minister, dated March 17, 2026, regarding the District’s 2025 Enhancing Student Learning (FESL) Report
- ii) Letter from Kaye Krishna, Deputy Minister, dated March 31, 2026, regarding the 2024/25 Aboriginal “How Are We Doing?” (HAWD) Report

The March 17, 2026, correspondence acknowledges the District’s submission of its Enhancing Student Learning Report and provides feedback to support ongoing continuous improvement, including a focus on equity of outcomes for priority student populations.

The March 31, 2026, correspondence outlines provincial and local data related to Indigenous student outcomes, including completion rates, Foundation Skills Assessment results, and attendance data. The letter emphasizes the importance of using this information, alongside local data and engagement with Indigenous partners, to inform planning and improve outcomes for Indigenous learners.

This correspondence is provided for the Board’s information.

Recommended Action:

For information only; no action required.

Presented by: Board Chair



March 17, 2026

Ref: 315964

Tracey MacMillan, Superintendent
School District No. 82 (Coast Mountains)
Email: tracey.macmillan@cmsd.bc.ca

Dear Tracey MacMillan:

On behalf of the Ministry of Education and Child Care, I would like to thank you and your team for your work on and submission of School District No. 82 (Coast Mountains)'s 2025 Enhancing Student Learning Report. As 2025 marks the first year of the three-year submission cycle, I would also like to thank district teams for their support and feedback regarding this change.

This work for continuous improvement is foundational to our shared purpose and collective responsibility of developing educated citizens, supporting student success, and addressing persistent inequities in opportunities and outcomes for Indigenous learners, children and youth in care, and students with disabilities or diverse abilities.

The 2025 Enhancing Student Learning Reports were reviewed with the same process and approach developed through engagement with education partners in 2022/23 and used in the 2023 and 2024 annual reviews. To honour the district teams' work, the review team continued to use a collaborative consensus process that integrated the varied perspectives of all team members. Using the published criteria for consistency, the review team provided feedback on district processes as they are reflected in the Reports. The team identified a strength and a consideration for each district in four areas:

1. Review data and evidence
2. Reflect and adjust
3. Create alignment to enhance student learning
4. Improve equity of learning outcomes for priority populations

Based on the feedback in these four areas, the team then determined strengths and considerations for the district's overall approach to continuous improvement.

2025 marks the fifth year of an annual review process for Enhancing Student Learning Reports. With report quality improving across the sector, the criteria for this year's report was refined with input from the sector, which enhanced expectations related to strategic planning and continuous improvement processes. District teams may see this increased rigour reflected in the feedback when compared to previous years.

.../2

It is important to note that the review team approached this process with the awareness that one report may not necessarily provide a full and accurate picture of a given district. The review team also recognizes that operational methods and systems differ between districts depending on student population, rurality, and district staff numbers. Evidence of proficiency may also differ based on district enrollment and community context, and the review team took this into account during the review process. Strengths and considerations reflect the contents of the Report and are not firm conclusions about district performance.

The intent of this feedback is to support continuous improvement and to build upon what is already recognized as a deep commitment to improving student outcomes in your school district. In this light, the Ministry is pleased to share with you the attached 2025 feedback report.

Along with the annual review feedback report strengths and considerations, I would encourage you to also continue to use the “Aboriginal How Are We Doing?” Report data and your own local data and evidence as you undertake continuous improvement in the year ahead to improve outcomes for Indigenous learners.

As we work together on continuous improvement, the Ministry recognizes that district teams are identifying areas for growth and refining annual reports to best reflect district processes, successes, and opportunities. Similarly, the three-year cycle and annual review process continues to be refined to best support overall system improvement. We will be sending a survey to districts teams soon and your feedback will be essential as we look at adjustments for next year.

The outcomes of this year’s review process will inform and help to refine capacity building for our sector in the 2025/26 school year. Through this work, we continue to collectively build capacity within the education system and foster robust strategic and continuous improvement planning practices to support student outcomes.

Thank you for your ongoing leadership and collaboration in supporting transformative change and improving outcomes for all students, and I look forward to continuing to work with you.

Sincerely,



Kaye Krishna
Deputy Minister

Attachment

cc: Margaret Warcup, Chair, Board of Education, School District No. 82 (Coast Mountains)



March 31, 2026

Ref: 316295

Tracey MacMillan, Superintendent
School District No. 82 (Coast Mountains)
Email: tracey.macmillan@cmsd.bc.ca

Dear Tracey MacMillan:

The Ministry of Education and Child Care is committed to meaningful truth and reconciliation with Indigenous Peoples and improving Indigenous graduation rates. This annual letter is intended to highlight progress and identify challenges as we collectively pursue equity for Indigenous learners attending British Columbia public schools.

The “Aboriginal How Are We Doing?” Report (AB:HAWD) provides administrators, teachers, schools, school districts, First Nations, Indigenous Education Councils (IECs), and the Ministry with important information on Indigenous student outcomes. This information should inform areas of action identified within your district strategic plan and your annual Framework for Enhancing Student Learning report to the Ministry.

In alignment with the purpose and mandate of IECs, this data should also inform the planning and delivery of comprehensive and equitable education and support services for Indigenous students, including those delivered through Indigenous Education Targeted Funds and other targeted grants. The Ministry will also be continuing the Indigenous Focused Non-Instructional Day for 2026/27, and this data should be used to inform planning for that day, with your IEC.

Across the province, the 2024/25 six-year completion rate (Dogwood only) for Indigenous students in public schools was 67.3 percent compared to 92.2 percent for non-Indigenous students. The five-year completion rate (Dogwood only) was 62.7 percent for Indigenous students compared to 89.6 percent for non-Indigenous students. This information must inform our collective work.

I also want to highlight the number of Indigenous students receiving Adult Dogwood credentials who are under 19 years of age. In 2024/25, at the provincial level, 58 percent of Indigenous students who received the Adult Dogwood were under 19 years of age, compared to 39 percent of non-Indigenous students. This is an area of priority focus at the provincial level and must be a priority for you at the district level to ensure the “racism of low expectations”, referenced in the Auditor General’s 2015 report on Indigenous Education, is being addressed. It is our collective responsibility to be active partners in driving better educational outcomes for Indigenous students.

.../2

In your school district, the Indigenous five-year completion rate (Dogwood only) has decreased by 5.9 percentage points from 54.0 percent in 2020/21 to 48.1 percent in 2024/25.

First Nations rights holders and Indigenous partners have also expressed the importance of the Foundation Skills Assessment (FSA) which provides an important line of sight for all of us into the learning trajectories for Indigenous students and all students.

In your school district, FSA participation and results are as follows:

Grade 4 Literacy: With 93 percent participation, 40 percent on-track or extending for Indigenous students compared to 68 percent on-track or extending for non-Indigenous students.

Grade 7 Literacy: With 95 percent participation, 31 percent on-track or extending for Indigenous students compared to 63 percent on-track or extending for non-Indigenous students.

Grade 4 Numeracy: With 93 percent participation, 31 percent on-track or extending for Indigenous students compared to 72 percent on-track or extending for non-Indigenous students.

Grade 7 Numeracy: With 95 percent participation, 13 percent on-track or extending for Indigenous students compared to 44 percent on-track or extending for non-Indigenous students.

School attendance has a significant positive effect on a student's learning outcomes and social-emotional development. Absenteeism has been shown to be a major predictor of dropping out, which can lead to lifelong socio-economic challenges.

In your school district, the Chronically Absent Student Rate for Grades K-7 Indigenous Learners has decreased by 11.1 percentage points from 75.5 percent in 2022/23 to 64.4 percent in 2024/25.

The Chronically Absent Student Rate for Grades 8-12 Indigenous Learners has decreased by 0.8 percentage points from 87.8 percent in 2022/23 to 87.0 percent in 2024/25.

The Chronically Absent Student Rate for Grades K-7 non-Indigenous Learners has decreased by 12.1 percentage points from 58.4 percent in 2022/23 to 46.3 percent in 2024/25.

The Chronically Absent Student Rate for Grades 8-12 non-Indigenous Learners has decreased by 1.8 percentage points from 66.3 percent in 2022/23 to 64.5 percent in 2024/25.

You have a link to the secure SharePoint site that contains your district's AB:HAWD. If you need this link again, please email Jeremy Higgs, Executive Director of Systems Modeling and Analytics, by email at Jeremy.Higgs@gov.bc.ca. This version contains unmasked results, even where cohort numbers are below 10. Key highlights of your school district's AB:HAWD are attached. Public masked versions of the provincial and local 2024/25 AB:HAWD (including your FSA results) are available on the [Student Success](#) website.

Indigenous students are a priority under the Framework for Enhancing Student Learning, and you will soon be hearing from the Ministry with a summary of feedback on your Enhancing Student Learning Report. The data and insights from the AB:HAWD Report should go hand in hand with district continuous improvement processes and adapting strategies to improve the outcomes and attendance of all Indigenous students.

Continue strengthening relationships with the local First Nation(s) and your IEC using these results as a foundation for the conversation. Please share this letter with your IEC Chair and Secretariat. If you are in the process of setting up the IEC, please share this letter with the IEC Chair and Secretariat once named. Honest discussions about the present state of achievement are one way for districts, First Nations, and Indigenous partners to work collaboratively to benefit and improve learning and attendance for Indigenous students and all students.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Kaye Krishna', followed by a horizontal line extending to the right.

Kaye Krishna
Deputy Minister

Appendix 1 - Highlights SD 82 (Coast Mountains)

cc: **Jeremy Higgs, Executive Director, Systems Modeling and Analytics, Strategic
Integration, People, and Partnerships**
Margaret Warcup, Chair, Board of Education, School District No. 82 (Coast Mountains)
Chair, Indigenous Education Council
Donna Mortimer, Indigenous Education Lead

Highlights – SD 82 (Coast Mountains)

Foundation Skills Assessment

Grade 4 Literacy assessment: 54% of Aboriginal learners participated in 2020/21 compared to 93% in 2024/25. Persistent gap in On Track & Extending between Aboriginal and non-Aboriginal learners in 2024/25 (40% vs. 68%).

Grade 7 Literacy assessment: 48% of Aboriginal learners participated in 2020/21 compared to 95% in 2024/25. Persistent gap in On Track & Extending between Aboriginal and non-Aboriginal learners in 2024/25 (31% vs. 63%).

Grade 4 Numeracy assessment: 53% of Aboriginal learners participated in 2020/21 compared to 93% in 2024/25. Persistent gap in On Track & Extending between Aboriginal and non-Aboriginal learners in 2024/25 (31% vs. 72%).

Grade 7 Numeracy assessment: 49% of Aboriginal learners participated in 2020/21 compared to 95% in 2024/25. Persistent gap in On Track & Extending between Aboriginal and non-Aboriginal learners in 2024/25 (13% vs. 44%).

Completion Rates

Five-year Completion Rate (Dogwood only) for Aboriginal learners has decreased by 5.9 percentage points from 54.0% in 2020/21 to 48.1% in 2024/25. The rate for non-Aboriginal learners has increased by 0.6 percentage points from 92.9% in 2020/21 to 93.5% in 2024/25.

Six-year Completion Rate (Dogwood only) for Aboriginal learners has decreased by 1.2 percentage points from 60.3% in 2020/21 to 59.1% in 2024/25. The rate for non-Aboriginal learners has increased by 0.5 percentage points from 94.8% in 2020/21 to 95.3% in 2024/25.

Chronically Absent Student Rate

Chronically Absent Student Rate for Grades K-7 Aboriginal Learners has decreased by 11.1 percentage points from 75.5 percent in 2022/23 to 64.4 percent in 2024/25.

Chronically Absent Student Rate for Grades 8-12 Aboriginal Learners has decreased by 0.8 percentage points from 87.8 percent in 2022/23 to 87.0 percent in 2024/25.

Chronically Absent Student Rate for Grades K-7 non-Aboriginal Learners has decreased by 12.1 percentage points from 58.4 percent in 2022/23 to 46.3 percent in 2024/25.

Chronically Absent Student Rate for Grades 8-12 non-Aboriginal Learners has decreased by 1.8 percentage points from 66.3 percent in 2022/23 to 64.5 percent in 2024/25.



MEETING AGENDA ITEM #8

Action: Information: X
Meeting: Regular Meeting Date: April 29, 2026
Topic: **Superintendent of Schools' Monthly Report – April 2026**

Background/Discussion:

Attached for reference is the Superintendent of Schools' Monthly Report for presentation at the April 29, 2026, Regular Board Meeting as prepared by Superintendent Tracey MacMillan.

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

Recommended Action:

Information only; no action required.

Presented by: Superintendent of Schools

Superintendent's Report to the Board

April 2026



A Message from the Superintendent

Ama Sah / Good Day,

The months of March and April have provided meaningful opportunities for reflection, growth, and continued learning across Coast Mountains School District. Following Spring Break and the Easter holiday, schools have settled back into strong routines as we move into the final months of the school year.

Across the district, students have been actively engaged in a wide range of learning opportunities—from hands-on trades exploration and career pathway programs to cultural learning, athletics, and the arts. Since the last report I had the opportunity to attend a variety of performances during the Dare to Dream Program; the Terrace and Thornhill Parents for Music Society Telethon event and the recent Pacific Northwest Music Festival. It has been wonderful to see the talent, dedication, and confidence demonstrated by the young musicians, including many from Coast Mountains School District. It was especially meaningful to witness the pride and joy students brought to their performances, as well as the support shown by families, staff, and the broader community.

Throughout these past two months, it has been inspiring to see the many ways in which students are engaging in learning that is both relevant and connected to their interests and future goals. For example, I have had the opportunity to attend the Bridge Building and Robotics competitions held in Kitimat, as well as cultural events at Suwilaawks and music at Cassie Hall, where student engagement, creativity, and leadership were clearly evident. Whether through hands-on trades experiences, academic inquiry, cultural learning, or the arts, students are being provided with opportunities to explore, take risks, and develop a strong sense of confidence in their abilities.

This work is made possible through the dedication and collaboration of our staff and community partners, who continue to create supportive and inclusive environments where all students feel a sense of belonging. The strength of these relationships is evident across our schools and plays a critical role in supporting both student well-being and success.

I would like to extend my sincere appreciation to our staff, community partners, and families for their ongoing support and commitment to student success. The stories shared in this report reflect the care, collaboration, and dedication that continue to make our school communities such positive and supportive places for learning.

With gratitude and appreciation,

Tracey MacMillan
Superintendent



Upcoming Dates:

May 15 – Non-Instructional Day
May 18 – Victoria Day
June 21 – National Indigenous Peoples Day
June 23 – Last Day of School (Students)
June 24 – Administrative Day (Staff)



Music is Alive Across Coast Mountains School District



Music is alive across Coast Mountains School District, and it continues to be a powerful source of connection, creativity, and pride for our learners and communities.

Over the past several months, I have had the privilege of attending a number of performances and events across the district, alongside members of our Board of Education. Each experience has been a reminder of the incredible talent, dedication, and joy that music brings to our schools. Whether in our gymnasiums, theatres, or community spaces, our students are stepping forward with confidence, working together, and sharing their gifts with others.



Dare to Dream: LtoR: Brian Manning (MC), Aron Nenninger (Dare to Dream Chairman of the Board); Donna Ziegler (Dare to Dream Founder); Tracey MacMillan (Superintendent of Schools).

One of the highlights of the year is the **Dare to Dream** music initiative. This is a community-driven initiative that supports music in our schools by bringing together students, guest clinicians, and our own talented music educators. Over several days, students rehearse, refine their skills, and ultimately perform in a culminating concert. Dare to Dream is about more than music; it is about building confidence, fostering teamwork, and creating a sense of belonging. It is inspiring to see students challenge themselves, support one another, and take pride in their accomplishments.



Caledonia Music Teacher Jacquelynne Amendt joins visiting clinicians for a special performance.



The annual telethon, organized by the **Terrace and Thornhill Parents for Music Society**, is another meaningful example of community support for public music education. This year, the telethon celebrated its 30th anniversary, a remarkable milestone reflecting decades of dedication to students and music in our communities.



Dare to Dream: Practice at Uplands

Superintendent's Report to the Board

April 2026



While separate from the school district, it plays an important role in supporting opportunities for students in music. I was honoured to be invited to speak alongside our Board Chair, Margaret Warcup, and to witness firsthand the generosity and commitment of the community. The telethon showcases student performances while raising funds that directly support music programming for learners in the Terrace community.



Thank you Amber Zanon (Secretary) and Bobbie Pastershank (Volunteer/CMSD Learner Support Services), Terrace and Thornhill Parents for Music Society.



Telethon Speaker: Margaret Warcup, CMSD School Board Chair

We also celebrate the success of our students through participation in the **Northwest Pacific Music Festival**, where learners have the opportunity to perform, receive feedback, and grow as musicians. Events like this provide valuable experiences that extend beyond the classroom, encouraging perseverance, discipline, and artistic expression.

The photo to the right features Speech Arts performers from Lisa Pushong's class at Thornhill Primary School. Their performances were excellent!

I want to acknowledge and thank our music teachers and school staff, whose passion and commitment make these opportunities possible. Their work is evident in the confidence, skill, and enthusiasm of our students.

I would also like to recognize the strong support of our Board of Education. Trustees continue to champion opportunities for students to engage in music and the arts, recognizing the important role these experiences play in a well-rounded education.



Superintendent's Report to the Board

April 2026



Finally, we are deeply grateful to our communities. The support of families, volunteers, local organizations, and partners is essential. While provincial funding is directed toward core educational programming, it does not specifically fund music, drama, or fine arts. It is through the generosity and commitment of our communities that these enriched opportunities are able to flourish. Quite simply, this programming would not be possible without you.

The photos included in this report capture many of the groups and moments from these events. They reflect not only musical achievement, but also the joy, collaboration, and sense of belonging that define our district and school community.



Thank you Robin Hollett, Music Teacher at Uplands

Building Strength, Creativity, and Connection: Regional Bridge Building Competition at MEMSS



Thank you, Kimberly Wilkinson!

This April, Mount Elizabeth Middle Secondary School proudly hosted the regional Bridge Building Competition—an engaging, hands-on learning experience that brought students together from across northern British Columbia.

Organized in partnership with LNG Canada, this full-day event welcomed both elementary and secondary students from a wide range of schools. In the weeks leading up to the competition, students designed and built their bridges in their classrooms, applying their learning in mathematics, science, and design.



Superintendent MacMillan congratulates Nechako Bridge Builders.

On the day of the event, students brought their completed bridges to MEMSS, where each structure was tested using a hydraulic press to determine how many pounds it could withstand. The room was filled with anticipation and excitement as students watched their designs put to the test. Events like this highlight the value of applied, experiential learning—where students can see their ideas come to life while building confidence, problem-solving skills, and a sense of accomplishment. It was also a wonderful opportunity to bring students together from across the region to share in a common challenge.



Khana (Tiffany) Santamaria, Teacher at MEMSS, supports the program.

We extend our sincere thanks to Kim Wilkinson, Math and Physics Teacher at MEMSS, for organizing this event. It was a significant undertaking, and we are grateful for her leadership. We also thank all classroom teachers who guided their students through the design and building process in their schools—your support made this experience possible.



Superintendent MacMillan Congratulating Ms. Chassin's Grade 3 Class at Nechako Elementary. Their bridges were well built!

Thank you as well to LNG Canada for supporting this meaningful learning opportunity for our students.

Building Pathways Through Northwest Trades & Employment Training Centre

The Northwest Trades & Employment Training Centre (NTETC) continues to grow as a vibrant hub for learning, training, and community partnerships. The district is pleased to welcome the University of Northern British Columbia (UNBC), which will begin renovations in April to support expanded post-secondary programming within the facility. This addition further strengthens NTETC's role as a dynamic, multi-partner environment that supports both students and the broader community.

NTETC is proud to host a diverse group of organizations, including Coast Mountains School District, North Coast Distance Education School, the Piping Industry College, Coast Mountain College, Volunteer Terrace, St. John Ambulance, and the City of Terrace. Together, these partners contribute to a collaborative learning environment that supports education, training, and community engagement.

Student interest in trades programming remains strong, with approximately 80 applications received this year for Dual Credit opportunities in automotive, carpentry, electrical, hairstyling, heavy mechanical, professional cook, piping/plumbing, and welding. In addition to trades pathways, the district continues to explore Academic Dual Credit opportunities in areas such as early childhood education, business, nursing, environmental studies, archaeology, education, criminology, and social work.

As part of this work, the Piping Industry will be offering a *Trades Sampler program at Kitimat City High School (KCH) from April 20th to May 29th*. Fourteen students will have the opportunity to explore a variety of trades, including carpentry, cement masonry, electrical work, plumbing, piping, welding, drywall, painting, and glazing. Programs such as this provide valuable hands-on experience and often spark student interest, helping inform decisions about future career pathways.

Career exploration continues through initiatives such as the *Adventures in Healthcare* program, taking place May 6th to 8th. This three-day experience brings together partners including Rotary, Northern Health, Coast Mountain College, the University of Northern British Columbia, and Coast Mountains School District. With 69 applicants and 36 students selected, the program provides meaningful exposure to a wide range of healthcare careers.

We thank our partners and the Rotary interview panel who worked over 3 days as part of the student selection process.

Superintendent's Report to the Board

April 2026



Interview Panel, from left to right: Brian Manning (Rotary), Manuela Krisinger (Rotary), Mag Fleming (Rotary), LeeAnne Wilson (Rotary), Brittany Biggs (Interview Lead, Adventures in Healthcare Alumni), Dan Hamel (CMSD).

Career Life Connections 12 Capstone projects also continue to highlight the diverse interests and aspirations of our students. At Caledonia Secondary School, students recently showcased projects that reflected both creativity and future career goals, including the development of a children's book and an exploration of aviation careers. These projects provide meaningful opportunities for students to share their learning and connect their interests to future pathways.

In addition to these programs, a number of upcoming events will continue to support student engagement and career exploration across the district, including career fairs, Maker Days, and industry-focused learning opportunities. These experiences play an important role in connecting students with potential pathways and helping them develop the skills and confidence needed for future success.

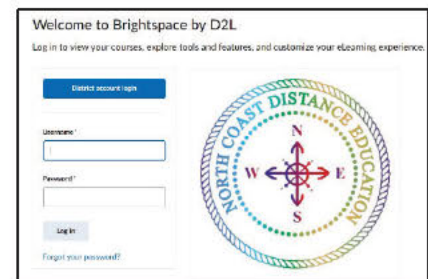
(With appreciation to Dan Hamel, Principal for Northwest Trades & Employment Training Centre / North Coast Distance Education School for this contribution.)

Brightspace Transition with North Coast Distance Education

North Coast Distance Education School (NCDES) has successfully transitioned from Moodle to Brightspace, a provincially supported online learning platform. This transition included the development of a new website and updated application process.

Brightspace provides a consistent platform used by many online schools across British Columbia and supports both online and blended learning environments, offering increased flexibility for students.

(With appreciation to Dan Hamel, Principal for Northwest Trades & Employment Training Centre / North Coast Distance Education School for this contribution.)



Numeracy Focus Group



Teachers from right to left: Shelly Striker (Kildala), Heidi Siebring (Uplands), Olivia Bruce (Nechako), Alastair Beddie (Suwilaawks), Claire O'Neill (Skeena)

The District Numeracy Focus Group has met twice, and both sessions have been highly productive as we begin the important work of developing a District Numeracy Framework. The group includes teachers from a range of grade levels and communities across the district, bringing valuable classroom perspectives and practical experience to the conversation. From the outset, there has been a strong sense of collaboration and enthusiasm for strengthening numeracy instruction and ensuring that all learners develop confidence and competence in mathematics.

During our first two sessions, participants shared examples of effective practices currently taking place in classrooms, along with materials and resources that are supporting numeracy instruction in their schools.

Superintendent's Report to the Board

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Teachers brought forward a variety of tools, strategies, and classroom approaches that are helping students develop mathematical thinking and problem-solving skills. These conversations have been valuable in identifying resources that are already making a positive impact and exploring how some of these practices could be shared more broadly across the district.

The group also began exploring the development of a clear scope and sequence for early numeracy, with an initial focus on Kindergarten through Grade 3, recognizing the critical importance of strong foundational skills in the early years. In addition, the group discussed potential professional learning opportunities that could support educators as this work moves forward, including sessions focused on effective numeracy instruction, classroom strategies, and the use of high-quality resources.



Teachers from left to right: Kara Fridriksson (Uplands), Deanna Giguere (New Hazelton), Rebecca Howse (Kildala), Lana Hanna (EMV), Lisa Pushong (TPS)

This work will continue over the coming months as the focus group refines the framework, reviews resources, and identifies opportunities to build teacher capacity across the district. The goal is to develop a framework that is both practical and supportive for educators, while ensuring alignment with the BC curriculum and helping students build the numeracy skills they need for future learning and life beyond school. The thoughtful input and professional expertise of the teachers involved has already made a significant contribution, and we look forward to building on this strong start as the work continues.

We would also like to acknowledge the generous support of LNG Canada, whose commitment to education has helped make this work possible. In particular, we extend our sincere thanks to Morganne von Schleinitz for her support and partnership in helping move this important initiative forward. Their contribution is helping create meaningful opportunities for collaboration and professional learning that will ultimately benefit students across the district.

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

Robotics in Action Across the District – Hosted by MEMSS



Students from across Coast Mountains School District 82 recently came together for a regional robotics competition hosted at Mount Elizabeth Middle Secondary School (MEMSS) in Kitimat. The Zone01 Robotique competition welcomed over 100 students from schools in Terrace and Kitimat and served as a qualifying event for the Zone01 National Finals, providing students with an opportunity to showcase their skills on a larger stage.

In this photo, Julia Jacobs, Principal at MEMSS, and Tom Wilkinson, Teacher at Nechako Elementary, cheer on competitors.

Superintendent's Report to the Board

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Students from Mount Elizabeth Middle School (MEMSS)

The competition brought together participants from multiple schools, including MEMSS, Uplands Elementary, Nechako Elementary, and others from across the region. In total, eight schools participated, with even Grade 3 students competing in the 10–12 age category. Throughout the day, students worked collaboratively to design, build, and program robots to complete a variety of challenges. These tasks required creativity, critical thinking, and perseverance as students tested, refined, and adapted their designs in real time.



Students from Uplands

A highlight of the event was the leadership demonstrated by senior students at MEMSS, who stepped into mentorship roles to support and guide elementary teams while also assisting with judging. Their involvement helped foster a welcoming and inclusive environment. The gym was filled with excitement throughout the day, with classes stopping by to observe, learn, and cheer on participants, creating a vibrant and memorable atmosphere for all involved.



Students from Nechako

Students across the district achieved strong results in several events. Uplands Elementary teams earned first- and second-place finishes, along with a Team Spirit Award, reflecting both their skill and positive approach to competition. Nechako Elementary students also demonstrated impressive performance, advancing to the semi-finals in Sumo events and achieving first- and third-place finishes in the highly challenging Meridian competition.

The event was also recognized in local media coverage by the *Northern Sentinel*, highlighting the accomplishments of students from Terrace and Kitimat and underscoring the growing momentum of robotics and technology education in the region. The article can be viewed here: [Northern Sentinel](#).

The success of the event reflects the continued growth of robotics programming across the district. Increasing numbers of students are participating in robotics clubs, classroom activities, and competitive teams, gaining hands-on experience in science, technology, engineering, and mathematics (STEM). Schools such as Mount Elizabeth Middle Secondary School (MEMSS), Kildala Elementary, Caledonia Secondary, and Skeena Middle School have developed strong robotics programs, while participation continues to expand across additional schools and grade levels.



These programs are supported by dedicated staff sponsors, school teams, and parent volunteers who contribute their time, energy, and expertise to ensure students have access to enriching learning experiences. Appreciation is extended to robotics club leaders, student leaders, and volunteers across the district whose commitment helps these programs flourish.

The continued growth of robotics programming across the district has also been made possible through the generous support of community partners. In particular, the District is grateful for the ongoing support

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from Rio Tinto and LNG Canada, whose contributions have helped schools acquire robotics equipment, materials, and resources that allow students to participate in these engaging programs and competitions.

Events such as the Zone01 competition highlight not only student achievement, but also the importance of collaboration, innovation, and real-world problem-solving. As robotics programming continues to grow across the District, these opportunities are helping to inspire curiosity and open pathways to future learning and careers in science and technology.

(With appreciation to Phillip Barron, Director of Instruction, Learning Services, Stacey Rodriguez, Vice-Principal at MEMSS, David Mills, Principal at Nechako Elementary, and Annette McAlpine, Principal at Uplands Elementary, for these contributions.)

Standing Together: Uplands Elementary Supports Tumbler Ridge

Staff at Uplands Elementary recently showed their support for the Tumbler Ridge community through a thoughtful and generous initiative. After learning about the opportunity to help, staff members came together to purchase community support T-shirts, demonstrating their care and solidarity with those in Tumbler Ridge. It was encouraging to see such a strong response, with many staff eager to participate and contribute in a meaningful way.



*(Front row) Michael-Ann Adams, Mary-Anne Barron, Robin Hollett, Kara Charron, Karen Ting, Lori Nead
(Back row) Phillip Barron, Annette McAlpine, Louise Anderson, Kelly Scott, Daphne Heenan, Angie Coolin, Kara Fridriksson*

This gesture reflects the strong sense of community that exists across our district. By supporting the purchase of these T-shirts, Uplands staff not only helped raise awareness but also showed that communities across the region stand together during challenging times. Their willingness to step forward and support the community in Tumbler Ridge is a wonderful example of compassion, generosity, and the collective spirit that makes our school communities so special.

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

The Whole Is Greater Than the Sum of Its Parts

Coast Mountains School District has been a pilot site for the Integrated Child & Youth (ICY) team initiative since 2020. This work focuses on bringing together collaborative support teams to better serve children and youth with complex needs, with school staff playing a vital role in providing insight, consistency, and care.

One school community that has demonstrated exceptional commitment to this work is Cassie Hall Elementary. Under the leadership of Principal, Erika Barton and Vice-Principal, Kendra LeBlonde, the school continues to model a thoughtful and compassionate approach to supporting students.

Kendra and Erika lead by example through their deep understanding of children who may become overwhelmed by the social, emotional, and academic demands of the classroom. Rather than focusing solely on behaviour, they take the time to understand what lies beneath it—responding to underlying needs and supporting each child to show up as their best self.



LtoR: Erika Barton, Principal; Danielle Plummer; Kendra Leblond, Vice Principal.

Their work reflects the strength of integrated, compassionate support and highlights the impact of strong collaboration between schools and community partners. Their approach continues to make a meaningful difference for students and families.

The following message was shared by Danielle Plummer, Program Lead, Coast Mountain Integrated Child and Youth Team, Northern Health Authority:

“Collaborating with them is both a privilege and an inspiration, and their work exemplifies the power of

integrated, compassionate support. Together, it's clear that the collective effort truly becomes greater than the sum of its parts.”

(With appreciation to Danielle Plummer and Julia Nieckarz, Director of Inclusive Education, for this contribution.)

Learning, Culture, and Community at New Hazelton Elementary

New Hazelton Elementary School (NHE) continues to be a vibrant place to learn, grow, and connect.



Learners are making strong gains in literacy as they strengthen their reading and writing skills, build confidence, and take pride in sharing their work. This progress is supported by a positive school culture that recognizes effort, celebrates success, and helps learners feel motivated and proud to be part of the NHE community.

Throughout the school, students are engaged in rich, hands-on learning that blends creativity, culture, and problem-solving. Recent highlights include art workshops with Gitxsan artist Michelle Stoney and guest artist Willa Lee, geometry exploration through playdoh, geoboards, and blocks, and science learning through bridge-building challenges and investigations of the phases of the moon. Learners have also taken part in meaningful cultural learning through modified basket weaving, language learning, and outdoor educational experiences in collaboration with Gitxsan Language and Culture programming.



This strong sense of community is reflected in the friendships, confidence, and positive classroom environments students experience each day. Learners are also building leadership through initiatives such as school recycling, fundraisers, assemblies, and special events, while programs like After School Sport and Arts Initiative (ASSAI) continue to provide opportunities to connect, create, and grow in confidence.

Community support remains strong, with well-attended parent-teacher interviews and the Scholastic Book Fair raising over \$3,000 for school



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resources. Ongoing partnerships with local First Nations continue to enrich student learning, including opportunities for drumming and dancing with surrounding schools, as well as the Learners Opportunity Groups Society (LOGS) Book Bus, which brings free books to communities across the Upper Skeena.

(With appreciation to Taylor Murrell, Vice-Principal, New Hazelton Elementary School, for this contribution.)

Active Living, Cultural Learning, and Spring Carnival at Kitwanga Elementary

Students at Kitwanga Elementary have been actively engaged in a wide range of experiences that support physical well-being, cultural learning, and community connection.



Intramural soccer recently wrapped up, with both Kindergarten to Grade 3 and Grade 4 to Grade 7 divisions bringing energy and enthusiasm to the gym each week. Students demonstrated strong teamwork, sportsmanship, and school spirit, whether competing for a win or simply enjoying time with their peers.

The school's run club is now underway, providing students with opportunities to build endurance, set personal goals, and support one another in a positive and encouraging environment.



Students have also been participating in meaningful cultural learning as they explore Gitksan songs, drumming, and dance. Through Language and Culture classes and under the guidance of community members, students are learning to respectfully engage with traditional practices while developing a deeper understanding of Gitksan culture. It has been inspiring to see students participate with focus and care as they build their knowledge and appreciation of these important traditions.



The school community recently came together to celebrate the arrival of Spring with a vibrant Outdoor Spring Carnival and Colour Spirit Day. Students participated in a variety of activity stations, including relays and games, earning tickets that could be exchanged for prizes. These activities also provided opportunities to build numeracy skills as students counted and managed their tickets. With sunny skies and a strong sense of community, the day was a joyful way to welcome the spring season.



Kassia Nameth, Principal of Kitwanga Elementary School

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



Fun and Friendship at Thornhill Primary School



Terrace Peaks Gymnastics

At Thornhill Primary School, students continue to benefit from meaningful and engaging learning opportunities that support both skill development and community connection. For several years, Mrs. Mattheis, Learner Support teacher, has been organizing experiences that allow students to build confidence, develop new skills, and connect with others.

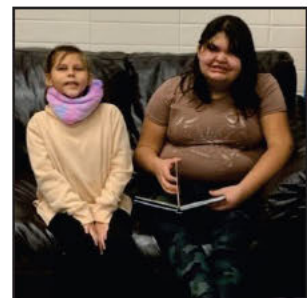
Throughout the year, students have participated in a variety of activities, including regular swimming sessions at the Aquatic Centre and lessons at Terrace Peaks Gymnastics. They have also taken part in learning opportunities at the Northwest

Trades Centre, seasonal craft activities, and a special tea party to thank their educational assistants for their ongoing support.

An especially memorable experience for students was learning how to interact with and care for dogs. Hana Robinson, owner of Ohana K9 Centre, generously volunteered her time to bring her dogs, Dori and Rhonda, to work with the students. Learners developed skills in approaching, grooming, walking, and caring for the animals, and later shared their learning at a whole-school assembly.



Dogs: Dori and Rhonda



Reading Buddies with Caledonia friends.

Students have also benefited from connections with Caledonia Secondary School. Through collaboration with Mr. Smart and Ms. Amendt, secondary students have joined Thornhill learners for activities such as visits to Ferry Island, Hallowe'en crafts, and reading sessions, helping to build meaningful relationships across grade levels.



Walks at Ferry Island with Caledonia Buddies.

These experiences reflect the strong sense of care, connection, and community that exists at Thornhill Primary School. The school is grateful for the continued support of staff, community members, and partners who help make these opportunities possible for students.

(With appreciation to Sandy Kenmuir, Principal, Thornhill Primary School, for this contribution.)

Concours Régional at École Mountainview

Concours Régional was held on April 2, 2026, at École Mountainview, bringing together French Immersion students from across the district for a celebration of French language, public speaking, and critical thinking.

Students in Grades 5–12 were invited to participate in this annual event, and the day showcased an impressive range of thoughtful, well-researched, and confidently delivered presentations. From

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contemporary social issues to global health concerns, students demonstrated not only strong French language skills, but also a depth of understanding and passion for their chosen topics.

This year, one student was selected to represent Coast Mountains School District at the Provincial Concours d'art oratoire, to be held on May 2, 2026, in Surrey, British Columbia. The District provides funding for one student to attend the provincial competition. We extend our congratulations to Natalie Wilson, a student at Caledonia Secondary School.

The successful candidate earned the favour of the judges with a compelling and timely speech entitled *La résurgence de la rougeole au Canada* (The Resurgence of Measles in Canada). Her clear delivery, strong organization, and thoughtful analysis distinguished her presentation and exemplified the high calibre of work presented throughout the day.

We extend our sincere gratitude to our panel of judges for their expertise, time, and thoughtful feedback:

- Renée Syvret, retired administrator (missing from photo)
- Stéphanie Morel, Association franco-colombienne des parents (AFFNO)
- Danielle Waltz, teacher
- Jérémie Diesel, Association franco-colombienne des parents (AFFNO)



A special thank you is also extended to all participating teachers across the district for their dedication to supporting French Immersion students and encouraging excellence in oral communication. We are especially grateful to Catherine Bégin and Steve Wallace for their leadership and organization of this successful event.

The Concours Régional continues to be a highlight of the French Immersion calendar in Coast Mountains School District 82, fostering confidence, cultural pride, and a love of language among students.

Category Winners

Grade 4

- 🇫🇷 Yuha Kim – Kildala Elementary

Grade 5

- 🇫🇷 Thomas Bogaert – Kildala Elementary
- 🇫🇷 Zoé Gendron – Ecole Mountainview
- 🇫🇷 Abigail Bogaert – Kildala Elementary

Grade 6

- 🇫🇷 Dylan Fournier – Kildala Elementary
- 🇫🇷 Leif Nash – Ecole Mountainview
- 🇫🇷 Evelyn Doyle -Ecole Mountainview

Grade 6 Francophone

- 🇫🇷 Manuel Charest – Ecole Mountainview



From Left to Right: River McDonald, Dylan Arsenaault, Melanie Leier



From Left to Right: Emmeline Hanna, Natalie Wing, Kate Kharchenko

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Grade 7

- 🏆 Dylan Arsenault – Skeena Middle School
- 🏆 River McDonald – Skeena Middle School
- 🏆 Melanie Leier – Skeena Middle School

Grade 8

- 🏆 Emmeline Hanna – Skeena Middle School
- 🏆 Natalie Wing – Skeena Middle School
- 🏆 Kate Kharchenko – Skeena Middle School

Grade 9

- 🏆 Jovi Nash– Skeena Middle School
- 🏆 Brynn Dando– Skeena Middle School

Grade 10

- 🏆 Natalie Wilson– Caledonia Secondary School
- 🏆 Audrey Arsenault– Caledonia Secondary School
- 🏆 Aliah Vesterberg-Gavronsky- Caledonia Secondary School
- 🏆 Tylee Pacheco – Mount-Elizabeth Middle/Secondary School

Grade 12

- 🏆 Aleck Spracklin – Mount-Elizabeth Middle/Secondary School



Tylee Pacheco



Aleck Spracklin



Concours Régional Winner:
Natalie Wilson

(With appreciation to Tina McDonald, District Principal, Curriculum Support, for this contribution.)

Pink Shirt Day – February 25, 2026



From Left to Right: Director Rob Schibli, Trustee Karen Jonkman, Executive Assistant Lindsay Harder, Superintendent Tracey MacMillan, Board Chair Margaret Warcup, and Trustee Ed Harrison.

In recognition of **Pink Shirt Day**, members of the Board of Education and District staff wore pink during the February Board Meeting in Kitimat as a visible demonstration of their shared commitment to kindness, inclusion, and the prevention of bullying. Pink Shirt Day serves as an important opportunity to raise awareness about the impact of bullying and to reinforce the responsibility we all share in creating safe, caring, and respectful learning environments. Across Coast Mountains School District, schools and staff continue to promote a culture of respect, empathy, and belonging, ensuring that all students feel supported and valued in their learning communities.

(With appreciation to Lindsay Harder, Executive Assistant, for this contribution.)



Celebrating Student Leadership & Mentorship

We would like to recognize and celebrate an outstanding student from Caledonia Secondary School who has been making a meaningful impact on students across our district. Jacob Liubomudrov has been going above and beyond by mentoring younger students who are d/Deaf and Hard of Hearing, offering encouragement, sharing personal experiences, and helping them build confidence in their own journeys.

This year, through connections with Auditory Outreach, Jacob began connecting with students they support throughout British Columbia. Many of these students are interested in music and learning instruments, and they have been excited to hear Jacob's perspective on how he has learned to play and recognize different pitches while using a cochlear implant. Jacob openly shares his experiences and advice, explaining how learning music takes time, patience, and practice for everyone. He reminds students not to give up on something they are interested in and encourages them to continue exploring their passions.

He often speaks about the importance of listening carefully to recognize when instruments are out of tune and how he has trained his brain to recognize the correct sounds for the instrument he is playing. Younger students who are just beginning their musical journeys have been inspired by his willingness to answer questions and share strategies that have helped him succeed.

Jacob's enthusiasm for trying new instruments and exploring music is contagious, and he consistently encourages students to step outside their comfort zones and try new things. His positive and optimistic attitude has made a lasting impression not only on students within our district but also on youth beyond it. His passion, encouragement, and leadership demonstrate the powerful impact students can have on one another.

In addition to his mentorship, Jacob has shared a personal reflection on his experiences as a hard of hearing student. His words provide meaningful insight into accessibility, awareness, and the importance of shared responsibility in creating inclusive environments.

My Experiences as a Hard of Hearing Person

I often regard being deaf as an invisible disability. While many people—both in school and non-school environments—acknowledge it, they often fail to fully consider its presence or impact. Throughout my life, many individuals have recognized that I am hard of hearing and have been kind and responsive to that fact. However, the real issue arises when acknowledgment does not translate into consistent action. People may say things like, “You want me to speak up when I’m not facing you? Got it!”—yet they often fail to follow through.

I understand that these individuals, including teachers, are trying their best, and I genuinely appreciate that. At the same time, there is a lack of awareness about what being deaf actually entails. I do not hear in the same way others do. Even though my cochlear implants simulate what typical hearing might sound like, they rely on just 30 electrodes to do the work of approximately 15,000 natural hair cells in the cochlea. While I recognize that it is my responsibility to advocate for myself, it can



Jacob Liubomudrov

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become exhausting to repeatedly make the same requests. At some point, doesn't the responsibility need to be shared? Shouldn't both parties make an effort to create an accessible and supportive environment?

This brings me to another point: the underappreciation of the incredible technology that makes hearing possible for people like me. I've encountered individuals online who were born hearing but lost their hearing later in life due to medical conditions. As someone who was born deaf and has only ever heard through cochlear implants, the sound I perceive feels "normal" to me—even if it differs from what others experience. It can be frustrating to see some of these individuals criticize the sound quality they now hear, comparing it unfavorably to their past experiences with natural hearing.

Cochlear implant technology represents the collective effort of thousands of researchers, engineers, and medical professionals over many years. It is, in my view, nothing short of remarkable. So when I see people complain about how it sounds, I sometimes wonder: if you're going to mock the very thing that restored your hearing, then would you have preferred to remain deaf? That may sound harsh, but it reflects my deep respect for the technology and what it enables me to do.

Yes, some people describe the sound produced by cochlear implants as robotic or distorted. Unfortunately, these descriptions often fuel misconceptions within the hearing community. Just because I do not hear in the same way as others does not mean my experience is "unnatural" or "lesser." Think of it this way: different spoken languages sound distinct from one another, but we don't make fun of those differences—unless we are being disrespectful or even discriminatory. It's the same with how I hear. It only sounds "different" because your brain isn't used to it.

Being deaf is not just a personal experience—it is a shared challenge that requires effort and understanding from both the deaf and hearing communities. While I continue to advocate for myself and appreciate those who try to support me, there is still a gap between recognition and true inclusion. Cochlear implants are not perfect, but they are an incredible advancement that deserve more respect and appreciation. Instead of questioning or judging what sounds "normal," we should be open to understanding different ways of experiencing the world. After all, communication and connection aren't just about how we hear—but how we listen."

(With appreciation to Alisha Cameron, District Teacher of the d/Deaf and Hard of Hearing (Candidate) & Hospital Homebound, and Jacob Liubomudrov for this contribution.)

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Ongoing Considerations: April 2026

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



Student Attendance

Student attendance continues to be an area of focus, with ongoing concerns identified by teachers and school administrators. Regular attendance is an important factor in student success, and we are committed to working collaboratively with families and community partners to better understand and address these challenges.

As part of this work, the district is engaging with education partners, including through the Local Education Agreement (LEA) process, to gather perspectives, data, and shared understanding. This will help inform updated registration and attendance procedures, with the goal of strengthening supports for all students and families.

Artificial Intelligence (AI)

Work related to Artificial Intelligence (AI) in the district is continuing to move forward. At this time, a working group has been established to build shared understanding and to begin exploring the opportunities and considerations for AI in education.

This initial work will help inform future direction. Information sessions for educational staff and parents are planned for late Spring or Fall to support awareness, understanding, and thoughtful use of AI in our schools.

Recruitment - Update

Recruitment remains an ongoing priority for Coast Mountains School District. As we plan for the upcoming school year, staff continue to attend recruitment fairs across Canada with the goal of attracting qualified educators and reducing the number of teachers working under Letters of Permission (LOP).

While we continue to experience challenges in filling positions, particularly in specialty areas such as Inclusive Education, French Immersion, Counselling, and Trades, we remain committed to proactive recruitment efforts. This includes broad posting of vacancies and ongoing partnerships with post-secondary institutions to support practicum placements as a pathway into the profession.

Our focus remains on building a stable, qualified workforce to best support students, schools, and communities across the district.

Gitksan Language Immersion Program – Majagaleehl Gali Aks Elementary (MGA)

The Gitksan Language Immersion Program at Majagaleehl Gali Aks Elementary continues to be an important and growing part of the district's work in language and culture. Led by Angie Olsen, and supported by Elders and community partners, students are learning through full-day Gitksanimx immersion grounded in authentic, community-connected experiences.

To support the continued growth of this program, the district is actively recruiting for a second Gitksan language teacher. We remain committed to working alongside the Gitanmaax Band, the Gitksan Government Commission, and local partners to build capacity and support future language educators.

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Individuals interested in contributing to this meaningful work are encouraged to connect with the school or District Office. All current employment opportunities are posted on [CMSD82 | Coast Mountain School District - Jobs](#).

Inclusive Education (Ministry Audit)

The district will be participating in an Inclusive Education Audit in May 2026. In preparation, district and school teams have been working diligently to ensure student files are complete, accurate, and up to date. This includes reviewing documentation for designated students, such as program plans, attendance records, and registration information.

We look forward to the results of the audit, which will help inform future practices and continue to strengthen our support for students across the district.

Early Learning Programs

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

Numeracy Framework

This year marks the launch of a district-wide Numeracy Framework—an important next step in strengthening student achievement in mathematics. While no Ministry funding has been designated to support this initiative, the district has been notified that LNG Canada has made a substantial contribution to support this work. This external support will enable planning, foundational development, and staff leadership to move forward in a more meaningful and coordinated way.

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

Literacy Initiative

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

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

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

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



MEETING AGENDA ITEM #9

Action:		Information:	X
Meeting:	Regular	Meeting Date:	April 29, 2026
Topic:	Indigenous Education Report – April 2026		

Background/Discussion:

Attached for reference is the Indigenous Education Monthly Report for presentation at the April 29, 2026, Regular Board Meeting presented by Superintendent Tracey MacMillan.

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

Recommended Action:

Information only; no action required.

Presented by: Superintendent of Schools

Indigenous Education Report



March 2026





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Gratitude and Acknowledgment

This report reflects learning, cultural connection, and relationship-based initiatives that took place across the district end of February and March. These efforts demonstrate our shared commitment to supporting Indigenous students through culturally grounded education rooted in identity, belonging, and community.

We extend our sincere gratitude to the Indigenous Support Workers, Educators, Administrators, Elders, Knowledge Holders, and Community partners whose dedication strengthens student engagement and well-being across our schools. Through collaboration and respectful partnership, Indigenous knowledge and culture continue to be honoured as living and essential aspects of learning.

A Message from the Director of Instruction, Indigenous Education



Angie Olson, K/1 Gitxsan Immersion Teacher; Gwen Simms, Gitxsan and Language Culture Teacher; Monica Simms, GGC Education Advisor; Donna Mortmer, Director of Indigenous Education

Ama Sah / Good Day

It was a privilege to attend Majagaleehl Gali Aks Elementary School and participate in the welcoming feast. The event provided a meaningful opportunity to witness the welcoming of new students and to honour the learners in the Gitxsanmaax Immersion program. The gathering reflected the strength of community, culture, and language, and the school's commitment to fostering identity and belonging.

Participation in the feast also provided an opportunity to learn about the Gitxsan Feast Protocols. These teachings emphasize the importance of cultural knowledge and respectful practice within educational settings and highlight the role of schools in supporting cultural continuity.

Events such as this play a vital role in uplifting culture and language by creating authentic spaces where students, families, and community members come together. Inviting families and community members into the school strengthens relationships, supports intergenerational learning, and affirms the value of Indigenous knowledge systems. These gatherings help students see themselves reflected in their learning, build pride in their identity, and reinforce language revitalization efforts. They also foster a shared sense of responsibility for education, where schools and communities work in partnership to support student success and well-being.

A particularly significant moment was being invited to take part in the blessing of the drums alongside Monica Simms of the Gitxsan Government Commission and Elder Dr. M. Jane Smith, a respected community storyteller recognized for her dedication to revitalizing the Gitxsanimaax language. This experience was deeply meaningful and speaks to the strength of relationships between community and school.



The drums are a powerful reflection of collaboration and cultural pride. Indigenous Support Workers Jodi Marshall and Bonnie Mowatt led the creation of the drums, with Bonnie thoughtfully applying the designs. These designs were generously shared by Gitxsan artist Michelle Stoney, who was raised in Gitxsan territory in the house of Delgamuukw. Michelle is an accomplished acrylic painter, jeweler, sculptor, and muralist.

The feast itself was thoughtfully prepared, with food shared generously among all attendees, further reinforcing the values of community care and connection.

Overall, the visit highlighted the importance of culturally grounded educational experiences and the powerful role of community partnerships in supporting student success.



Andrew Bolton, Chief; Leah Robinson, Chief Lady; Janelle Hittel, Principal; Amanda Hugon, Artist
Mary Nyce, Chief Lady; Tom Nyce, Chief; Kevin Stewart, Chief; Donna Mortimer, Director of Indigenous Education.

I would also like to extend my sincere appreciation to everyone involved in the recent Mural Celebration at Kildala Elementary in Kitimat. It was truly a privilege to witness the Haisla Braid Singers & Dancers perform and to see students actively engaged in the singing of the songs. Moments like these reflect the strength of culture, community, and shared learning. It was especially meaningful to welcome classes from Haisla Community School, further strengthening the connections between our schools and the broader community.



Shelley Bolton, Haisla Culture & Language Teacher; Donna Mortimer, Director of Indigenous Education.

This special event was thoughtfully organized by Culture and Language Teacher Shelley Bolton, whose leadership and dedication were evident throughout the celebration.

Her role as a member of the

dance group added a deeply personal and authentic connection to the experience.

We were honoured by the presence of Chiefs and Chief Ladies, whose participation made the celebration especially meaningful and reflective of the rich traditions of the Haisla Nation.

The mural itself was created by artist Amanda Hugon, a contemporary First Nations artist with

deep roots in Coast Salish communities and a strong presence in the northern arts community. Her work reflects both cultural knowledge and collaboration, bringing communities together through art. The mural beautifully illustrates the salmon life cycle alongside local plants, symbolizing the growth and learning journey of students and the importance of community, connection, and working together.

Events such as this remind us of the importance of creating culturally welcoming and inclusive spaces where students can learn from and celebrate the rich traditions of the communities they are part of.

Thank you to everyone who contributed to making this celebration so meaningful.

Warm regards,



Donna Mortimer



Professional Learning & Capacity Building

Ongoing professional learning continues to support educators in strengthening culturally responsive teaching practices and deepening the integration of Indigenous knowledge and perspectives across classrooms.

Professional Learning – Learning First Peoples Spring Institute

During Spring Break in March, Conor Farrer from Hazelton Secondary attended the Learning First Peoples Spring Institute held in Richmond, BC.

The institute, hosted by the First Nations Education Steering Committee (FNESC) and First Nations Schools Association (FNSA), supports educators in bringing authentic First Peoples perspectives, knowledge, and teaching approaches into classrooms across British Columbia.

Over the two-day institute, participants engaged in professional learning sessions focused on curriculum resources, including English First Peoples, Land, Title and Governance, and Indigenous-focused Applied Design, Skills and Technologies (ADST). The ADST sessions included hands-on learning opportunities such as loom beading, as well as practical examples for woodworking programs. One example highlighted Indigenous engineering and design through traditional and contemporary bridge structures, including the bridge at Hagwilget Canyon, which was used as a foundation for developing unit plans.

These sessions provided opportunities for educators to explore instructional strategies, collaborate with colleagues, and deepen their understanding of how to meaningfully integrate Indigenous knowledge and perspectives into their teaching practice.

Participation in professional learning opportunities such as this supports ongoing growth in culturally responsive teaching and strengthens our collective commitment to the First Peoples Principles of Learning. This learning continues to support classroom practice and enhances student engagement, identity, and connection to culture and community.

Professional learning strengthens educators' ability to integrate Indigenous knowledge and hands-on, culturally relevant approaches into classroom practice, supporting meaningful and engaging learning for students.

Introducing Kitimat CMSD Indigenous Outreach Worker



Indigenous Outreach Worker – Kitimat Schools

We are pleased to welcome Carlos as the new Indigenous Outreach Worker supporting students and families in Kitimat-area schools.

Carlos has worked with Coast Mountains School District for the past three years, including two years as an Indigenous Support Worker at Kildala Elementary School. During this time, he built strong relationships with students, families, and community, supporting meaningful connections to school and available supports.

Carlos brings additional experience working with youth through harm reduction and empowerment programs, shaping his ability to meet individuals where they are at and respond with care and understanding. His experience

working in northern communities has further strengthened his appreciation for the knowledge, resilience, and strengths within Indigenous communities.

In his new role, Carlos is focused on building relationships, listening, and supporting students and families as they navigate resources. He approaches his work with openness, respect, and humility, and is committed to learning alongside the communities he serves.

Carlos' role will support student attendance, re-engagement, and connection to school, while strengthening relationships between families, schools, and community partners.

We are pleased to welcome Carlos into this role and look forward to the positive impact he will have in supporting Indigenous learners in Kitimat.

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

Caledonia Secondary & Skeena Middle School – Honouring Hoobiye Through Song, Dance, and Community

Caledonia Secondary School and Skeena Middle School both marked Hoobiye, the Nisga’a New Year, through engaging cultural experiences that brought students, staff, and community together in celebration.

At Caledonia Secondary, students attended a performance at the R.E.M. Lee Theatre where they had the opportunity to watch the Gitlaxdax Youth Drum Group share traditional song and dance. This school-wide celebration was a youth-led initiative, brought forward by a Grade 12 student who wanted to see Hoobiye recognized within the school community. The Indigenous Support Worker team worked alongside the student to coordinate the event, including organizing the venue, scheduling performances, and supporting a formal acknowledgment and traditional Nisga’a feast.

The performance provided students with a meaningful opportunity to experience Nisga’a culture through storytelling, rhythm, and movement in a community setting. Following the performance, students returned to the school to share a meal of traditional Nisga’a soup and fried bread, further strengthening the sense of community, connection, and cultural appreciation.



Indigenous Education Report

March 2026

Skeena Middle School also welcomed the Gitlaxdax Youth Drum Group for a school-wide gathering in the gymnasium. Students and staff were invited to not only watch but actively participate in the celebration. During several songs, participants were encouraged to join in the dancing, creating an interactive and joyful experience that fostered inclusion, confidence, and cultural engagement.



These shared experiences allowed students to connect with living cultural traditions in meaningful ways. Through song, dance, and shared meals, Hoobiye was celebrated not only as an event, but as an expression of identity, community, and continuity.

This initiative stands as a strong example of youth leadership, demonstrating the impact of empowering students to bring forward their ideas and cultural knowledge. It also reflects the school's ongoing commitment to reconciliation, cultural inclusion, and supporting Indigenous student voice.

We extend our sincere thanks to the school teams and community partners whose dedication and collaboration made these celebrations possible.

Hoobiye celebrations across schools strengthen cultural identity, foster belonging, and create meaningful opportunities for students to engage with living Indigenous traditions through community connection and shared experience.



Vanessa Shirey, Administrative Assistant; Tracey MacMillan, Superintendent; Donna Mortimer, Director of Indigenous Education; Skeena Middle School Students, Gitlaxdax Youth Drum Group Dancers; Cory Killoran, Principal; Brandy Davis, Indigenous Support Worker.

Suwilaawks Community School – Land-Based Learning at Skeena Valley Tree Farm



Suwilaawks Community School continues to provide meaningful land-based learning experiences that connect students to local environment, culture, and community. Grade 1 and Grade 1/2 classes participated in a field trip to the Skeena Valley Christmas Tree Farm property. In the weeks leading up to the trip, students engaged in local walking excursions to learn about plants found in the area and their traditional uses by the Ts'msyen people. This learning was further supported through classroom activities exploring the cultural and practical importance of local trees, including cedar, hemlock, birch, and pine.

During the field experience, students applied their knowledge by identifying tree species in their natural environment, with many confidently recognizing cedar. The trip also provided opportunities for connection and relationship-building, as family members joined in the experience, sharing stories, conversation, and time together on the land.

This inclusive and hands-on learning experience supported all learners, including students with diverse needs, and reinforced the importance of community, cultural knowledge, and environmental stewardship. Together, students and families selected a tree for the school, making the day both meaningful and memorable.

- Contributed by: Robin Wilson,



Land-based learning experiences strengthen students' connection to place, culture, and community while supporting hands-on exploration and inclusive engagement for all learners.

Kitwanga Elementary – Feast Protocol & Leadership Teachings

Kitwanga Elementary School welcomed Knowledge Keeper Calvin Hyzims to share teachings on feast protocol, leadership, and cultural responsibility with students.

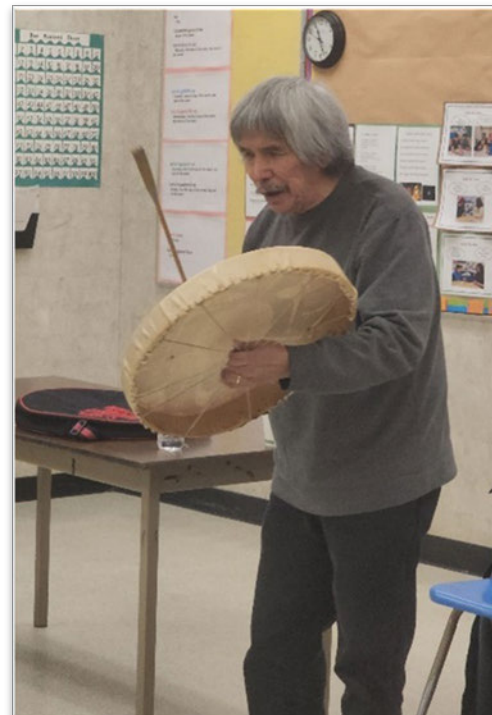
Through storytelling and discussion, students learned about the structure and purpose of the feast hall, including the roles and responsibilities of chiefs, matriarchs, and community members. Teachings emphasized respect, service, and the importance of listening, observing, and learning from Elders and leaders.

Students were introduced to traditional protocols, including how guests are welcomed, how seating is organized, and the many roles involved in preparing and hosting a feast. Mr. Hyzims also highlighted the importance of leadership grounded in humility, self-respect, and care for community.

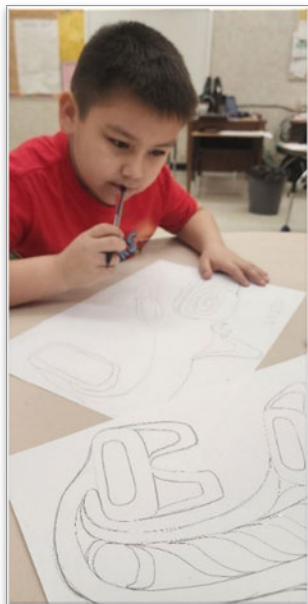
These teachings provided students with a deeper understanding of governance, cultural protocols, and the values that guide leadership within the community.

- Contributed by Rhonda Morgan, Language and Culture Teacher

Learning feast protocols and leadership teachings strengthens students' understanding of cultural responsibility, respect, and the roles they hold within community.

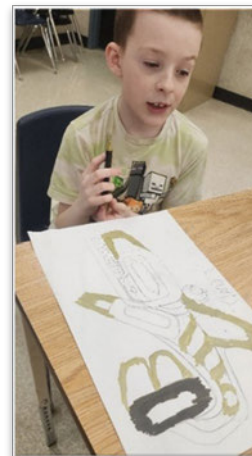


Kitwanga Elementary – Formline Art & Skill Development (Grades 2–4)



Students in Grades 2–4 at Kitwanga Elementary participated in a multi-week formline art program led by Gitxsan/Nisga’a artist Darryl Moore . Over three weeks, students developed foundational skills in Northwest Coast design through hands-on learning and guided practice.

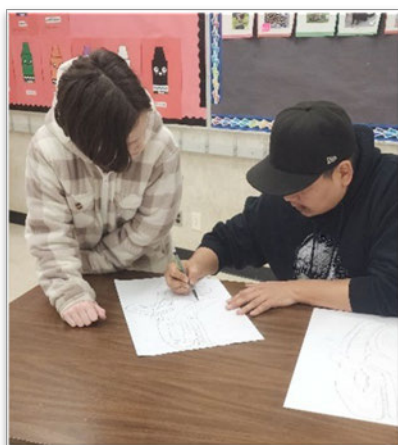
Students explored key formline elements, including ovoids, U-forms, and S-forms, while learning about the cultural significance of these designs. Through tracing, drawing, and painting, students built fine motor skills, visual awareness, and confidence in their artistic abilities.



The program emphasized “progress over perfection,” encouraging students to take risks, problem-solve, and express creativity while developing patience and

persistence. By the final week, students applied their skills to complete painted designs on canvas, demonstrating both technical growth and pride in their work.

This experience supported artistic development while strengthening cultural awareness and respect for Indigenous art and its meaning.



Hands-on formline learning builds confidence, strengthens fine motor and creative skills, and deepens students’ understanding of Indigenous art and cultural identity.

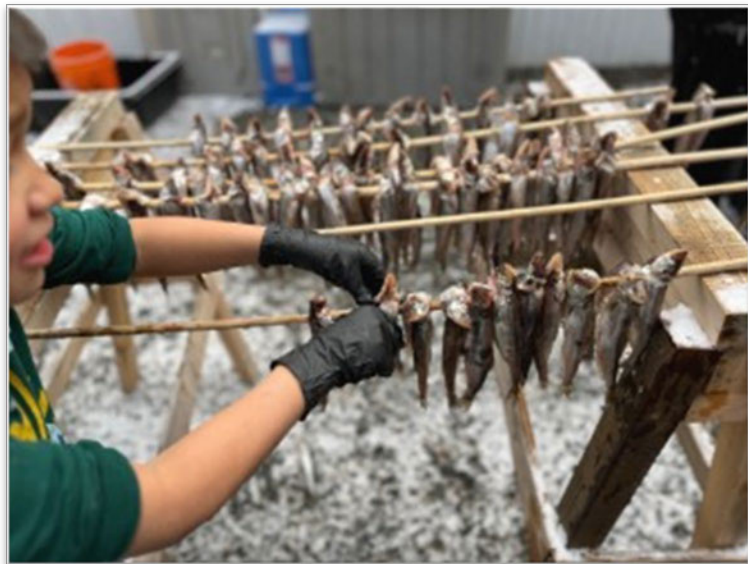
Thornhill Primary – Land-Based Learning at K5T



Grade 3 students from Thornhill Primary had the opportunity to bring their seasonal round learning to life through a visit to the K5T grounds in Kulspai. Accompanied by Indigenous Support Worker Mrs. Dowse, students engaged in hands-on learning connected to local culture and traditional practices.

During the visit, students learned about the harvesting and preservation of eulachon, as well as their significance to local communities. Despite the cold weather, students were enthusiastic and actively participated in the experience.

We extend our sincere thanks to David Hansen and the K5T team for sharing their knowledge and providing this meaningful learning opportunity. Experiences such as this support students in connecting classroom learning to land, culture, and community.



- Contributed by Sandy Kenmiur, Principal



Land-based learning experiences strengthen students' understanding of seasonal practices, cultural knowledge, and their connection to community.

Thornhill Primary – Storytelling & Cedar Preparation

Thornhill Primary School welcomed Knowledge Keepers Jenine Klein and JoAnne Edgar to support students in learning through storytelling and hands-on cultural practice.

Jenine Klein worked with students to explore the importance of oral storytelling as a traditional way of passing down knowledge, history, and teachings. Through stories and discussion, students learned how Indigenous Peoples have shared lessons, values, and legends across generations, particularly during the winter months.



Students also began preparing cedar for an upcoming project connected to their June feast. Under the guidance of Jenine Klein and JoAnne Edgar, students are learning about the significance of cedar to the Ts'msyen Peoples, including its many uses and cultural importance.

Through storytelling and hands-on learning, students are building a deeper understanding of cultural knowledge, tradition, and connection to community.

- Contributed by Elizabeth Dowse, ISW



Storytelling and hands-on cedar work support cultural knowledge, strengthen connection to tradition, and help students understand the importance of Indigenous ways of learning.

Caledonia Secondary – Oolichan Harvest – Land-Based Learning



Students participated in a culturally significant oolichan harvest along the Skeena River on Laxgibuu territory. This learning opportunity was made possible through strong partnerships with Kitsumkalum Fisheries, the Kitsumkalum Health Department, and respected knowledge keepers Ron and Rob from Kitsumkalum.



This land-based experience provided students with hands-on learning rooted in traditional practices. Students were able to observe and participate in the harvesting process, learn proper cultural protocols, and gain a deeper understanding of the seasonal significance of oolichan harvesting. The presence and guidance of knowledge keepers ensured that teachings were shared in a respectful and culturally appropriate way, reinforcing the importance of intergenerational knowledge transfer.

This initiative also highlighted the strength of community collaboration, bringing together school programming, local First Nations departments, and Elders to support student learning and cultural reconnection.

As an extension of this work, the Friends Group, in partnership with the Kitsumkalum Health Department, organized and distributed a fresh feed of oolichan to local Elders. This act of giving reflects the cultural values of reciprocity, respect, and community care, and provided students with an opportunity to actively participate in giving back to the community.



In addition, the ISW team developed a formal Caledonia Oolichan Harvest Field Trip Protocol to guide future trips, ensuring that safety, cultural practices, and respectful engagement with territory and community partners are upheld.

- Contributed by Stephanie Louie, ISW

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

Nechako Elementary – Creative Expression Through Art Challenge

Students at Nechako Elementary School participated in a creative three-colour art challenge using a design created by Michelle Stoney.

Students from Grades 2, 4, and 5 were each given a basket of markers and asked to select three colours at random, choosing with their eyes closed. Once selected, students were challenged to complete their designs using only those three colours, without mixing or exchanging colours with others.

This activity encouraged students to think creatively, plan their designs carefully, and problem-solve within set parameters. The challenge supported artistic expression while also building confidence and decision-making skills.

Completed artwork will be displayed throughout the school, celebrating student creativity and showcasing the unique approaches each student took in responding to the challenge.



- Contributed by Lauren Alex, ISW

Creative challenges support student confidence, problem-solving, and artistic expression while encouraging students to take risks and explore new ideas.

Hazelton Secondary – Family Connections & Identity Learning



Elders in Residence Program

At Hazelton Secondary School, Elders continue to support students through meaningful, relationship-based learning experiences. This month, students participated in a hands-on activity focused on family, identity, and connection to community.

Using an interactive game similar to Snakes and Ladders, students explored their family trees, shared personal stories, and reflected on their connections to ancestry and community. The activity created a welcoming and supportive space for conversation, learning, and reflection.

Through this experience, students strengthened their understanding of identity and belonging while building meaningful relationships with Elders. Opportunities such as this highlight the importance of intergenerational learning and the role of storytelling in supporting student connection and well-being.



- Contributed by Ryan McCann, Vice Principal

Relationship-based learning with Elders supports students in exploring identity, strengthening connections to family and community, and fostering a sense of belonging.

1.31 Indigenous Targeted Funded Projects 2025-2026

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

Hazelton Secondary School:	
<ul style="list-style-type: none"> Indigenous Plants Elder In Residence Sparkle Project Hygiene 	<ul style="list-style-type: none"> STAR Drama Trip Indigenous Plants
Cassie Hall Elementary:	
<ul style="list-style-type: none"> Laxgalts'ap Trip to explore the Nisga'a Territory/Outdoor Education Kitimat Trip to Explore the Haisla Nation and Hatchery Tour/Outdoor Education Swimming- Water Safety and Cultural Connections Salmon Journey Oolichan Journey- Skeena River 	<ul style="list-style-type: none"> Fried Bread Friday Transport Visiting Indigenous Art in the community Indigenous Supports Cedar Signs
Skeena Middle School:	
<ul style="list-style-type: none"> Connections Group Hoobiyee Dance Group 	<ul style="list-style-type: none"> Moccasin Making Indigenous Day Feast
Kitwanga Elementary:	
<ul style="list-style-type: none"> Orange Shirt Project Cultural Connections Gitanyow Student Teaching Feast 	<ul style="list-style-type: none"> Traditional Regalia Vests
Suwilaawks Community School:	
<ul style="list-style-type: none"> Outdoor Learning, Plants and Trees Hoobiyee and Leadership 	<ul style="list-style-type: none"> Indigenous Supports Gwax Ts'eliksit Salmon Camp
New Hazelton Elementary:	
<ul style="list-style-type: none"> Primary Gitxsan Resources Intermediate Gitxsan Resources 	<ul style="list-style-type: none"> Formline Impressions Gitxsan Artistry
Parkside Secondary:	
<ul style="list-style-type: none"> Tumpline Weaving 	<ul style="list-style-type: none"> Medicine Bags and Traditional Plant walk
Caledonia Secondary:	
<ul style="list-style-type: none"> Connections Programming-Dudes and Girls groups Nisga'a Hot Springs and Museum Indigenous Supports 	<ul style="list-style-type: none"> Oolichan Fishing Greenhouse Project Indigenous Planting Salmon Smoking and Preserving
NTETC:	
<ul style="list-style-type: none"> Crest design for projects 	

Indigenous Education Report

March 2026

Elder & Knowledge Holder Role Model Program 2025-2026

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

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



MEETING AGENDA ITEM #11.1.1

Action: Information: X
Meeting: Regular Meeting Date: April 29, 2026
Topic: **Minutes of the Business Committee Meeting, April 15, 2026**

Background/Discussion:

Minutes as attached.

Recommended Action:

THAT the minutes of the Business Committee Meeting held April 15, 2026, be received for information.

Presented by: Trustee Ed Harrison



BUSINESS COMMITTEE MEETING
Wednesday, April 15, 2026 – 10:30 a.m. to 12:00 p.m.
Virtual via Zoom

Committee Members:

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

Recording Secretary:

Shawna Wilson, Executive Assistant

Guests:

Trustee Margaret Warcup

MEETING MINUTES

Items	Action
The meeting was chaired by Trustee Margaret Warcup and called to order at 10:33 a.m. Trustee Harrison acknowledged the school district's business being conducted on the traditional and unceded territories of the Gitxsan, Haisla, Nisga'a, and Tsimshian, and the honour to work with their children and privilege to live on their land.	
1. Previous Meeting Minutes - February 11, 2026	1. The minutes of the previous Business Committee Meeting held on February 11, 2026 were accepted as presented.
2. Human Resources 2.1 Grievance Update – CMTF & CUPE	2.1 Two recruitment fairs are coming up in April and May. Currently CMSD82 has 12 Teacher Vacancies, 54 Support Vacancies and 38 Letter of Permission Teachers. The committee received an update on Coast Mountain Teachers' Federation grievances: six (6) at Step 1, two (2) at Step 2, and none (0) at Step 3. Information only; no action required
3. Facilities/Transportation/OH&S 3.1 Monthly Facilities Report, February 2026 3.2 District Joint OH&S Committee Meeting Minutes (next meeting to be on April 22, 2026)	3.1 The district received confirmation of capital funding and is progressing with key facilities projects, including building envelope, roofing, HVAC upgrades, and a prefabricated addition, all largely on schedule and in some cases under budget. Spring Break work focused on targeted maintenance and upgrades across multiple schools despite winter conditions, custodial and transportation services remained stable with minimal disruptions, and planning is underway for hiring summer student labourers. Information only; no action required. 3.2 Secretary Treasurer Fuller presented the February 18, 2026 District Joint OH&S Committee Meeting minutes for information. Information only; no action required.



<p>4. Board Representations 4.1 BCPSEA 4.2 BCSTA</p>	<p>4.1 No Report 4.2 No Report</p>
<p>5. Outstanding Items from Previous Meeting</p>	<p>None</p>
<p>6. Finances 6.1 Monthly Financial Statements, January 31 & February 28, 2026 6.2 Ministry of Education Estimated Operating Grants 2026 Announcement 6.3 Ministry of Education Response to Annual Five – Year Capital Plan Submission 2026/2027 & Capital Bylaw 2026/27-CPSD82-01</p>	<p>6.1 Secretary Treasurer Fuller spoke to the monthly financial statements for January 31 and February 28, 2026. Action: Forward the Monthly Financial Statements for January 31 and February 28 2026 to the next Regular Board Meeting on April 29, 2026</p> <p>6.2 Secretary Treasurer Fuller shared the Ministry of Education and Child Care Estimated Operating Grants 2026/27 Announcement. On March 27, 2026 the 2026/27 estimated operating grants for all 60 boards of education was announced. School district allocations are based on projected enrolments for the 2026/27 school year Action: Forward for information the Ministry of Education and Child Care Estimated Operating Grants 2026/27 Announcement to the next Regular Board Meeting on April 29, 2026.</p> <p>6.3 Secretary Treasurer Fuller spoke to the Ministry of Education and Child Care Response to the Annual Five-Year Capital Plan Submission 2026/27 & Capital Bylaw No. 2026/27-CPSD82-01. As outlined in the Ministry’s March 27, 2026 letter, our district will receive funding support for Minor Capital Projects under the School Enhancement Program (SEP), noting that the design process, tender, and construction of the projects must be completed by March 31, 2026. Action: Forward for information the Ministry of Education and Child Care Response to the Annual Five-Year Capital Plan Submission 2025/26 & and forward with the recommendation that the Board pass and adopt the Capital Bylaw No. 2026/27-CPSD82-01 to the next Regular Board Meeting on April 29, 2026.</p>
<p>7. New Business 7.1 Revised Policy – Respectful School Community, Workplace and Anti-Harassment</p>	<p>7.1 Secretary Treasurer Fuller spoke to the revised Policy – Respectful School Community, Workplace and Anti-Harassment. Action: Forward for presentation the Respectful School Community, Workplace and Anti-Harassment Policy to the next Regular Board Meeting on April 29, 2026</p>
<p>8. Next Meeting</p>	<p>8. The next Business Committee Meeting is scheduled on Wednesday, May 13, 2026, from 10:30 a.m. to 12:00 p.m. The meeting was adjourned at 11:15 a.m.</p>



MEETING AGENDA ITEM #11.1.2

Action:		Information:	X
Meeting:	Regular	Meeting Date:	April 30, 2025
Topic:	Ministry Estimated Operating Grants 2026/2027 Announcement		

Background/Discussion:

The Ministry of Education and Child Care announced the 2026/27 Preliminary Operating Grants in March 2026 for all Boards of Education.

Attached is the Summary of the 2026/27 Preliminary Operating Grant Announcement, along with the Estimated Operating Grants Overview for School District No. 82 (Coast Mountains).

The provincial operating grant block is projected to decrease by \$25.9 million to \$7.242 billion in 2026/27, primarily due to anticipated enrolment declines across the province.

There are no changes to the operating grant rates or funding formula for 2026/27, with per-student funding levels remaining consistent with the previous year.

Operating grants will be recalculated in the fall of 2026 following the September enrolment count and will continue to be adjusted based on subsequent enrolment updates throughout the school year.

For School District No. 82, the estimated total operating funding for 2026/27 is approximately \$59.9 million, including funding from both the Ministry of Education and Child Care and Indigenous Services Canada.

The Business Committee reviewed the Ministry’s Estimated Operating Grants 2026/27 announcement and forwards it to the Board for information.

Recommended Action:

THAT the Board receive the Ministry of Education’s Estimated Operating Grants 2026/27 announcement as presented for information.

Presented by: Secretary Treasurer

Summary of 2026/27 Preliminary Operating Grant Announcement

The operating grant block is projected to decrease by \$25.9 million to \$7.242 billion in 2026/27, as most districts estimate their enrolment will decline in the upcoming school year.

There are no changes to the operating grant rates or formulae for 2026/27; per student funding rates remain unchanged from 2025/26:

Supplement	2026/27 Rates
Basic Allocation (Standard, Continuing Education and Alternate schools)	\$9,015
Basic Allocation (Online Learning)	\$7,280
Inclusive Education – Level 1	\$51,300
Inclusive Education – Level 2	\$24,340
Inclusive Education – Level 3	\$12,300
English/French Language Learning	\$1,815
Indigenous Education	\$1,790
Adult Education	\$5,755
Summer Learning (Grades 1-9)	\$260
Summer Learning (Grades 10-12)	\$510

Enrolment Changes

School districts are estimating they will enrol 581,007 school-age FTE in September 2026, a decrease of 5,727 FTE (or 1.0%) over the September 2025 total. Fifty-one (51) districts are estimating they will have decreased enrolment in September 2026.

School districts are estimating slower or declining enrolment growth across the Unique Student Needs funding categories, including a 2.7% increase in Level 2 students (+1,029) compared to 9.5% growth in 2025/26, and fewer Level 1 (-22), Level 3 (-445), ELL (-2,584) and Indigenous Education (-757) students.

Operating Grant Changes

Forty-six (46) districts are estimated to have decreases to their operating grants for the upcoming school year. The per student average, including all special grants, is an estimated \$13,850 for 2026/27, a 46.9% increase from 2016/17.

Funding for students with L1, L2 & L3 disabilities or diverse abilities is projected to grow by \$18.4 million, or 1.7%, from \$1.062 billion to \$1.080 billion, as Level 2 enrolment continues to grow.

Funding will be recalculated when actual enrolment is known in the September 2026 enrolment count.

Funding Protection/Enrolment Decline

A total of 23 districts are receiving an estimated total of \$16.9 million in Funding Protection; this is substantially more than the \$3.9 million allocated to 8 districts in 2025/26.

In 2026/27 it is estimated that 38 districts will receive \$9.7 million from the Supplement for Enrolment Decline, up from 26 districts and \$5.8 million in 2025/26.

Special Grants

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

- Preliminary Classroom Enhancement Fund: \$810.0 million
- Learning Improvement Fund: \$25.0 million, unchanged
- CommunityLINK: \$60.4 million, unchanged
- Pay Equity: \$50.9 million, unchanged
- Student Transportation Fund: \$15.4 million, unchanged
- Feeding Futures Fund: \$71.5 million, unchanged

The Annual Facility Grant will continue in 2026/27 but is now managed by the Ministry of Infrastructure and, as a result, will no longer appear on the Summary of Grants tables.

Classroom Enhancement Fund (CEF)

The Ministry is announcing CEF staffing funding at 100% of the amounts for the current school year to facilitate budgeting and planning for the next school year.

Thus, the preliminary Classroom Enhancement Fund is set at \$810.0 million:

- \$763.2 million for CEF staffing
- \$46.8 million for CEF overhead

As in previous years, the Ministry is not announcing CEF remedy funding at this time. CEF remedies will be allocated based on school district reporting of actual remedies incurred in October 2026.

The process for applying for any additional funding for the 2026/27 CEF staffing allocations will be the same as this year.

Indigenous Education Councils

Funding to support the implementation of Indigenous Education Councils (IECs) totals \$2.4 million in 2026/27, the third and final year of funding in this envelope.

IEC allocations are detailed in Table 14 of the [2026/27 Estimated Operating Grants](#).

Labour Settlement Funding

Any funding provided to the Ministry as a result of negotiated collective agreement changes will be allocated as a special grant for the 2025/26 and 2026/27 school years following confirmation by the Public Sector Employers' Council Secretariat and Treasury Board.

Estimated Operating Grants Overview - 2026/27 School Year

School District 82 (Coast Mountains)

September 2026 Enrolment Count				
	School-Age Enrolment	Funding Level	Funding	Total Supplement
Standard (Regular) Schools	4,026.7500	\$9,015	\$36,301,151	
Continuing Education	0.0000	\$9,015	\$0	
Alternate Schools	135.0000	\$9,015	\$1,217,025	
Online Learning	6.2500	\$7,280	\$45,500	
Home Schooling	33	\$250	\$8,250	
Course Challenges	0	\$282	\$0	
Total Enrolment-Based Funding (September)	4,168.0000			\$37,571,926
	Total Enrol. Change	Funding Level	Funding	Total Supplement
1% to 4% Enrolment Decline	0.6250	\$4,508	\$0	
4%+ Enrolment Decline		\$6,761	\$0	
Significant Cumulative Decline (7%+)	-40.0000	\$4,508	\$0	
Supplement for Enrolment Decline				\$0
	Enrolment	Funding Level	Funding	Total Supplement
Level 1 Inclusive Education	5	\$51,300	\$256,500	
Level 2 Inclusive Education	256	\$24,340	\$6,231,040	
Level 3 Inclusive Education	8	\$12,300	\$98,400	
English Language Learning	390	\$1,815	\$707,850	
Indigenous Education	1,967	\$1,790	\$3,520,930	
Adult Education	0.0000	\$5,755	\$0	
Equity of Opportunity Supplement			\$401,355	
Supplement for Unique Student Needs				\$11,216,075
			Funding	Total Supplement
Variance from Provincial Average	\$74			
Estimated Number of Educators	231.556		\$17,135	
	Enrolment	Funding Level	Funding	Total Supplement
FTE Distribution	4,168.0000	\$180.33	\$751,615	
Supplement for Salary Differential				\$768,750
Supplement for Unique Geographic Factors				\$9,981,076
Funding Protection				\$0
Curriculum and Learning Support Fund				\$37,506
September 2026 Enrolment Count, Total				\$59,575,333

July 2026 Enrolment Count				
	Enrolment	Funding Level	Funding	Total Supplement
Summer Learning Grade 1-7	0	\$260	\$0	
Summer Learning Grade 8-9	0	\$260	\$0	
Summer Learning Grade 10-12	0	\$510	\$0	
Supplemental Summer Learning Funding			\$0	
Cross-Enrolment, Grade 8 and 9	0	\$510	\$0	
Summer Learning, Total				\$0
February 2027 Enrolment Count				
	Enrolment	Funding Level	Funding	Total Supplement
School-Age FTE - Continuing Education	0.0000	\$9,015	\$0	
Adult FTE - Continuing Education	0.0000	\$5,755	\$0	
K-Gr 9 School-Age FTE - Online Learning	0.0000	\$3,640	\$0	
Gr 10-12 School-Age FTE - Online Learning	30.0000	\$7,280	\$218,400	
Adult FTE - Online Learning	0.0000	\$5,755	\$0	
Level 1 Inclusive Education Enrolment Growth	0	\$25,650	\$0	
Level 2 Inclusive Education Enrolment Growth	0	\$12,170	\$0	
Level 3 Inclusive Education Enrolment Growth	0	\$6,150	\$0	
Newcomer Refugees	0.0000	\$4,508	\$0	
ELL Supplement - Newcomer Refugees	0	\$908	\$0	
February 2027 Enrolment Count, Total				\$218,400
May 2027 Enrolment Count				
	Enrolment	Funding Level	Funding	Total Supplement
School-Age FTE - Continuing Education	0.0000	\$9,015	\$0	
Adult FTE - Continuing Education	0.0000	\$5,755	\$0	
K-Gr 9 School-Age FTE - Online Learning	0.0000	\$2,427	\$0	
Gr 10-12 School-Age FTE - Online Learning	0.0000	\$7,280	\$0	
Adult FTE - Online Learning	0.0000	\$5,755	\$0	
May 2027 Enrolment Count, Total				\$0
Indigenous Education Councils				\$72,489
2026/27 Full-Year Estimated Total				\$59,866,222
Estimated 2026/27 Operating Grant from Indigenous Services Canada				\$6,469,853
Estimated 2026/27 Operating Grant from Ministry of Education and Child Care				\$53,396,369



MEETING AGENDA ITEM #11.1.3

Action:	X	Information:	
Meeting:	Regular	Meeting Date:	April 29, 2026
Topic:	Ministry Response to the Annual Five-Year Capital Plan Submission 2017/18 & Capital Bylaw No. 2026/27-CPSD82-01		

Background/Discussion:

The attached letter dated March 27, 2026, from the Ministry of Infrastructure provides the Ministry’s response to the Board’s Annual Five-Year Capital Plan submission.

The Ministry has reviewed capital plan submissions from all school districts and identified projects to be supported within available funding programs.

For the 2026/27 capital plan cycle, no new major capital projects have been approved to proceed to business case development.

The Ministry has approved funding for the following minor capital projects, which may proceed to design, tender, and construction, with completion required by March 31, 2027:

- Skeena Middle School – Roofing Upgrades (School Enhancement Program) – \$285,000
- Uplands Elementary School – Exterior Wall Systems Upgrades (School Enhancement Program) – \$500,000
- Suwilaawks Community School – HVAC Upgrades (School Enhancement Program) – \$400,000
- Uplands Elementary School – Exterior Wall Systems Upgrades (Carbon Neutral Capital Program) – \$250,000

An Annual Programs Funding Agreement outlining the terms and conditions of the approved projects accompanies the Ministry’s response.

In accordance with Section 143 of the School Act, Boards of Education are required to adopt a Capital Bylaw to access Ministry capital funding and receive Certificates of Approval.

Capital Bylaw No. 2026/27-CPSD82-01 (Capital Plan 2026/27) is therefore presented for Board adoption.

Recommended Action:

THAT the Capital Bylaw No. 2026/27-CPSD82-01 (Capital Plan 2026/27) be read a first time the 29th day of April 2026.

THAT the Capital Bylaw No. 2026/27-CPSD82-01 (Capital Plan 2026/27) be read a second time the 29th day of April 2026.

Unanimous consent is required to proceed to third reading.

THAT the Capital Bylaw No. 2026/27-CPSD82-01 (Capital Plan 2026/27) be read a third time, passed and adopted the 29th day of April 2026.

Presented by: Secretary Treasurer



March 27, 2026
Our Ref. 27128

Tracey MacMillan
Superintendent
Coast Mountains School District (SD82)

Email Address: tracey.macmillan@cmsd.bc.ca

Dear Tracey MacMillan:

Thank you for your organization's Capital Plan Submission, which was provided last year to the Ministry of Infrastructure.

This letter provides:

- 1) Direction for advancing supported capital projects in your submission (Appendix A).
- 2) Important information regarding your upcoming Capital Planning submission (Appendix B).

If you have questions about the information provided, please reach out to me or the contacts provided in the attached materials.

Sincerely,

Bobbi Plecas
Deputy Minister

pc: Ginger Fuller, Secretary-Treasurer, Coast Mountains School District (SD82)

Education and Child Care Capital Branch

Appendix A: Direction for advancing supported capital projects

Capital Bylaw No.: 2026/27-CPSD82-01

Projects in Business Case Development

New Projects

There are no new projects identified at this time to proceed to business case development.

Minor Capital Projects

The table below reflects minor capital projects that are approved for funding and can proceed to procurement in the following program areas:

- School Enhancement Program (SEP)
- Food Infrastructure Program (FIP)
- Carbon Neutral Capital Program (CNCP)
- Building Envelope Program (BEP)
- Playground Equipment Program (PEP)
- Bus Acquisition Program (BUS)

Funding allocation for minor capital projects

Facility Name	Program Project Description	Amount funded by Ministry
Skeena Middle	SEP - Roofing Upgrades	\$285,000
Uplands Elementary	SEP - Exterior Wall Systems Upgrades	\$500,000
Suwilaawks Community School	SEP - HVAC Upgrades	\$400,000
Uplands Elementary	CNCP - Exterior Wall Systems Upgrades	\$250,000

These projects are now to proceed to design, tender and construction and to be completed by March 31, 2027.

An Annual Programs Funding Agreement (APFA) accompanies this Letter which outlines specific Ministry and Board-related obligations associated with the approved Minor Capital projects for the 2026/27 fiscal year. Please email a signed/dated copy of the Annual Programs Funding Agreement to the Ministry at CMB@gov.bc.ca.

In accordance with Section 143 of the *School Act*, Boards of Education are required to adopt a single Capital Bylaw. A Capital Bylaw identifies the Board's acknowledgement of

the approved project and its responsibility to meet capital projects scope, schedule, and budget. The template for the Capital Bylaw can be found on the Ministry's website in the [Publications and Resources](#) section. Please use the Capital Bylaw Number provided at the top of Appendix A for the supported and/or approved 2026/27 Five-Year Capital Plan projects as identified in this letter. The Capital Bylaw must be adopted by your Board and uploaded onto your School District's online MyCAPS portal in order for the Ministry to issue Certificates of Approval. A step-by-step guide of this process is attached for your reference.

Note on Public Announcements

Prior to any public announcements pertaining to any of the projects identified in this document, please have your communications staff contact the Ministry of Infrastructure's communications lead - Preet Grewal, Communications Director, Ministry of Infrastructure Government Communications and Public Engagement, at preet.grewal@gov.bc.ca.

Project Signage

Projects proceeding to construction require a BC Government '[StrongerBC' construction sign](#). Signs should be affixed once fencing is up. Please connect with your Ministry of Infrastructure contact when you are ready to begin design work on the construction sign for the project.

Terms on Management of Capital Projects

Existing terms and conditions for capital projects remain in effect. For more information and resources, please visit the [Capital Management Site](#).

Capital Procurement

Please ensure that all procurement is undertaken in accordance with the [Capital Asset Management Framework \(CAMF\)](#) for public sector bodies. Specifically, procurement must be fair, open, competitive, transparent, and must effectively manage budget and schedule risk. This includes conducting conflict of interest checks to identify any business or professional relationships between members of the capital project procurement team (and their advisors) and the proponents.

All priority investment projects require a procurement options analysis and may be audited to confirm that all procurement activities have been undertaken in accordance with CAMF.

School Site Acquisition Charge

As part of the Board's 2026/27 approved capital plan, the eligible school site requirement set out in the final resolution of the Board of Education in accordance with s. 574(5) of the *Local Government Act*, is accepted by the Ministry.

The local government may commence the collection of an applicable per dwelling unit charge from residential developers on behalf of a Board after the Board's adoption of a bylaw setting the School Site Acquisition Charges for the School District as s. 575(3) of the *Local Government Act* prescribes. The School Site Acquisition Charge may only come into effect 60 days (including weekends and holidays) after that bylaw is adopted by a Board of Education.

Please contact CMB@gov.bc.ca with any questions regarding School Site Acquisition Charges.

Appendix B: Information for Annual Five-Year Capital Planning submissions

Updated Capital Plan Instructions for the Annual Five-Year Capital Plan submission process will be available on the Ministry's [Capital Management Site](#) in early April 2026.

School districts' capital plan submission deadlines are:

- **May 15, 2026**
 - 2026/27 Child Care Capital Program (SASG)
- **May 15, 2026**
 - 2026/27 Minor Capital Programs (AFG)
- **June 30, 2026**
 - 2027/28 Major Capital Programs (SMP, EXP, REP, RDP)
- **September 29, 2026**
 - 2027/28 Minor Capital Programs (SEP, CNCP, PEP, BUS, FIP, BEP)

For school district project planning purposes, the Annual Facility Grant (AFG) Allocation Table will be available on the Ministry's website in the [K-12 Capital Planning Resources](#) section in early April 2026.

The Ministry recommends school districts discuss draft versions of their intended capital projects requests with Child Care, Minor and Major [Capital Branch Staff](#) well in advance of the submission deadlines noted above.

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

ANNUAL PROGRAMS FUNDING AGREEMENT

This Annual Programs Funding Agreement dated for reference the 27th day of March 2026, is in effect for the 2026/27 fiscal year period of April 1, 2026 to March 31, 2027.

BETWEEN: **His Majesty the King in Right of the Province of British Columbia**,
represented by the Minister of Infrastructure (the "Ministry")

OF THE FIRST PART

AND: **the Board of Education of School District No. 82 (Coast Mountains)** (the
"Board")

OF THE SECOND PART.

The parties agree as follows:

1. DEFINITIONS

1.01 In this Agreement, unless the context otherwise requires:

"Agreement" means the Annual Programs Funding Agreement;

"Board" or "Board of Education" means a board of school trustees constituted under the *School Act* [RSBC 1996] c. 412 and any person designated by the Board to act with respect to a provision of this Agreement;

"Business Day" means a day, other than a Saturday or Sunday or Statutory Holiday, on which Provincial government offices are open for normal business in British Columbia;

"Capital Funding Grant" means a funding grant authorized by the Minister of Finance in accordance with section 56.1 of the *Financial Administration Act* [RSBC1996] c. 138;

"Certificate of Approval" means the Certificate of Approval described in paragraph 3.04;

"Eligible Expenditure(s)" means those expenditure(s) areas more particularly described in paragraph 3.04;

"Event of Force Majeure" means invasion, rebellion, hostilities, sabotage, government regulations or controls, acts of God, strikes, lockouts or labour disputes that are a major disabling event or circumstance in relation to the normal operations of the party concerned as a whole that is beyond the reasonable control of the party directly affected and results in a material delay, interruption or failure by such party in carrying out its duties, covenants or obligations under this Agreement;

"Minister" means the Minister of Infrastructure, and includes the respective Ministry Deputy Minister and/or any person designated by either of them to act with respect to a provision of this Agreement;

"Ministry" means the Ministry of Infrastructure of the Province of British Columbia;

"Project" means the project(s) described in paragraph 3.01;

"Schools Protection Program" means the risk management program administered and delivered by the Risk Management Branch of the Ministry of Finance in conjunction with the Ministry, and includes the "Schools Protection Program Reference Manual" and all amendments and updates to the program and manual;

"Treasury Board" means the Treasury Board established under the *Financial Administration Act* [RSBC 1996] c. 138.

2. SCHEDULES

2.01 The following Schedule(s) form an integral part of this Annual Programs Funding Agreement:

- A. Communications Protocol Agreement on Minor Capital Projects between the Ministry and School Districts

3. PROVINCIAL FUNDING CONTRIBUTIONS AND OBLIGATIONS

3.01 The Ministry will provide capital funding to the Board which is to be used for the purposes of the following Project(s):

Facility Name	Program Project Description	Amount Funded by Ministry
Skeena Middle	SEP - Roofing Upgrades	\$285,000
Uplands Elementary	SEP - Exterior Wall Systems Upgrades	\$500,000
Suwilaawks Community School	SEP - HVAC Upgrades	\$400,000
Uplands Elementary	CNCP - Exterior Wall Systems Upgrades	\$250,000

3.02 The Ministry may consider, under special circumstances, providing more than the amount listed above.

3.03 The Ministry will provide the capital funding in paragraph 3.01 in the form of a Capital Funding Grant.

3.04 Payment of a Capital Funding Grant is subject to the Ministry issuing a Certificate of Approval for the Project(s) in paragraph 3.01 in accordance with Treasury Board policies and directives and to the following conditions:

- a) in no case may the Board make a draw against funds available under a Certificate of Approval, unless the draw is reimbursement for Eligible Expenditure(s) properly incurred by the Board in connection with the Project;

2026/27 Annual Programs Funding Agreement for School District No. 82 (Coast Mountains)

- b) accrued cost-savings realized from completed capital projects may not be drawn from a Certificate of Approval (see paragraph 4.01(v) for additional details);
- c) the Ministry may modify or withhold a Capital Funding Grant and applicable Certificate of Approval, or any portion thereof, in the event the Board fails to observe, perform and comply with any provision of this Agreement or if, in the opinion of the Ministry, there has been a material change in the Project;
- d) the Board will comply with all applicable policies and directives of the Treasury Board respecting Capital Funding Grants.3.05 Notwithstanding any other provision of this Agreement, the payment of funds by the Ministry to the Board, pursuant to this Agreement, is subject to the provisions of the *Financial Administration Act* ("the Act"), which makes that payment obligation subject to:
 - a) there being sufficient monies available in an appropriation, as defined in the Act, to enable the Ministry, in any fiscal year or part thereof when any payment of money by the Ministry to the Board falls due pursuant to this Agreement, to make that payment;
 - b) Treasury Board, as defined in the Act, not having controlled or limited, pursuant to the Act, expenditure(s) under any appropriation referred to in this subparagraph a).

4. BOARD OBLIGATIONS

4.01 The Board will:

- a) carry out the Project in a manner that ensures:
 - i) drawing against funds available under a Certificate of Approval on a regular basis throughout the fiscal year (monthly if possible) as reimbursement for Eligible Expenditure(s) as incurred by the Board;
 - ii) delivery within budget;
 - iii) completion by March 31, 2027;
 - iv) scope details are fully met upon completion;
 - v) accrued cost-savings realized from completed capital projects as approved in this Agreement are to be reported to the Ministry well in advance of the Certificate of Approval's expiration date, at which time the Ministry will determine if the surplus funds can be re-allocated or transferred into the school district's Minister-Restricted Capital account.
- b) comply with all policies and best practices related to Capital Project Procurement, as documented in the Capital Asset Management Framework and Capital Procurement Checklist published by the Ministry of Finance;
- c) procure the Project in accordance with the Capital Asset Management Framework;

- d) include in any contracts all standard insurance and indemnification clauses required by the Schools Protection Program;
 - e) ensure all communication related to the Capital Project conforms to the “Communications Protocol Agreement on Minor Capital Projects between the Ministry and School Districts” (provided as Schedule A). This protocol may be amended from time to time by the Ministry, with the most current version of the protocol being used.
- 4.02 Provide written notice to the Ministry immediately upon completion of each Project. (Note: the Ministry will be follow up with school districts regarding delayed and/or incomplete projects in early January, at which time the Ministry may choose to re-allocate associated funds depending on the status of the Project).
- 4.03 At the request of the Ministry, prepare additional reports relating to the Project.
- 4.04 Notify the Ministry immediately, in writing, should any Event of Force Majeure arise that could materially affect the scope, costs or schedule of the Project.
- 4.05 Indemnify and save harmless the Province of British Columbia and its employees and agents from and against any losses, claims, damages, actions, causes of action, costs and expenses that the Province of British Columbia or any of its employees or agents may sustain, incur, suffer or be put to at any time, either before or after this agreement ends, which are based upon, arise out of or occur, directly or indirectly, by reason of, any act or omission by the Board or by any of its agents, employees, officers, directors, or contractors with respect to the Project.
- 4.06 Boards are to procure school buses using the bus standing offer process as directed by the Ministry in the 2026/27 School Bus Purchasing Letter (attached if applicable).
- 4.07 Enter into a tripartite agreement with the Ministry and BC Housing for all Building Envelope Program (BEP) projects and agree to carry out the projects in collaboration with BC Housing as defined in the tripartite agreement (if applicable).

5. EVENT OF FORCE MAJEURE

- 5.01 In the Event of Force Majeure:
- a) the Board will immediately notify the Ministry, in writing, describing the Event of Force Majeure.
 - b) within five (5) Business Days of being notified of the Event of Force Majeure, the Ministry will communicate with the Board to explore what steps are to be taken to mitigate the Event of Force Majeure, determine an appropriate course of action, and establish an estimated cost related to the Event of Force Majeure.
 - c) the course of action must be agreed to by the Ministry and the Board.

- d) either party may request the assistance of an independent cost consultant appointed by mutual agreement of the parties.
- e) the Ministry will not approve any expenditure(s) incurred prior to the agreed course of action unless the costs were demonstrably incurred for the preservation of life and/or safety.

6. PUBLIC ANNOUNCEMENTS

- 6.01 Any public announcement relating to the Project will be in accordance with the “Communications Protocol Agreement on Minor Capital Projects between the Ministry and School Districts” (provided as Schedule A).

7. NOTICE

- 7.01 Any notice or communication required or permitted to be given under this Agreement will be in writing and will be considered to have been sufficiently given if delivered by hand or electronic transmission to the physical address or electronic mail address of each party set out below:

- a) if to the Board:

School District No. 82 (Coast Mountains)
3211 Kenney St, Terrace, BC, V1E 4N2
Attention: Ginger Fuller, Secretary-Treasurer
Email: ginger.fuller@cmsd.bc.ca

- b) if to the Ministry:

Ministry of Infrastructure
PO Box 9192 Stn Prov Govt, Victoria, BC, V8W 9E6
Attention: Education & Child Care Capital Branch (Minor Capital Projects)
Email: CMB@gov.bc.ca

- 7.02 Any such notice or communication will be considered to have been received:

- a) if delivered by hand during business hours (and in any event, at or before 4:00pm local time in the place of receipt) on a Business Day, upon receipt by a responsible representative of the receiver, and if not delivered during business hours, upon the commencement of business hours on the next Business Day;
- b) if sent by electronic transmission during business hours (and in any event, at or before 4:00pm local time in the place of receipt) on a Business Day, upon receipt by a responsible representative of the receiver, and if not delivered during business hours, upon the commencement of business hours on the next Business Day, provided that:
 - i) the receiving party has, by electronic transmission or by hand delivery, acknowledged to the notifying party that it has received such notice; or

2026/27 Annual Programs Funding Agreement for School District No. 82 (Coast Mountains)

- ii) within twenty-four (24) hours after sending the notice, the notifying party has also sent a copy of such notice to the receiving party by hand delivery.

7.03 Delivery by mail will not be considered timely notice under this Agreement.

7.04 In the event a contact name changes for either the Ministry or for the Board, then parties must be notified within five (5) Business Days.

Contact Branch Director [Michael Nyikes](#) with questions regarding this Annual Programs Funding Agreement.

2026/27 Annual Programs Funding Agreement for School District No. 82 (Coast Mountains)

IN WITNESS WHEREOF the parties have executed this Agreement, in duplicate, as of the day and year first above written.

SIGNED on behalf of His Majesty the King)
in Right of the Province of British Columbia)
by a duly authorized designate of the)
Minister of Infrastructure)

Authorized Signatory (For the Minister of Infrastructure)

Name (Print)

Title

Date Signed (Month/Day/Year)

SIGNED on behalf of **the Board**)
of Education of School District)
No. 82 (Coast Mountains) by its duly)
authorized signatories)

Signatory (Secretary-Treasurer)

Name (Print)

Date Signed (Month/Day/Year)

SCHEDULE A

**COMMUNICATIONS PROTOCOL AGREEMENT ON MINOR CAPITAL PROJECTS
BETWEEN THE MINISTRY OF INFRASTRUCTURE (INF) AND SCHOOL DISTRICTS**

News Release

Upon issuance of Capital Plan approvals and funding agreements to school districts, INF will issue public news releases regarding minor capital projects. School district(s) may be requested to provide a quote from a designated representative for such news releases.

Signage

Significant, high-profile minor capital construction projects and/or initiatives approved in the INF Capital Plan **may** be requested to be identified by signage prominently displayed at the site. INF will notify a school district(s) if this is the case.

If requested, signs must conform to Government of B.C.'s Infrastructure Sign Specifications and be produced by Government Communications and Public Engagement (GCPE) graphics department. In addition to the BC logo, school districts and other funding partners will be identified with their logos on signage. Signs are to be installed as soon as possible after announcement of the project, and amended to include the amount of investment and date of completion after award of the contract and preferably before the start of work. The signs are to remain on the site until the work is completed and after any completion ceremonies where applicable. A digital picture of the sign is to be sent to GCPE after it has been installed. Cost of the sign is to be funded from the approved project budget. School districts are responsible for installing the signs.

The steps from signage design to installation are as follows:

1. Project is announced;
1. GCPE will have their graphics department create a construction sign;
2. GCPE graphics department will create and send the approved file to Kings Printer for print production;
3. Kings Printer will notify GCPE when the sign is ready;
4. GCPE will notify the school district(s) when the sign is ready to be ordered and provide them with the online requisition form: <http://brokerage.gp.gov.bc.ca/submit-print/print-form.aspx>;
5. The school district(s) orders, pays and arranges for the sign to be installed. Signs are to be post mounted in a visible location;
6. School district(s) will notify GCPE when the sign is installed and send photo as confirmation.

Official Ceremonies

INF will notify a school district(s) if an official ceremony **may** be held to commemorate the launch and/or ground-breaking for a project. The parties shall co-operate in the organization ceremonies, and messages and public statements for such events should be mutually agreed upon.

Plaques

INF **may** request the district provide and install (upon completion of significant, high-profile construction projects and/or initiatives), a plaque bearing an appropriate inscription. The design, wording and specifications of such plaques must be approved by INF. Cost of the plaque is to be funded from the approved project budget.



MEETING AGENDA ITEM #11.1.4

Action:	X	Information:	
Meeting:	Regular	Meeting Date:	April 29, 2026
Topic:	Review Revised Policy 2010 – Respectful School Community, Workplace & Anti-Harassment (First Reading)		

Background/Discussion:

The purpose of this review is to update Policy 2010 – *Respectful School Community, Workplace & Anti-Harassment* to ensure alignment with current Ministry of Education and Child Care (MoECC) requirements, reflect updated legislative references, and support the continued separation of Board policy from administrative procedures as part of the District’s policy modernization process.

Backgrounder:

- This policy is being reviewed to ensure alignment with current Ministry of Education and Child Care requirements and district-wide policy modernization.
- The review supports the separation of policy (Board governance direction) from procedures (administrative implementation).
- This policy is a combination of Policy 2010: Harassment and Policy 2020 Respectful Workplace

Summary of Key Changes:

- Removes procedural detail, which is now addressed in accompanying administrative procedures.
- Updates all Ministry references to align with the Ministry of Education and Child Care
- Strengthens privacy, confidentiality, and recording provisions to align with FOIPPA and current legislative requirements
- Consolidates the former Respectful Workplace and Harassment policies into a single comprehensive policy.

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

Recommended Action:

THAT the revised Policy 2010 – *Respectful School Community, Workplace & Anti-Harassment* be presented for first reading at the April 29, 2026 Regular Board Meeting.

Presented by: Superintendent of Schools

Policy: Respectful School Community, Workplace and Anti-Harassment

Policy Section: Personnel
Policy No. 2010
Adopted: Date
Revised: Date



Policy Intent

The Board is committed to fostering and maintaining a respectful, safe, and inclusive environment where all individuals are treated with dignity and professionalism. This Policy is intended to prevent, identify, and address bullying, harassment, discrimination, and retaliation in accordance with all applicable legislation and regulatory requirements. The Board recognizes its responsibility to provide clear expectations for conduct and to support an environment that promotes well-being, accountability, and respectful interactions across all district sites and activities.

Policy

The District prohibits all forms of bullying, harassment, discrimination, workplace violence, and retaliation. Concerns and reports related to disrespectful or unsafe conduct will be addressed promptly, fairly, and in accordance with District procedures and legislative requirements.

Unauthorized audio, video, or photographic recording or distribution of such recordings of staff or students on District property or at District activities is strictly prohibited unless expressly permitted by District policy, applicable law, or informed consent. Exceptions may include approved educational purposes with proper notification, lawful requirements of law enforcement, official District communications, or emergency situations where recording is necessary to ensure safety. Any recording created under an approved exception must comply with all District privacy, storage, and retention requirements under FOIPPA.

All personal information collected, used, or disclosed in the administration of this Policy will be managed in accordance with FOIPPA and relevant privacy guidelines. The District will take reasonable steps to maintain confidentiality throughout the reporting and investigation process to the extent permitted by law, while ensuring that fair, thorough, and consistent reviews can be conducted.

Responsibilities:

- Board of Education — Through the Superintendent or Designate, responsible for implementing this Policy, ensuring training, and maintaining reporting and investigation procedures.
- Supervisors and Principals — Responsible for modeling respectful behavior, responding to concerns, and ensuring employees understand reporting options and available supports.
- Employees, Contractors, Volunteers, Parents, Caregivers, Visitors and all other members of the public interacting with the District are required to contribute to a respectful school community and workplace, comply with this Policy, report concerns in good faith, and cooperate fully with related processes.

Procedural steps for reporting, investigating, and resolving concerns are outlined in the Respectful Workplace Procedure.



Definitions

Bullying and Harassment

Any inappropriate conduct or comment that a reasonable person would know could cause humiliation, intimidation, or harm. *Reasonable management actions—such as providing performance feedback, setting expectations, or issuing discipline—do not constitute harassment.*

Discrimination

Adverse treatment based on the protected grounds in the BC Human Rights Code, including but not limited to race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, gender identity or expression, and age.

Workplace Violence

The attempted or actual exercise of physical force that causes or could cause injury, and any threatening statement or behaviour that gives an individual reasonable cause to believe they are at risk of injury.

Retaliation

Any adverse action taken against an individual for reporting a concern, participating in an investigation, or exercising rights under this Policy.

Unauthorized Recording

Any audio, video, or photographic recording made without express permission under District policy, applicable law, or informed consent.

References:

- British Columbia Human Rights Code s.7, s.13, s.21
- Freedom of Information and Protection of Privacy (FOIPPA) s.26, s.27, s.30
- Public Interest Disclosure Act, SBC, c.22 (British Columbia) (Whistleblower Protection)
- Office of the Information and Privacy Commissioner for British Columbia (OIPC BC) – Public Sector Surveillance Guidelines
- WorkSafe BC Policy D3-115-2 (Employer Duties: Prevention of Workplace Bullying & Harassment)
- Workers Compensation ACT S.115
- BC Teachers Federation Code of Ethics
- Respectful Workplace and Anti-Harassment Procedure 2010
- CMSD Policy 5010: Trustee Code of Ethics
- Ministry Document
 - Safe, Caring, and Orderly Schools
 - Diversity in BC Schools



MEETING AGENDA ITEM #11.2.1

Action:		Information:	X
Meeting:	Regular	Meeting Date:	April 29, 2026
Topic:	Minutes of the Education Committee Meeting, April 15, 2026		

Background/Discussion:

Minutes as attached.

Recommended Action:

THAT the minutes of the Education Committee Meeting held April 15, 2026, be received for information.

Presented by: Trustee Karen Jonkman



EDUCATION COMMITTEE MEETING

Wednesday, April 15, 2026 – 4:00 p.m. to 5:30 p.m.
Microsoft Teams Virtual Meeting

Committee Members:

- Trustee Karen Jonkman (Chairperson)
- Trustee Julia Sundell
- Tracey MacMillan, Superintendent of Schools
- Julia Nieckarz, Director of Instruction, Inclusive Education
- Phillip Barron, Director of Instruction, Learning Services
- Donna Mortimer, Director of Instruction, Indigenous Education
- Tina McDonald, District Principal, Curriculum Support
- Jocelynn Drew, Principal, Bear Valley School (CMAA representative)
- Annette McAlpine, Principal, Uplands Elementary School (CMAA representative)
- Stacey Rodrigues, Vice-Principal, Mount Elizabeth Middle Secondary School (CMAA representative)
- Michele Sutherland, Teacher, Mount Elizabeth Middle Secondary School (CMTF representative)
- Troy Peters, District Parent Advisory Council Chair (DPAC representative)
- Krista Jay, District Parent Advisory Council (DPAC representative)
- Joe Sampare, Education Manager, Gitsegukla Band (First Nation representative)
- Cynthia Bohn, Councillor, Kitsumkalum Band (First Nation representative)

Regrets:

- Freda Wright, Education Coordinator, Kitselas First Nation (First Nation representative)
- Debbie Moore, Director of Community Services, Kitselas First Nation (First Nation representative)
- Lindsay Harder, Executive Assistant

Recording Secretary:

- Donna Mortimer, Director of Instruction, Indigenous Education for Lindsay Harder

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	<p>Chairperson Jonkman acknowledged with respect the school district’s business being conducted on the traditional and unceded territories of the Gitksan, Haisla, Nisga’a and Ts’mysen Peoples. We are honoured to work with their children and privileged to live, learn, work, and play on these lands.</p> <p>Committee members and guests introduced themselves. General updates were shared regarding school activities, including student events, extracurricular programming, and upcoming school initiatives across the district.</p> <p>Superintendent MacMillan also shared highlights from the recent BCSTA Annual General Meeting, noting that Board-supported motions related to arts education and early years education and childcare were brought forward provincially. Appreciation was expressed for the Board’s ongoing advocacy and commitment to student learning and well-being.</p>

<p>2. Previous Meeting Minutes, February 11, 2026</p>	<p>The meeting minutes of the previous Education Committee Meeting held February 11, 2026, were received.</p> <p>Information only; no action required.</p>
<p>3. Presentation & Breakout Rooms</p> <ul style="list-style-type: none"> • 2024/25 Aboriginal Report: How Are We Doing (HAWD) Highlights • Breakout Rooms 	<p><u>Aboriginal Report: “How Are We Doing?” (HAWD) 2024/25 Highlights</u></p> <p>Director Mortimer presented highlights from the Aboriginal Report: <i>How Are We Doing?</i> (HAWD) 2024/25, which provides annual data on Indigenous student outcomes, including literacy, numeracy, graduation rates, and post-secondary transitions. The report indicates that Indigenous students represent approximately 48% of the district’s student population, significantly higher than the provincial average. Strong participation rates in provincial assessments were noted; however, achievement gaps between Indigenous and non-Indigenous students persist, particularly in early literacy and numeracy, middle years engagement, and graduation and completion rates. The data also highlighted broader system-wide challenges in numeracy across all student groups. Emphasis was placed on the importance of culturally responsive practices, strengthening student belonging and engagement, and continuing to develop tiered supports across the district. It was noted that the data should be interpreted alongside lived experiences and community context and used to guide ongoing collaborative efforts to improve outcomes for all learners.</p> <p><u>Breakout Rooms – Summary of Feedback</u></p> <p>Committee members participated in three breakout groups to discuss the HAWD presentation using guided questions focused on student outcomes, effective practices, partnerships, barriers, and next steps. The following themes emerged from the discussions:</p> <p>Breakout Room Themes (All Groups Combined)</p> <ol style="list-style-type: none"> 1. Student Learning & Data Trends <ul style="list-style-type: none"> • Declining achievement noted in Grades 8–10, particularly in literacy and numeracy • Concerns regarding students progressing without strong foundational skills • Recognition that attendance is closely linked to student success • Importance of early identification and tracking of students at risk 2. What is Working Well <ul style="list-style-type: none"> • Positive impact of district literacy initiatives • Stronger student engagement through relationship-building and growth mindset approaches • School-based supports such as food programs and wellness initiatives • Increased presence of Indigenous culture, identity, and role models in schools • Continued efforts to strengthen instructional practices and supports 3. Partnerships & Engagement <ul style="list-style-type: none"> • Ongoing efforts to build relationships with families and Indigenous partners • Indigenous Support Workers (ISWs) play a key role in family outreach and engagement • Recognition that not all families may feel fully welcomed—continued focus needed • Value in listening to and collaborating with Indigenous communities 4. Barriers & Challenges <ul style="list-style-type: none"> • Attendance identified as a significant and ongoing concern • Need for greater consistency in instructional practices and resources



<p>3. Presentation & Breakout Rooms (continuation)</p> <ul style="list-style-type: none"> 2024/25 Aboriginal Report: How Are We Doing (HAWD) Highlights Breakout Rooms 	<ul style="list-style-type: none"> External factors impacting student engagement and success Importance of supporting students' mental health and well-being to improve engagement <p>5. Looking Ahead – Priorities & Actions</p> <ul style="list-style-type: none"> Focus on strengthening numeracy instruction and intervention Early identification and monitoring of students at risk (e.g., chronic absenteeism) Continued emphasis on high expectations for all learners Exploring opportunities to engage families and communities in more accessible ways Consideration of sharing presentation materials with partners not in attendance to gather further input
<p>4. Next Meeting & Adjournment</p>	<p>Chairperson Jonkman thanked members and guests for their participation</p> <p>The next Education Committee meeting will be held virtually on Wednesday, May 13, 2026, from 4:00 p.m. to 5:30 p.m. via Microsoft Teams.</p> <p>The meeting was adjourned at 5:20 p.m.</p>

DRAFT



MEETING AGENDA ITEM #11.2.2

Action: X Information:

Meeting: Regular Meeting Date: April 29, 2026

Topic: **Board Approval: Final Level Five Field Trip Application**
· **Hazelton Secondary School – CCUNESCO Conference, Ottawa, Ontario, May 25–30, 2026**

Background/Discussion:

The attached Out-of-Province Level Five Field Trip Application for Hazelton Secondary School students to attend the Canadian Commission for UNESCO (CCUNESCO) National Education Conference in Ottawa, Ontario, May 25–30, 2026, has been reviewed.

On February 25, 2026, the Field Trip Application received Board “**approval in principle.**” In accordance with Policy 1080: *Field Trips and Outdoor Education*, final Board approval is required for this out-of-province field trip upon submission of the completed application within the prescribed timeline prior to departure.

The field trip provides students with the opportunity to participate in national-level programming focused on leadership, reconciliation, global citizenship, and educational engagement.

The trip includes travel from Terrace to Ottawa, participation in the CCUNESCO conference, and supervised educational activities. A comprehensive supervision, safety, and contingency plan has been provided, including direct staff supervision, emergency procedures, and communication protocols.

The completed Field Trip Application has been reviewed and is being presented to the Board for final approval.

Recommended Action:

THAT the Board approve the Hazelton Secondary School Out-of-Province Level Five Field Trip Application to attend the CCUNESCO National Education Conference in Ottawa, Ontario, May 25–30, 2026, at no cost to the Board and subject to ensuring the safety of students and adherence to all applicable travel advisories, regulations, and protocols.

Presented by: Superintendent of Schools



Hazelton Secondary School

Field Trip Package

Level 5 Field Trip to Ottawa, Ontario (May 25th-May 30th, 2026)

Table of Contents

1. Field Trip Application Form
2. Field Trip Checklist
3. Field Trip Overview, Travel Plan, Conference Schedule, Supervision Plan, Safety Plan
4. Parent Information Letter Sent Home
5. Completed Consent Forms
6. Volunteer Driver Application
7. Volunteer Driver Declaration
8. Passenger List
9. Air Canada Flight Booking Confirmation
10. Hotel Booking Confirmation (Night of May 25 – Terrace)



Field Trip Application Form – Level 2-5

Overnight, Moderate Risk, Outdoor Adventure, Out of Province

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

Destination: CCUNESCO Conference - Ottawa, Ontario			
Departure Date: <u>May 28 - May 30 2026</u>	Departure Time: <u>10:00 5:25 AM</u>	Return Time: <u>20:00 7:04 PM</u>	
Lead Teacher: <u>Richard Pesik</u>			
Phone: <u>(250) 730-1982</u>	Email: <u>richard.pesik@cmsd.bc.ca</u>		
Area of study: <u>CCUNESCO - Student Leadership</u>	Purpose of trip: <u>Professional Leadership Development for Students and Teachers @ UNESCO Conference</u>		
Grade: <u>10</u>	# of students: <u>2</u>	# of Male: <u>1</u>	# of Female: <u>1</u>

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

Transportation (check all that apply)	Estimated cost of trip:				
<table style="width: 100%;"> <tr> <th style="width: 50%;">Method</th> <th style="width: 50%;">Driver</th> </tr> <tr> <td> <input checked="" type="checkbox"/> walking <input type="checkbox"/> school owned bus/van <input checked="" type="checkbox"/> public transport <input type="checkbox"/> charter bus <input type="checkbox"/> 15 passenger van <input type="checkbox"/> rental van <input checked="" type="checkbox"/> by service provider <input type="checkbox"/> transport not provided; participants responsible for own <input checked="" type="checkbox"/> other (specify): <u>Airplane to Ottawa (return)</u> </td> <td> <input type="checkbox"/> professional driver <input checked="" type="checkbox"/> volunteer driver (staff/other supervisor) <input type="checkbox"/> volunteer driver/student <input type="checkbox"/> other (specify): _____ _____ </td> </tr> </table>	Method	Driver	<input checked="" type="checkbox"/> walking <input type="checkbox"/> school owned bus/van <input checked="" type="checkbox"/> public transport <input type="checkbox"/> charter bus <input type="checkbox"/> 15 passenger van <input type="checkbox"/> rental van <input checked="" type="checkbox"/> by service provider <input type="checkbox"/> transport not provided; participants responsible for own <input checked="" type="checkbox"/> other (specify): <u>Airplane to Ottawa (return)</u>	<input type="checkbox"/> professional driver <input checked="" type="checkbox"/> volunteer driver (staff/other supervisor) <input type="checkbox"/> volunteer driver/student <input type="checkbox"/> other (specify): _____ _____	<p>Sources of funding (ie. cost/student/other sources – if so accommodated CCUNESCO will pay for the entire cost of the trip including release time for teachers, + ProD funds, grants etc.) <u>_____</u></p> <p>Equal access for all students: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input checked="" type="checkbox"/> See attached</p> <p>Special Needs Addressed: <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A <input type="checkbox"/> See attached</p> <p>Alternative Activity non-participants: <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Contingency Plan: <u>Trip will be cancelled.</u></p> <p><u>Please see attached plan for flight delays/cancellations.</u></p>
Method	Driver				
<input checked="" type="checkbox"/> walking <input type="checkbox"/> school owned bus/van <input checked="" type="checkbox"/> public transport <input type="checkbox"/> charter bus <input type="checkbox"/> 15 passenger van <input type="checkbox"/> rental van <input checked="" type="checkbox"/> by service provider <input type="checkbox"/> transport not provided; participants responsible for own <input checked="" type="checkbox"/> other (specify): <u>Airplane to Ottawa (return)</u>	<input type="checkbox"/> professional driver <input checked="" type="checkbox"/> volunteer driver (staff/other supervisor) <input type="checkbox"/> volunteer driver/student <input type="checkbox"/> other (specify): _____ _____				

Educational Value:

Goals and/or Student Learning Outcomes: Learning about UNESCO

Activity that will occur (or attach Program/Activity/Trip Plan) See Attached.

Student preparations (eg. knowledge, skills, attitudes, fitness) Pre-Trip Meeting with the two students will be held. Letter sent home to parents outlining expectations for the field trip. _____

Follow-up activity that will occur: Students will share knowledge within school leadership meetings/presentations.

Safety Guidelines: I am familiar with relevant board policies, district procedures and the *YouthSafe Outdoors: Safety First! Guidelines for BC School Off-site Experiences (2005)*: Yes No

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

Environment (eg. weather, terrain/site, wildlife): Please see trip plan.

Activity (eg. transportation, outdoor pursuits/aquatic specific): Please see trip plan.

Group (eg. clothing, equipment, water, food, behaviour): Please see trip plan.



Overnight, Moderate Risk, Outdoor Adventure, Out of Province

Supervision Plan: Briefly describe the supervision processes to be used. (Eg. large or small group setting(s), lead/sweep, head counts, buddy system, level of supervision (constant visual, on-site, in the area), other elements of supervision plan as relevant.) Chaperones will provide supervision to and from HSS. Buddy system will be used. Once the trip starts chaperones will attend all organized for the students (within the same building/vicinity). Students will be accomodated in rooms with chaperones (1:1 ratio). Coverage will be constant/check ins.

Volunteer Plan if relevant: Background Check Reference Check Criminal Record Check

Process to identify, screen if/as appropriate and brief re roles and responsibilities. (eg. briefing to be conducted when, where, how, by whom) N/A

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

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

telephone cell phone satellite phone radio none other (specify)

Name of **Primary First Aider**, if relevant: Provide by CCUNESCO Certification Held: _____

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

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

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

Evaluation:

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

Process to determine success: Chaperones and students to share what they have learned to the rest of the leadership group.
Oral feedback/post-trip conversation to be held.

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

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



Field Trip Experience Checklist

School Name: Hazelton Secondary

Coast Mountains Board of Education SD 82

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

Met

Criteria

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

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

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

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

Comments:

Name of Lead Teacher: Richard Pesik	Date: M/D/Y 3/30/2026	Signature:
Name of Principal: Louise Ormerod	Date: M/D/Y 03/30/2026	Signature:
Additional approval if needed (specify):	Date: M/D/Y	Signature:

Field Trip: Overview, Budget, Supervision Plan, and Safety Plan

School: Hazelton Secondary School

Destination: Ottawa, Ontario

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

Travel Dates: May 25–May 30, 2026

Conference Dates: May 27–May 29, 2026

Summary

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

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

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

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

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

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

1. Educational Purpose

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

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

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

2. Participants

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

- one male student (E ██████████ Grade 10) – Consent Form Attached
- one female student (L ██████████ Grade 9) – Consent Form Attached
- one male staff member (Richard Pesik)
- one female staff member (Ashley Reagan)

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

3. Conference Program

Arrival Evening Plan (May 26)

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

Students will check in and follow a supervised curfew.

This night occurs prior to the conference.

May 27:

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

May 28:

From 9am-5pm: Student workshops, staff professional development sessions. All workshops will be held at the University of Ottawa Campus.

From 5pm: A supervised off-site educational visit to sites within Ottawa with the CCUNESCO group (to be determined, but could include sites such as Parliament, Rideau Hall, Supreme Court of Canada, etc.).

Return to Campus for evening.

May 29:

From 9 am: Additional workshops and closing activities ending at approximately 2:00 PM.

*Full schedule/exact workshops has not been released yet by CCUNESCO, at the time of writing.

Parents/students/administrators will be provided the full schedule/program once it is available. All workshops will be held at the University of Ottawa Campus.

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

May 30: Depart for Terrace in the morning. Drive to Hazelton.

4. Travel Itinerary

Outbound Travel – May 25/26, 2026

Students and staff will travel from Hazelton to Terrace under staff supervision with sufficient time allowed for road and weather conditions. They will stay overnight May 25th in Terrace and depart early in the morning on May 26 for their flight.

May 25

1. Depart: Hazelton Secondary School approximately 3:30 pm, Arrive in Terrace approximately 5:10 pm.
2. Get Dinner in Terrace, under staff supervision. Restaurant TBD.
3. Check in and stay overnight at 5112 Hwy 16 West, Terrace BC (Comfort Inn & Suites).
 - a. **Two Rooms booked** – [REDACTED]
 - b. Booking Confirmed (H [REDACTED])

May 26

4. Check out of Hotel and Depart for Ottawa (arrive to YXT approx. 1h 30 min /1h before flight to check in/drop bags).

Flights ([REDACTED])

- Air Canada AC 8438 (Depart YXT – 5:25 am, Arrive YVR – 7:04 am)
- Air Canada AC 342 (Depart YVR – 9:10 am, Arrive YOW – 4:55 pm)

Arrival Evening Plan (May 26)

Upon arrival in Ottawa, the group will remain together and obtain dinner at a nearby airport or restaurant location. After dinner, the group will travel directly to the hotel (90U Residence Building @ 90 University Private), University of Ottawa Campus.

Students will check in and follow a supervised curfew.

This night occurs prior to the conference

Return Travel – May 30, 2026

May 30

1. Depart for YOW airport (arrive approx. 1h 30 min before flight to check in/drop bags).

Flights ([REDACTED])

- Air Canada AC 449 (Depart YOW – 10 am, Arrive YYZ – 11:10 am)
- Air Canada AC 115 (Depart YYZ – 2pm, Arrive YVR – 4:04 pm)
- Air Canada AC 8441 (Depart YVR – 5:25 pm, Arrive YXT – 7:04 pm)

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

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

Quality Inn Sunshine Suites

4812 Highway 16 West

Terrace, BC V8G 1L6

Phone: 778-634-3849

5. Accommodation Plan

Conference accommodation in Ottawa will be provided by CCUNESCO. Students and staff will be staying at the University of Ottawa (Main Office 75 Laurier Ave E, Ottawa, ON K1N 6N5, phone: 613-562-5700) in the 90U Residence Building – located at 90 University Private, Ottawa ON). Upon arrival, staff will review any necessary procedures/rooming arrangements as required.

6. Financial Overview

CCUNESCO will cover conference accommodation and meals, staff release time (to be invoiced to CCUNESCO). Each person has travel allotment of \$500 per participant.

Students will be encouraged to bring spending money on incidentals they might incur (i.e. gifts, souvenirs, etc.)

Please see table outlining costs/revenues for the trip.

Expenses	Revenue Sources
1. Airfare (\$3047.48)	CCUNESCO Travel Grant - \$2000
2. Hotel – 2 rooms (Night of May 25 - \$397.94)	Grant from Bulkley Valley Community Foundation - \$500
3. Meals (Budget for \$500)	Leadership Funds - \$4000 available
4. Teacher Release Time (approx. \$450/day/teacher – max rate) a. 4 days of Absences x 2 Teachers = \$3600 b. This is to be covered by CCUNESCO	Staff Pro D – approx. \$1000-\$1500 + any common pot applications
Total Cost of Trip = \$7545.42 (approx.)	Teacher Release time – to be covered by CCUNESCO once final invoice is received. Budget for \$3600 – using max TROC rate/day.
	Accommodation in Ottawa – covered by CCUNESCO (May 26-29).

*Reimbursement requests, should they be required, are to be submitted to CCUNESCO after the trip (and before June 15th) to dianne.gravel@ccunesco.ca

7. Overnight Rooming and Supervision

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

The male student will share a hotel room with the male staff chaperone. The female student will share a hotel room with the female staff chaperone.

Students will have separate beds and private time for changing and washroom use. Staff members will not enter washroom or changing areas while they are occupied by the student. Parents/guardians will be informed of the arrangement prior to departure.

8. Supervision Procedures

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

During scheduled professional development sessions for staff, students will participate in structured conference workshops. During these sessions, students will be supervised by CCUNESCO conference staff and facilitators. School staff chaperones will remain on site, reachable always, and will resume direct supervision immediately after the sessions conclude. Staff will be contactable via cell phone as well.

At all other times, students will be under direct supervision of Hazelton Secondary School staff

9. Safety and Risk Management

Environmental Risks

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

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

Hotel safety will be addressed through nightly supervision.

Activity Risks

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

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

Group Risks

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

10. Emergency and Contingency Planning

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

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

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

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

11. Code of Conduct

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

12. Communication Plan

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

13. Educational Value

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



Hazelton Secondary School

Ph. (250) 842-5214

E: hss@cmsd.bc.ca

2725 Highway 62

PO Box 300

Hazelton, BC

V0J 1Y0

Re: CCUNESCO Ottawa Conference – Parent/Guardian Information Letter

Dear Parent/Guardian,

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

Travel Information

Departure from Hazelton: May 25, 2026

Return to Hazelton: May 30, 2026

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

Flight/Travel Information

Outbound Travel – May 25/26, 2026

Students and staff will travel from Hazelton to Terrace under staff supervision with sufficient time allowed for road and weather conditions. They will stay overnight on May 25th in Terrace and depart early in the morning on May 26 for their flight.

May 25

1. Depart: Hazelton Secondary School approximately 3:30 pm, Arrive in Terrace approximately 5:10 pm.
2. Get Dinner in Terrace, under staff supervision. Restaurant TBD.
3. Check in and stay overnight at 5112 Hwy 16 West, Terrace BC (Comfort Inn & Suites).
 - a. Two Rooms booked – Ethan and Richard (Room 1), Ashley and Ursa (Room 2)
 - b. Booking Confirmed (Hotels.com #: 73389154372233)

May 26

4. Check out of Hotel and Depart for Ottawa (arrive to YXT approx. 1h 30 min /1h before flight to check in/drop bags).

Flights (Booking Ref: BKTJJZ)

- Air Canada AC 8438 (Depart YXT – 5:25 am, Arrive YVR – 7:04 am)
- Air Canada AC 342 (Depart YVR – 9:10 am, Arrive YOW – 4:55 pm)

Arrival Evening Plan (May 26)

Upon arrival in Ottawa, the group will remain together and obtain dinner at a nearby airport or restaurant location. After dinner, the group will travel directly to the hotel (90U Residence Building @ 90 University Private), University of Ottawa Campus.

Students will check in and follow a supervised curfew.

Return Travel – May 30, 2026

May 30

1. Depart for YOW airport (arrive approx. 1h 30 min before flight to check in/drop bags).

Flights (Booking Ref: BKTJJZ)

- Air Canada AC 449 (Depart YOW – 10 am, Arrive YYZ – 11:10 am)
 - Air Canada AC 115 (Depart YYZ – 2pm, Arrive YVR – 4:04 pm)
 - Air Canada AC 8441 (Depart YVR – 5:25 pm, Arrive YXT – 7:04 pm)
2. After arrival, staff member Richard will drive the group from Terrace Airport back to Hazelton. Rest breaks will be used as appropriate/needed. Please see attached volunteer driver forms for additional information.
 3. In the event of flight delays or cancellations, staff will arrange safe accommodation and notify families as soon as possible.

Contingency Accommodation (if flights are delayed) upon arrival in Terrace (to avoid late night driving): Quality Inn Sunshine Suites
4812 Highway 16 West
Terrace, BC V8G 1L6
Phone: 778-634-3849

Conference Schedule (May 27–29)

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

May 27:

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

May 28:

From 9am-5pm: Student workshops, staff professional development sessions. All workshops will be held at the University of Ottawa Campus.

From 5pm: A supervised off-site educational visit to sites within Ottawa with the CCUNESCO group (to be determined, but could include sites such as Parliament, Rideau Hall, Supreme Court of Canada, etc.).

Return to Campus for evening.

May 29:

From 9 am: Additional workshops and closing activities ending at approximately 2:00 PM.

*Full schedule/exact workshops has not been released yet by CCUNESCO, at the time of writing.

Parents/students/administrators will be provided the full schedule/program once it is available. All workshops will be held at the University of Ottawa Campus.

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

Supervision and Accommodation

While at the conference (May 26-29), students and staff will be staying at the University of Ottawa Campus, 90U Residence Building, located on 90 University Private, Ottawa ON.

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

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

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

Safety Planning

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

Expectations

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

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

Additional Information

Costs

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

Parent Meeting

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

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

Please feel free to contact me if you require any further information or have any questions. I can be reached at:
ryan.mccann@cmsd.bc.ca.

Sincerely,



Ryan McCann, OCT

Vice Principal, Hazelton Secondary School



Consent of Parent/Guardian – Higher Risk Field Trip

School Name: Hazelton Secondary School

Coast Mountains Board of Education SD 82



Please read the contents of this Consent and Acknowledgement of Risk form. **Clarify any questions or concerns with the Lead Teacher BEFORE signing it.** If this form is not signed and returned to the school by: February 11, 2026, your child WILL NOT BE ALLOWED TO ATTEND.

Program/Activity Information

Destination/Activity: <u>CCUNESCO Conference in Ottawa, Ontario</u>	Date(s): <u>May 25-May 30 2026</u>
Series of off-site activities: (specify program) <u>CCUNESCO Student</u>	
Purpose or educational goals(s): <u>Student Leadership Development</u>	
Itinerary/activities: <u>See attached Letter</u>	
Method of Transportation: <u>Airplane, Public Transit, Car, Private Transfer/Bus</u>	By: <u>Richard Pesik (volunteer driver), TBD</u>
Lead Teacher: <u>Richard Pesik and Ashley Reagan</u>	Number of Supervisors Planned: <u>2</u>
Supervisory arrangements: <u>Students will be supervised by trip leaders while away from home. See Supervision Plan.</u>	
Cost to the student: <u>Covered by CCUNESCO</u>	What to bring: <u>Appropriate clothing for the weather, spending money for incidental purchases</u>
Other considerations: <u>A pre-trip meeting will be held with parents/guardians and students.</u>	

Board Responsibilities

- The board will make every reasonable effort to ensure or ascertain that:
1. the staff, volunteers and/or service providers involved are suitably trained and qualified
 2. the students are adequately supervised over all aspects of the program/activity
 3. the location(s) used are appropriate and safe for the activity(ies) and group
 4. equipment used has been inspected and deemed appropriate and safe
 5. a Safety Plan is in place to identify and manage known potential risks
 6. an Emergency Plan is in place to deal with an injury or illness to any of the students

Potential Known Risks

Potential known risks include the following:
Urban Environment, Flight Delays/Cancellations, Winter Road Travel, Becoming Separated from the Group

Additional Comments/Requirements: Any changes to flights/schedule will be communicated with families. Potential for Early morning flight on May 26 - 5:25 am.
Please attend parent meeting before the trip (scheduled for April/May before departure, exact date will be communicated)

Consent and Acknowledgement of Risk

Destination/Activity/Program: <u>CCUNESCO Conference, Ottawa Ontario</u>	Dates: <u>May 25-May 30 2026</u>
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1. I accept the mode of transportation for this activity.
2. I acknowledge my right to obtain as much information as I require about this program or activity and associated risks and hazards, including information beyond that provide to me by the school or board.
3. I freely and voluntarily assume the risks/hazards inherent in the program/activity and understand and acknowledge that my child may suffer personal and potentially serious injury arising from his/her participation
4. My child has been informed that s/he is to abide by the rules and regulations, including directions and instructions from the school's and/or service provider's administrators, instructors, and supervisors over all phases of the program/activity.
5. In the event my child fails to abide by these rules and regulations, disciplinary action may require his/her exclusion from further participation, or, that I be contacted to have him/her picked up, or specify other transport arrangements that I will be responsible for.
6. I acknowledge that it is my responsibility to advise the Lead Teacher of any medical and/or health concerns of my child that may affect his/her participation in the stated program or activity.
7. I acknowledge the Board may choose to cancel the trip if travel conditions are deemed unsafe and will be responsible for any costs associated with cancellation.
8. I acknowledge the trip supervisors may secure transport to emergency medical services as they deem necessary for my child's immediate health and safety, and that I shall be financially responsible for such services.
9. Based on my understanding, acknowledgement, and consents as described herein, I agree that:

 _____ has my permission to participate.
Feb 26 2026

 Date

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



Field Trip Emergency Medical Information

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Consent of Parent/Guardian – Higher Risk Field Trip

School Name: Hazelton Secondary School

Coast Mountains Board of Education SD 82

Please read the contents of this Consent and Acknowledgement of Risk form. **Clarify any questions or concerns with the Lead Teacher BEFORE signing it.** If this form is not signed and returned to the school by: February 11, 2026, your child WILL NOT BE ALLOWED TO ATTEND.

Program/Activity Information


Destination/Activity: CCUNESCO Conference in Ottawa, Ontario	Date(s): May 20 ²⁵ May 30 2026
Series of off-site activities: (specify program) CCUNESCO Student	
Purpose or educational goals(s): Student Leadership Development	
Itinerary/activities: See attached Letter	
Method of Transportation: Airplane, Public Transit, Car, Private Transfer/Bus	By: Richard Pesik (volunteer driver), TBD
Lead Teacher: Richard Pesik and Ashley Reagan	Number of Supervisors Planned: 2
Supervisory arrangements: Students will be supervised by trip leaders while away from home. See Supervision Plan.	
Cost to the student: Covered by CCUNESCO	What to bring: Appropriate clothing for the weather, spending money for incidental purchases
Other considerations: A pre-trip meeting will be held with parents/guardians and students.	

Board Responsibilities

- The board will make every reasonable effort to ensure or ascertain that:
1. the staff, volunteers and/or service providers involved are suitably trained and qualified
 2. the students are adequately supervised over all aspects of the program/activity
 3. the location(s) used are appropriate and safe for the activity(ies) and group
 4. equipment used has been inspected and deemed appropriate and safe
 5. a Safety Plan is in place to identify and manage known potential risks
 6. an Emergency Plan is in place to deal with an injury or illness to any of the students

Potential Known Risks

Potential known risks include the following:
 Urban Environment, Flight Delays/Cancellations, Winter Road Travel, Becoming Separated from the Group


Additional Comments/Requirements: Any changes to flights/schedule will be communicated with families. 

Please attend parent meeting before the trip (scheduled for April/May before departure, exact date will be communicated)

Consent and Acknowledgement of Risk

Destination/Activity/Program: CCUNESCO Conference, Ottawa Ontario	Dates: May 25 May 30 2026
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1. I accept the mode of transportation for this activity.
2. I acknowledge my right to obtain as much information as I require about this program or activity and associated risks and hazards, including information beyond that provide to me by the school or board.
3. I freely and voluntarily assume the risks/hazards inherent in the program/activity and understand and acknowledge that my child may suffer personal and potentially serious injury arising from his/her participation
4. My child has been informed that s/he is to abide by the rules and regulations, including directions and instructions from the school's and/or service provider's administrators, instructors, and supervisors over all phases of the program/activity.
5. In the event my child fails to abide by these rules and regulations, disciplinary action may require his/her exclusion from further participation, or, that I be contacted to have him/her picked up, or specify other transport arrangements that I will be responsible for.
6. I acknowledge that it is my responsibility to advise the Lead Teacher of any medical and/or health concerns of my child that may affect his/her participation in the stated program or activity.
7. I acknowledge the Board may choose to cancel the trip if travel conditions are deemed unsafe and will be responsible for any costs associated with cancellation.
8. I acknowledge the trip supervisors may secure transport to emergency medical services as they deem necessary for my child's immediate health and safety, and that I shall be financially responsible for such services.
9. Based on my understanding, acknowledgement, and consents as described herein, I agree that:

 has my permission to participate.

FEB. 24, 2021.
Date

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



Field Trip Emergency Medical Information

[Redacted area]

[Redacted area]

Date:

FEB 24, 2020



Volunteer Driver Application

School Name: Hazelton Secondary School

Coast Mountains Board of Education SD 82

Driver's Name: Richard Pesik	[Redacted]
Address: [Redacted]	[Redacted]

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

Driver's License Number: [Redacted]	Class: 5	Expiry Date: 2028 June 14
Has your driver's license been suspended in the last 3 years? <input type="checkbox"/> yes <input checked="" type="checkbox"/> no		
If Yes, please provide date of reinstatement:		
Have you been convicted of an offence under the Highway Traffic Act, or for any motor vehicle-related offence under the Criminal Code of Canada during the last three years? <input type="checkbox"/> yes <input checked="" type="checkbox"/> no		
If "yes", please identify the offence(s) here:		
Were you found partly and/or responsible for any motor vehicle accident(s) over the last three years? <input type="checkbox"/> yes <input checked="" type="checkbox"/> no		
If "yes", please describe:		
Insurance related Considerations:		
1. The board requires that the vehicle owner maintain, at all times, valid automobile Third Party Liability Insurance as required under BC legislation in respect of liability for injury or death of any students who are passengers in the vehicle the volunteer drive is operating.		
2. In case of an insurance claim (ie. third party damage and/or personal injury) the vehicle owner's automobile liability insurance applies before that of the school board.		
3. Additional automobile liability insurance protection is provided under the school board's comprehensive general liability insurance policy for authorized drivers transporting students in privately-owned vehicles on an approved school activity. This insurance is only for an amount in excess of the limit of liability provided by the vehicles owners' liability insurance policy.		
4. Damage to any vehicle , including the owner's, is the responsibility of the volunteer driver and not the school board.		

Vehicle: [Redacted] (driver)
Owner's Name: [Redacted]
Owner's Address: [Redacted]
Owner's Phone: [Redacted]
Insurance On Vehicle (Company and Policy Number): ICBC-8K.0DS

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

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

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

For Office Use Only:
The above named driver is authorized to assist the school during the current school year. The assistance is appreciated.

Signature of Principal/Designate: Louise Ormerod Date: March 30/26

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



Coast Mountains Board of Education School District 82

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

VOLUNTEER DRIVER DECLARATION

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

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

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

VOLUNTEER DRIVER'S AND VEHICLE OWNER'S DECLARATIONS

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


 Driver's License # and Signature _____

 Vehicle Owner's Signature

March 30, 2026
 Date _____

 Employee's Signature



Coast Mountains Board of Education School District 82

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

Passenger List Form

School Name: Hazelton Secondary School

Destination: YXT Airport (for CCUNESCO Conf. Ottawa ON)		Date: May 25 - May 30
Driver's Name: Richard Pesik		Vehicle Make: [REDACTED] License Plate: [REDACTED]
Passenger List		
1.	[REDACTED]	49.
2.	[REDACTED]	50.
3.	[REDACTED]	51.
4.	[REDACTED]	52.
5.	[REDACTED]	53.
6.	[REDACTED]	54.
7.	[REDACTED]	55.
8.	[REDACTED]	56.
9.	[REDACTED]	57.
10.	[REDACTED]	58.
11.	[REDACTED]	59.
12.	[REDACTED]	60.
13.	[REDACTED]	61.
14.	[REDACTED]	62.
15.	[REDACTED]	63.
16.	[REDACTED]	64.
17.	[REDACTED]	65.
18.	[REDACTED]	66.
19.	[REDACTED]	67.
20.	[REDACTED]	68.
21.	[REDACTED]	69.
22.	[REDACTED]	70.
23.	[REDACTED]	71.
24.	[REDACTED]	72.

BO-Admin-Aug 28, 2018

Lo

Page 2
[Redacted]

will be in [Redacted]
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Booking Confirmation

Booking reference

[Redacted]

[Select Seats](#) >

[eUpgrade](#) >

[Manage my booking](#) >

Thank you for choosing Air Canada. Below are your flight details and other useful information for your trip.

IMPORTANT: Your official itinerary/receipt is attached to this email. You must bring it with you to the airport for check-in and we recommend you keep a copy for your records. Please also take the time to review it as it contains the [general conditions of carriage and applicable tariffs](#) that apply to the tickets, bookings and air services detailed below, as well as baggage, dangerous goods and other important information related to your trip.

Ensure you are in compliance with the [entry requirements](#) of your destination. For the latest information on entry requirements, our flexible booking policy, or our health and safety measures visit our [Travel Ready hub](#).

Passengers

Richard Pesik

[Redacted]

[Redacted]

[Redacted]

Depart • Tue 26 May, 2026

Economy - Standard

Terrace YXT

05:25

Terrace

Vancouver YVR

07:04

Vancouver Int.

 AC8438

1hr 39m

Cabin : Economy Class (K)

Operated by Air Canada Express - Jazz

[De Havilland Dash 8-400](#)

 AC8438 This flight departs early in the morning.

Vancouver YVR

09:10

Vancouver Int.

Ottawa YOW

16:55

Ottawa Int.

 AC342

4hr 45m

Cabin : Economy Class (K)

Operated by Air Canada

[Airbus A321](#) |  [Wi-Fi](#)

Food for purchase on board

Return • Sat 30 May, 2026

Economy - Standard

Ottawa YOW

10:00

Ottawa Int.

Toronto YYZ

11:10

Toronto-Pearson Int.

 AC449

1hr 10m

Cabin : Economy Class (L)

Operated by Air Canada
[Boeing 737 MAX 8](#)

Toronto YYZ

14:00

Toronto-Pearson Int.

Vancouver YVR

16:04

Vancouver Int.

 AC115

5hr 4m

Cabin : Economy Class (L)

Operated by Air Canada
[Airbus A321](#) | [Wi-Fi](#)

Food for purchase on board

Vancouver YVR

17:25

Vancouver Int.

Terrace YXT

19:04

Terrace

 AC8441

1hr 39m

Cabin : Economy Class (L)

Operated by Air Canada Express -
Jazz

[De Havilland Dash 8-400](#)

Purchase summary



The following charges (tax inclusive) will appear on your credit or debit card statement:

Amount paid: CA \$3047.48

Full details can be found in your attached Itinerary/Receipt.

For 2 Adults , 2 Youths

Flights

Air transportation charges

Base fare - Adult (636.86 x 2) - WCAZ2MZ1 \$1273.72

Base fare - Youth (636.86 x 2) - WCAZ2MZ1 \$1273.72

Taxes, fees and charges

Air Travellers Security Charge - Canada	\$75.68
Goods and Services Tax - Canada - 100092287 RT0001	\$131.16
Airport Improvement Fee Deposit - Canada	\$293.20

Grand total - Canadian dollars **\$3,047.48**

Canada, U.S.: 1 (888) 247-2262

[Other numbers](#)



Air Canada applies travel document and animal entry and exit requirements contained in IATA's Travel Information Manual, available on the [IATA Travel Centre website](#).

To ensure delivery to your inbox, please add confirmation@aircanada.ca to your address book's safe sender list. This service email was sent to you because you purchased an Air Canada flight. It provides important flight information that must be communicated to you. This service email is not a promotional email. Please do not reply to this email as this inbox is not monitored. If you have questions, please visit aircanada.com

Your privacy is important to us. To learn how Air Canada collects, uses and protects the personal information you provide, please view our [Privacy Policy](#).

Air Canada, P.O. Box 64239, RPO Thorncliffe, Calgary Alberta - T2K 6J7

Receipt

Hotels.com itinerary: 

Purchase date: Mar 5, 2026

Booking details

Comfort Inn & Suites

5112 Highway 16 West, Terrace, BC, V8G 5S6 Canada

Check in: May 25, 2026

Check out: May 26, 2026

2 rooms x 1 night

Standard Room, 2 Queen Beds, Non Smoking

Booked for: Richard Pesik

Standard Room, 2 Queen Beds, Non Smoking

Booked for: Richard Pesik



Payment details

Room 1 price

Mon, May 25

CA \$173.02

Taxes

CA \$25.95

Room 2 price

Mon, May 25

CA \$173.02

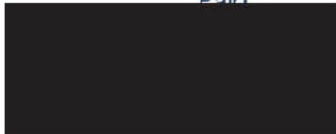
Taxes

CA \$25.95

Total

CA \$397.94

Paid





MEETING AGENDA ITEM #12.1

Action:		Information:	X
Meeting:	Regular	Meeting Date:	April 29, 2026
Topic:	Board Chair Report – April 2026		

Background/Discussion:

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

Recommended Action:

Information only; no action required.

Presented by: Board Chair



BOARD CHAIR REPORT

APRIL 2026 REGULAR BOARD OF EDUCATION MEETING

Since our last Board meeting, Trustees attended the BCSTA Annual General Meeting in Vancouver. BCSTA is our provincial association representing all Boards of Education across British Columbia and supporting good governance.

Our Board brought forward three motions for provincial consideration:

- **Education System Review and Planning** – This motion did not pass.
- **Early Years Education and Childcare** – This motion was passed.
- **Emphasizing Arts Education for Student Success** – This motion was passed.

We will continue to advance this work in collaboration with BCSTA and with our Northwest and Northeast Trustee colleagues, particularly in areas where support was demonstrated through the successful motions.

Our BCSTA Trustee Representative, Ed Harrison, will report further on the Annual General Meeting and the work of the Northwest Branch. We also acknowledge Ed Harrison for continuing in his role as President of the Northwest Branch for another year.

At the Provincial Meeting, it was wonderful to have Cinq-saumons students from Terrace present. While they are part of the Conseil scolaire francophone de la Colombie-Britannique and not under our District governance, their outstanding performance highlighted the importance and impact of arts education in our schools.

I will continue my involvement with the Rural and Remote Network, a BCSTA committee led by Helen Gilbert, which will support ongoing advocacy related to our motions, including advancing arts education in schools.

Provincially, Board Chair discussions continue to focus on budget challenges and the importance of ensuring policies and procedures remain current. Our Policy Committee is actively engaged in this work, with opportunities for consultation as needed. Trustees are also participating in Budget Committee work, and I would like to thank staff, union representatives, students, and PAC members for their valuable contributions.

Finally, as this is an election year, Trustees and the leadership team are receiving preparation materials and participating in information sessions. The election bylaw will likely come forward at the next meeting. The nomination period runs from September 1 to 11, 2026, with General Voting Day on October 17, 2026.

Respectfully submitted,

Trustee Margaret Warcup
Board Chair

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