



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

**BOARD OF EDUCATION
REGULAR BOARD MEETING**

HAZELTON SECONDARY SCHOOL

**WEDNESDAY, OCTOBER 28, 2026
5:30 P.M.**

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



COAST MOUNTAINS BOARD OF EDUCATION SCHOOL DISTRICT 82
REGULAR MEETING OF THE BOARD OF EDUCATION
WEDNESDAY, OCTOBER 28, 2026 – 5:30 P.M. (Hybrid)
HAZELTON SECONDARY SCHOOL

A G E N D A

1. ACKNOWLEDGEMENT OF THE TERRITORY & CALL TO ORDER			
2. DECLARATION OF QUORUM			
3. APPROVAL OF AGENDA			
4. APPROVAL OF MINUTES OF PRIOR MEETING	Motion	Attachment	
4.1 Regular Meeting of the Board, September 29, 2026	Motion	Attachment	Pages 2-11
5. RECEIPT OF RECORDS OF IN CAMERA MEETING			
5.1 Summary of In Camera Meeting, September 29, 2026	Motion	Attachment	Pages 12-13
6. PRESENTATION: “KSM Mine Tour” by Dan Hamel	Information	Verbal	
7. CORRESPONDENCE			
- There was no correspondence received.			
8. SUPERINTENDENT OF SCHOOLS’ MONTHLY REPORT	Information	Attachment	Pages 14-37
9. INDIGENOUS EDUCATION REPORT	Information	Attachment	Pages 38-60
10. INDIGENOUS EDUCATION COUNCIL (IEC) - Updates	Information		
11. STANDING COMMITTEE REPORTS			
11.1 <u>Business Committee Report</u> (Trustee Ed Harrison)	Information	Attachment	Pages 61-63
11.1.1 Business Committee Meeting Minutes, October 14, 2026	Motion	Attachment	Pages 64-72
11.1.2 Ministry of Education Data Management 1701 Preliminary Report			
11.2 <u>Education Committee Report</u> (Trustee Karen Jonkman)	Information	Attachment	Pages 73-77
11.2.1 Education Committee Meeting Minutes, October 14, 2026			
12. NEW BUSINESS			
12.1 General School Trustee Elections	Motion	Attachment	Pages 78-79
13. TRUSTEE REPORTS			
13.1 Board Chair Report	Information	Attachment	Pages 80-81
13.2 Trustee Reports	Information	Attachment	
13. QUESTION PERIOD			
14. ADJOURNMENT			



MEETING AGENDA ITEM #4.1

Action:	X	Information:	
Meeting:	Regular	Meeting Date:	October 28, 2026
Topic:	Minutes of the Regular Meeting of the Board, September 29, 2026		

Background/Discussion:

Minutes as attached.

Recommended Action:

THAT the minutes of the Regular Meeting of the Board held September 29, 2026, be approved.

Presented by: Secretary Treasurer



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

TUESDAY, SEPTEMBER 29, 2026 – 5:00 P.M.

VIRTUAL MEETING

PRESENT WERE:

Board Chair - M. Warcup
Vice Chair - K. Jonkman
- E. Harrison
- A. Maitland
- W. Jones
- 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, Learning Services
Director of Instruction, Indigenous Education
Director of Facility Services

- J. Nieckarz
- P. Barron
- D. Mortimer
- R. Schibli

Board Chair Warcup acknowledged with respect the school District's business being conducted on the unceded traditional territories of the Gitksan, Haisla, Nisga'a, and Ts'msyen Peoples. She further acknowledged that the meeting was being held in Terrace on the traditional territory of the Ts'msyen Peoples. 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.

Board Chair Warcup welcomed guests who joined the first Regular Board meeting of the 2026-2027 school year. The meeting was also livestreamed via Coast Mountains School District YouTube Channel. Trustees and District staff were introduced and Board Chair Warcup welcomed Coast Mountain Teachers' Federation (CMTF) Representative.

Board Chair Warcup welcomed students, staff and families to the new school year, with a special welcome to those joining Coast Mountains School District for the first time. She expressed appreciation to staff for preparing schools over the summer and supporting students and families during September startup.

Board Chair Warcup acknowledged and recognized the following observances and events taking place since the previous Regular Board Meeting:

- On September 25th a *District In-Service Day* was held, appreciation was expressed to the Indigenous Education Department and local Nations for organizing opportunities for shared learning and connection. She thanked those who welcomed staff and shared their knowledge, stories, experiences and teachings throughout the day.

- Honoured *Terry Fox Run* and his Marathon of Hope, acknowledging the participation of students and educators in Terry Fox Run activities. She recognized his courage and determination and the inspiration his example continues to provide to students to make a difference in their communities. She extended appreciation to students, staff, volunteers and families who supported these activities.
- September 30th is *National Day for Truth and Reconciliation*, honouring the children who never returned home from residential schools, survivors, their families and communities. She recognized the lasting impacts of the residential school system on Indigenous Peoples across generations.
- September 30th is *Orange Shirt Day*, recognizing the day as a movement that brings attention to the continuing impacts of residential schools and affirms that Every Child Matters. She noted that both observances invite us to remember, listen and deepen our understanding of this history and its lasting effects on Indigenous Peoples.

The following reminder was shared by Board Chair 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 5:00 p.m.

2. DECLARATION OF QUORUM

A quorum was declared.

3. APPROVAL OF AGENDA

Motion #8979

THAT the agenda for September 29, 2026, Regular Meeting of the Board (Public) be approved as circulated.

Carried
All in Favour

4. APPROVAL OF MINUTES OF PRIOR MEETING

4.1 Regular Meeting of the Board, June 17, 2026

Motion #8980

THAT the minutes of the Regular Meeting of the Board held June 17, 2026, be approved.

Carried

All in Favour

5. RECEIPT OF RECORDS OF IN CAMERA MEETING

5.1 Summary of In Camera Meeting, June 17, 2026

Motion #8981

THAT the Summary of the In Camera Meeting of the Board held June 17, 2026, be approved.

Carried

All in Favour

6. PRESENTATIONS

6.1 Truth and Reconciliation in Canada: Donna Mortimer, Director of Instruction, Indigenous Education

Donna Mortimer, Director of Instruction, Indigenous Education, introduced three short videos featuring Phyllis Webstad in recognition of the National Day for Truth and Reconciliation and Orange Shirt Day:

- [Phyllis Webstad Introduction](#): Phyllis introduced herself as a residential school Survivor, an intergenerational Survivor and a founding member of Orange Shirt Day.
- [Phyllis Webstad Reads Phyllis's Orange Shirt](#): Phyllis shared her story through a reading of her book, recounting her experience of having her orange shirt taken away when she arrived at residential school and reinforcing the message that Every Child Matters.
- [Purpose of Orange Shirt Day](#): Phyllis explained the importance of continuing conversations about residential schools, listening to Survivors with an open mind and heart, and remembering their experiences.

Director Mortimer invited participants to reflect on the connection between Every Child Matters and caring, respectful relationships in education, where students feel known, valued and connected, and their identities, languages and cultures are respected. She emphasized reconciliation as an ongoing responsibility through listening to Survivors, learning alongside local Nations and strengthening relationships with students, families and communities.

Board Chair Warcup thanked Director Mortimer for the presentation and reflected on the importance of storytelling.

Received

(No motion required)

7. CORRESPONDENCE

7.1 Minister of Education and Child Care – SOGI 123 and Safe, Inclusive Schools

Board Chair Warcup summarized correspondence dated July 22, 2026, from Minister of Education and Child Care Lisa Beare. The letter advised that funding to the ARC Foundation, which developed SOGI 123 in collaboration with education partners, would not continue in the 2026–2027 fiscal year. Existing SOGI 123 resources would remain available for optional use by schools and educators. The Minister reaffirmed the Ministry's commitment to safe, welcoming and inclusive learning environments for all students and staff.

Received
(No motion required)

8. SUPERINTENDENT OF SCHOOLS' MONTHLY REPORT – September 2026

THAT the Superintendent of Schools' Monthly Report to the Regular Board Meeting of September 29, 2026, be received as presented.

Received
(No motion required)

9. INDIGENOUS EDUCATION REPORT – September 2026

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

Received
(No motion required)

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

Superintendent MacMillan read the September 29, 2026, written update on behalf of IEC Chair Jericho Collison, who sent regrets. The Council reported that a Secretariat had been engaged to support coordination and ongoing engagement, and that its next meeting was planned for October.

Received
(No motion required)

11. STANDING COMMITTEE REPORTS

11.1 Business Committee Report (Trustee Harrison)

11.1.1 Business Committee Meeting Minutes, September 16, 2026

THAT the minutes of the Business Committee Meeting held on September 16, 2026, be received for information.

Received
(No motion required)

11.1.2 Draft 2025-2026 Audited Financial Statements

The external auditor, Steve Kietzmann, presented a verbal report on the audit of the District's financial statements for the year ended June 30, 2026. He reviewed the operating, capital and special purpose funds, described the District's financial position as healthy, and advised that the audit firm, Doane Grant Thornton LLP, was in a position to express an unqualified opinion. He also explained the reporting framework used by British Columbia school districts.

The auditor and Chair thanked Secretary Treasurer Fuller and the Finance team for their work in completing the audit and supporting the Board's review.

Motion #8982

THAT the Board approves the 2025-2026 Audited Financial Statements and Notes (Version: 6003-5258-3275).

Carried
Opposed: Trustee M. Maxium (recorded at his request)

11.1.3 2025-2026 Indigenous Education Targeted Fund Carry Forward

Trustee Harrison presented the proposed carry forward of unspent Indigenous Education targeted funds and advised that a letter would be provided to the Indigenous Education Council to inform them of the surplus carry forward.

Secretary Treasurer Fuller corrected the funding allocation and clarified that the carry-forward amount was \$1,282,537. Trustee Harrison accepted the correction to his motion before the vote.

Motion #8983

THAT the Board approves the carry forward of \$1,282,537.00 in surplus Indigenous Education Targeted Funds to the 2026-2027 fiscal year.

Carried
Opposed: Trustee M. Maxim (recorded at his request)

11.1.4 Draft 2025-2026 School Year Financial Statement Discussion & Analysis Report

Trustee Harrison presented the report, which summarizes significant events, financial activities and factors affecting the District's financial statements. Secretary Treasurer Fuller encouraged readers to use the report to assist in understanding the financial statements and schedules.

Motion #8984

THAT the Board approves the Draft 2025-2026 School Year Financial Statement Discussion & Analysis Report.

Carried

Opposed: Trustee M. Maxim *(recorded at his request)*

11.2 Education Committee Report (Trustee Karen Jonkman)

11.2.1 Education Committee Meeting Minutes, September 16, 2026

THAT the minutes of the Education Committee Meeting held on September 16, 2026, be received for information.

Received

(No motion required)

11.2.2 Enhanced Student Learning (ESL) – 2026 Interim Progress Report

Superintendent MacMillan outlined the 2026 Interim Progress Report, previously presented to the Education Committee on September 16, 2026. The report reviews student learning outcomes and identifies areas for growth and planned actions in literacy, numeracy, student well-being, graduation and post-secondary transitions. It was presented for Board approval prior to submission to the Ministry of Education and Child Care.

Board Chair Warcup acknowledged the work undertaken to establish the goals and the commitment to supporting students. Trustees were invited to ask questions; none were raised.

Motion #8985

THAT the Board approves the Enhanced Student Learning (ESL) – 2026 Interim Progress Report for submission to the Ministry of Education and Child Care.

Carried

Opposed: Trustee Maxim *(Board Chair Warcup directed vote be recorded)*

11.2.3 Final Approval: Out-of-Country Field Trips for Caledonia Secondary & Mount Elizabeth Middle Secondary School *(This item was brought forward and considered immediately following Agenda Item 10)*

Trustee Jonkman presented the requests for final approval of the Caledonia Secondary School trip to Portugal and Spain and the Mount Elizabeth Middle Secondary School trip to the Alps and Mediterranean Coast during Spring Break in March 2027. Both trips had previously received approval in principle and were presented ahead of the 120-day pre-departure timeline. The travel plans outlined the proposed itineraries, with exact flight and accommodation details to be confirmed and provided to the District closer to departure.

Patsy Chant, Travel Group Leader, for Caledonia Secondary School, provided an update on the trip, noting that 37 students were currently registered. A recruitment meeting would be held that evening to offer the five remaining spaces to eligible students. She also outlined the chaperone arrangements, advising that six chaperones were in place and noting a ratio of one chaperone for every six students. No questions were raised.

Janelle Hittel, Principal, and Lissa Waite, Travel Group Leader, representing Mount Elizabeth Middle Secondary School, were available to answer questions regarding their school's trip, as outlined in the written travel proposal included in the Board package.

Motion #8986

THAT the Board grant final approval for the Caledonia Secondary School and Mount Elizabeth Middle Secondary School out-of-country field trips during Spring Break 2027, as outlined in the attached travel plans, at no cost to the Board and subject to ensuring student safety and adhering to applicable federal and provincial travel advisories, regulations, and protocols.

Carried

All voting Trustees were in favour. Trustee Maxim did not vote.

12. NEW BUSINESS

12.1. 2026-2027 Annual Board Work Plan

Board Chair Warcup presented the Annual Board Work Plan as a guide to the Board's priorities and activities for the coming school year and noted that it may be updated as circumstances change.

Motion # 8987

THAT the Board approve the 2026-2027 Annual Board Work Plan as presented.

Carried

All in Favour

13. TRUSTEE REPORTS

13.1 Board Chair Report – September 2026

Added Item: Superintendent MacMillan's Self-Initiated Performance Review

Board Chair Warcup introduced the item concerning Superintendent MacMillan's self-initiated performance review, added during approval of the agenda. She spoke positively about the review and the Superintendent's commitment to continued learning and improvement.

Motion # 8987

THAT at the In Camera meeting, the Board accepted Superintendent Tracey MacMillan's self-initiated performance review as presented. The Board appreciated the review's thoughtfulness, self-reflective approach and clear connection to the District Strategic Plan. We thank and commend Tracey's commitment to professional growth and continuous improvement. We encourage the sharing of the report's graphics as a way to highlight this positive work from her leadership and its alignment with the District's priorities.

Carried

Opposed: Trustee M. Maxim (recorded at his request).

Board Chair Warcup thanked Superintendent MacMillan for the review and her leadership.

13.2 Trustee Reports

Board Chair Warcup invited Trustees to provide reports.

Trustee Harrison reflected on attending the June feast at Skeena Middle School with the Grade 9 students. He noted that he was impressed with the students and the respect they demonstrated, both for Indigenous Peoples and for their own participation. He described the feast as a terrific event that was very well organized.

Trustee Jonkman reflected on the District In-Service Day at Kitamaat Village (Haisla), describing it as an excellent day. She noted that she learned a great deal about Haisla culture and how the feast works through conversations with Elders throughout the day.

Trustee Jonkman also advised that a forum for Kitimat Trustee Candidates would be held at Mount Elizabeth Middle Secondary School on October 8 at 7:00 p.m.

Received

(No motion required)

14. QUESTION PERIOD

Board Chair Warcup invited questions pertaining to the agenda. No questions were received.

15. ADJOURNMENT

The next hybrid Regular Board of Education Meeting will be determined.

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



MEETING AGENDA ITEM #5.1

Action: X

Information:

Meeting: Regular

Meeting Date: October 28, 2026

Topic: **Summary of In-Camera Meeting of the Board, September 29, 2026**

Background/Discussion:

Summary as attached.

Recommended Action:

THAT the Summary of the In-Camera Meeting of the Board held September 29, 2026, be received.

Presented by: Secretary Treasurer



**SUMMARY OF PROCEEDINGS AND DECISIONS MADE AT THE
IN CAMERA MEETING OF THE BOARD OF EDUCATION
SCHOOL DISTRICT 82 (COAST MOUNTAINS)
HELD SEPTEMBER 29, 2026
PURSUANT TO SECTION 72(3) OF THE *SCHOOL ACT***

The Board of Education:

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



MEETING AGENDA ITEM #8

Action:		Information:	X
Meeting:	Regular	Meeting Date:	October 28, 2026
Topic:	Superintendent of Schools' Monthly Report		

Background/Discussion:

Attached for reference is the Superintendent of Schools' Monthly Report for presentation at the October 28, 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 October 2026



A Message from the Superintendent

Ama Sah / Good Day,

October has been another busy and rewarding month across Coast Mountains School District, filled with opportunities to connect with students, staff, families, and community partners while celebrating the great work happening in our schools.

Throughout the month, our District Education Team has been meeting with school administrative teams to review their School Growth Plans. These conversations allow us to reflect on student achievement, celebrate successes, and discuss priorities for continued growth. A sincere thank you to our principals, vice-principals, teachers, and staff for their thoughtful planning, collaboration, and commitment to student success and well-being.

One of the parts of my role I enjoy most is visiting schools and spending time with students and staff. This month, I have appreciated seeing firsthand the creativity, care, and engaging experiences taking place in classrooms. A special highlight was my visit to Bear Valley School in Stewart, where I enjoyed reading with Ms. Scott's Kindergarten/Grade 1 class. Moments like these are such a lovely reminder of why we do this work! Thank you to the many teachers, students, and school teams who welcome me so warmly during my visits.



Early Years Fair
Left to Right: Superintendent MacMillan and Jeff Coroughly, StartStrong Facilitator & Early Childhood Educator.



Left to Right: District Principal McDonald and Rachel Gull, StartStrong Facilitator & Early Childhood Educator.

Our partnerships continue to grow, creating valuable opportunities for students and staff. From recent discussions with UNBC about teacher education and professional learning to the many initiatives highlighted in this report, these relationships are important to the success of our schools.

I also had the pleasure of attending the Early Years Fair at Suwilaawks Community School, where I enjoyed connecting with families and meeting many of the organizations that provide important programs and services for our youngest learners. It was great to see so many people coming together in support of children and families! A special thank you to District Principal Tina McDonald and our Early Learning Team for their contributions, along with the organizers and community partners who helped make this event such a success!

Throughout this month's report, you will find inspiring examples of student creativity, hands-on learning, cultural connections, and acts of kindness and generosity. There is certainly much to celebrate across our district!

Finally, I would like to extend my sincere appreciation to our staff, students, families, Trustees, First Nations, and community partners for your ongoing support and dedication. Through our collective efforts and strong relationships, we continue to make a positive difference for the learners we serve.

Sincerely,

Tracey MacMillan, Superintendent



Upcoming Dates:

November 8 – Indigenous Veterans Day
November 11 - Remembrance Day
November 18 & 19 – Early Dismissal
November 27 – Pro-D

Superintendent's Report to the Board

October 2026



Celebrating Our School Administrative Assistants “Thank You!”

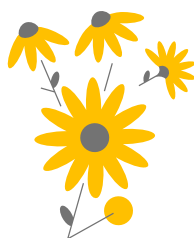
We would like to extend special recognition and a sincere thank you to our School Administrative Assistants across the district for the tremendous work they do, particularly behind the scenes in preparation for the opening of school. From new student registrations, MyEducation BC data entry, schedules and class lists, to welcoming families, supporting students who come to the office, and responding to the many questions that arise throughout a busy school day, their role is invaluable.

During my visits to all Stewart, Kitwanga, and Hazelton I witnessed firsthand the warmth, care, organization, and welcoming presence our Administrative Assistants bring to their schools. Often the first person students and families meet when entering a school, they help set the tone for a welcoming school community.

To all of our School Administrative Assistants across the district, please know how much we appreciate you and the important work you do each day!



New Hazelton Elementary School: Sherril Penfold,
Administrative Assistant



Hazelton Secondary School (left to right): Helene Paranich
and Julia Kokelj Administrative Assistants



Majagaleehl Gali Aks Elementary School: Jolynn Forsythe,
Administrative Assistant



Kitwanga Elementary School: Dawn Hippiisley,
Administrative Assistant



Bear Valley School: Lori McKay,
Administrative Assistant

Superintendent's Report to the Board October 2026



Culinary Skills in Action at MEMSS

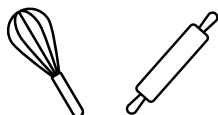
During my recent visit to Mount Elizabeth Middle Secondary School, I had the pleasure of spending time with teacher Alex Wilson and her Grade 9/10 Foods class as students put their culinary skills to work creating a carefully measured Play-Doh recipe. This hands-on activity provided a practical introduction to working in the Home Economics kitchen, with students applying important skills such as accurate measurement, following procedures, problem-solving, and collaboration.



Alex Wilson (far left), Foods Teacher, and her Grade 9/10 students share their hands-on cooking activity with Superintendent MacMillan (far right).



Alex Wilson, Foods Teacher, with Grade 9/10 students during their hands-on learning in the MEMSS Home Economics room.



It was wonderful to see students engaged in their learning while developing skills they will continue to build upon throughout the course. Thank you to Alex and her students for the warm welcome and for inviting me to be part of their classroom learning!



With Appreciation and a Warm Welcome

We would like to acknowledge Trustees Julia Sundell and Mike Maxim as they conclude their terms on the Board of Education. We thank them for their time serving Coast Mountains School District and wish them both well in their future endeavours.



We would also like to extend a warm welcome to our two new Trustees, Troy Peters (Thornhill) and Bryana Jack (Hazelton). We look forward to getting to know you, working together, and sharing the many wonderful things happening in our schools and communities as we continue to support student learning and success.

Bringing Culture and Education Together – Truth and Reconciliation District In-Service Day

On September 25, Truth and Reconciliation was recognized across Coast Mountains School District, with First Nations taking the lead in planning and facilitating meaningful learning opportunities in partnership with the District. These gatherings provided staff with opportunities to listen, learn, and strengthen relationships with the Nations and communities we serve.



Superintendent's Report to the Board

October 2026



Left to Right: Superintendent MacMillan, Duane Grant, Language & Culture Manager for Haisla Nation, Nancy Tormene, Principal of KCH and Trustee Jonkman

This year, Director Nieckarz and I had the pleasure of joining staff in Kitimat, where we boarded buses and travelled to the Haisla community for a wonderful day of learning hosted by the Haisla Nation.

The day began with an excellent keynote presentation, followed by learning opportunities with Elders, Knowledge Holders, and community educators. We had two wonderful Masters of Ceremonies, including Duane Grant, a former CMSD student, who was welcoming, knowledgeable, and had a terrific sense of humour. It was especially nice to see a former student in this important role!

One of the highlights for us was learning about Haisla feast protocols as the hall was prepared for lunch. I also participated in a

cultural learning session where we learned about the importance of shapes and lines in Indigenous art, including ovoids, and how traditional red and black pigments were created using materials from the land. This was a wonderful opportunity to deepen our understanding of the connections between culture, art, and the land, and to appreciate how these teachings can be meaningfully incorporated into classroom learning and the curriculum.

We also enjoyed a walking and learning tour of important cultural artifacts throughout the community. It was a beautiful day to be outdoors, learning about Haisla history, totem poles, and connections to the land.

A sincere thank you to the Haisla Nation, Elders, Knowledge Holders, presenters, and facilitators for welcoming us and generously sharing their knowledge. Special thanks to Annette Sorensen and the Haisla planning team, along with CMSD Director Donna Mortimer, Vanessa Shirey (Administrative Assistant), Indigenous Support Workers and our District team for their work and support. It was a truly terrific day of learning, filled with meaningful conversations, new understandings, and opportunities to strengthen relationship.



Left to Right: Rob Parker, Principal of Haisla Community School, Lissa Sorenson, and Director Nieckarz.



Indigenous Support Workers from Left to Right: Raeonna Woods, MEMSS and Lauren Alex, Nechako Elementary



Left to Right: Stacey Rodriguez, Vice Principal of MEMSS & Director Nieckarz



MEMSS Staff: Maryka Rypma & Rick Jones

Superintendent's Report to the Board

October 2026



Experiences like these remind us that reconciliation is an ongoing journey and that what we learn together helps shape the work we do with our students and families.



From Left to Right: Ana Pires, Counsellor at MEMSS and Trustee Jonkman

Colton Rand, Vice Principal of MEMSS



Strengthening Partnerships with UNBC – Supporting Future Educators



Left to Right: Director Barron, Superintendent MacMillan, and Nathan Lachowsky, Dean, Faculty of Human and Health Sciences

I recently had the opportunity to meet with the Dean of the Faculty of Human and Health Sciences from the University of Northern British Columbia (UNBC), who was visiting Terrace in conjunction with a career fair held at the Northwest Trades and Employment Training Centre (NTETC). Director Barron also joined us for this engaging conversation.

Our productive meeting focused on strengthening our existing partnership with UNBC and exploring opportunities to support teacher recruitment, retention, and professional learning across our district. Over the years, Coast Mountains School District has welcomed UNBC student teachers for practicum placements and hired graduates who have gone on to become part of our school communities.

Of particular interest was the September 2027 intake of the Regional Bachelor of Education program in Terrace, which will introduce a revised hybrid delivery model with increased online coursework, reduced weekly in-person requirements, and additional in-person intensive sessions.

We also discussed opportunities for master's-level programming to support the continued professional growth of our teachers and school administrators. Strengthening these educational pathways is particularly important as we work to recruit and retain qualified educators and reduce our reliance on Letters of Permission (LOPs).

Thank you to UNBC for the engaging conversation and its continued commitment to supporting education in northern communities. We look forward to building upon this valuable partnership!

A Warm Welcome and Wonderful Learning at Bear Valley School!

During my recent visit to Bear Valley School in Stewart, I had the opportunity to spend time with students and staff, visit classrooms, and see firsthand the many



Superintendent's Report to the Board

October 2026



High School students assist Mr. Ian Wen (middle) with setting up for PE class.

wonderful things happening in this small but vibrant school community. Director Barron joined me for the visit, and we both appreciated the warm welcome we received.

One of the highlights for me was spending time with Ms. Terri Scott's Kindergarten/Grade 1 class, where I enjoyed reading with the students and sharing in their enthusiasm for learning. I also appreciated connecting with secondary students, hearing about their learning experiences, and having conversations with staff about the great work taking place throughout the school.

Bear Valley School's Growth Plan. It was a valuable opportunity to discuss school priorities, celebrate successes, and explore strategies to continue supporting student learning and achievement. I also appreciated the opportunity to connect with Board Trustee Wayne Jones, who is always interested in exploring ways to support our district, schools, and student success.

An important part of our visit was meeting with Principal Jocelynn Drew to review



Viewing the new laser engraving machine.
Left to Right: Director Barron, Eric Drew, Teacher, and Superintendent MacMillan.

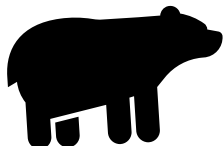


Left to Right: Trustee Jones & Superintendent MacMillan

Bear Valley has also introduced some exciting new technology, including a 3D printer and laser engraving machine, providing students with additional opportunities for hands-on learning, creativity, and design. A special thank you to teacher Eric Drew for the thoughtful keepsake, a beautifully laser-engraved stone commemorating our visit!



K-1 students perform 'Five Little Pumpkins'
Left to Right: Teri Scott, Teacher, Students, and Christina Smith, Education Assistant at Bear Valley



We thank Principal Drew, the students, and all staff at Bear Valley School for your warm hospitality, positive energy, and the care and dedication you bring to your school community each day. It is always rewarding to visit our schools and see the many ways our staff work together to create welcoming, engaging, and meaningful learning experiences for students!

Superintendent's Report to the Board

October 2026



Creating Welcoming Spaces and Supporting Students at Kitimat City High

During my recent visit to Kitimat City High, it was wonderful to see the many ways students are being supported. I particularly enjoyed visiting with the Youth Support Worker, Analisa Simpson, who has thoughtfully created a welcoming, comfortable, and engaging office space where students can relax, connect, and feel supported.

I also appreciated the opportunity to meet Rachel Hahn, Child and Youth Mental Health Counsellor from the Haisla Youth Centre, who was connecting with the school principal to discuss ways to strengthen mental health and wellness supports for Haisla students attending Kitimat City High.



Left to Right: Nancy Tormene, Principal, KCH; Tracey MacMillan, Superintendent, and Rachel Hahn, Child and Youth Mental Health Counsellor from the Haisla Youth Centre



These are wonderful examples of the caring relationships and partnerships that help students feel a sense of belonging and support their success at school. A special thank you to everyone involved in making a positive difference for students at KCH!

Thank you, Analisa, for the support you provide to learners!

Congratulations to Dan Hamel – Excellence in Collaboration Award!

Congratulations to Dan Hamel, Principal of the Northwest Trades & Employment Training Centre (NTETC) and North Coast Distance Education School (NCDES), on being selected as the 2026 recipient of the Excellence in Collaboration Award by the Career Education Society of British Columbia! This provincial recognition celebrates Dan's leadership and outstanding commitment to building strong partnerships with post-secondary institutions, industry, schools, and community organizations to expand Career Education opportunities for students. Through his collaborative approach, Dan and his team continue to create meaningful, hands-on learning experiences that help students explore and prepare for their future careers. We extend our sincere congratulations to Dan on this well-deserved recognition and thank him and his team for their tremendous contributions to student success across our district!



Superintendent's Report to the Board

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Good News at Thornhill Elementary School

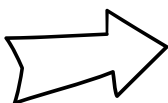


We have been working with local Indigenous artist Amanda Hugon to create a unique mural outside our school! Developed with input from our school, the mural is a special representation of our students and community. Every child in the school has their handprint represented in the rainbow, and the crests of the four houses are featured along the bottom, celebrating our connections, culture, and community.



(With appreciation to Kate Doane, Vice-Principal of Thornhill Elementary, for this contribution.)

Left to Right: Amanda Hugon with Thornhill Elementary Students



Classroom to Campfire: Foods Learning at Ferry Island

Students at Parkside Secondary recently took their learning beyond the classroom and into the outdoors for an exciting experiential Foods program at Ferry Island! Led by Alisha Cameron, Foods Teacher, and Job Daniels, Indigenous Outreach Worker, students had the opportunity to learn the art of cooking over an open fire while enjoying the beautiful natural surroundings. Through this hands-on experience, students developed practical cooking skills, explored outdoor food preparation techniques, and shared a meal they helped prepare.

The experience emphasized teamwork, relationship building, and meaningful learning through connection to the land. It was a wonderful opportunity to bring together food, outdoor education, and community in a fun and engaging environment. Most importantly, students had an absolute blast! Experiences like these highlight Parkside Secondary's commitment to experiential learning and creating memorable educational opportunities that extend well beyond the traditional classroom.



(With appreciation to Zack Frankel, Principal of Parkside Secondary, for this contribution.)

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Skeena Middle School Keeps Terry's Dream Moving

On Monday, September 28th, Skeena Middle School (SMS) participated in the annual Terry Fox Run. We, like many other schools across the district, province, and country participated in the run and other activities to commemorate Terry Fox's run across Canada and raise money for the Terry Fox Foundation to fight cancer. Terry Fox represented the best that Canadians have to offer. He was an example of courage, humility, determination, and perseverance.

As a school community, Skeena Middle School raised close to \$1800 through the Terry Fox Foundation's fundraising link at <https://schools.terryfox.ca/SkeenaMiddleSchool> as well as in-school fundraising activities.



Right to Left: SMS Staff taking a "Pie in the Face" - Shawn Dando, Joy Hill, Caesar Bradford, Joel Ewald, Cory Killoran, Ron Sidey, Ethan Wiebe, James Renwick, Kristine Schmidt, and Kristen Mailhot.

We ran a "Snack Shack" for a number of days selling nutritional snacks and drinks. All the money raised by the "Snack Shack" will be donated to the Terry Fox Foundation. We also did "Toonies for Terry". This was a fundraiser where students could buy a ticket for \$2.00 to enter a draw to throw a pie in the face of a staff member. During our Terry Fox Run Assembly, we had 11 staff members volunteer to take a Pie to the Face in front of all of our students and staff to help raise money for the Terry Fox Foundation. It was an incredibly fun assembly and this is just one activity we do that helps bring our students and staff together and continues to build the positive culture at SMS.

(With appreciation to Cory Killoran, Principal of Skeena Middle, for this contribution.)

Kildala's Terry Fox Run

Kildala Elementary's Terry Fox Run fundraising came with a unique incentive: the more money students raised, the more hair Ms. Klonarakis would cut off! The challenge culminated in a haircut at a school assembly, bringing students and staff together to celebrate their fundraising efforts. It was a memorable way to honour Terry Fox's legacy and show how a school community can make a difference together.

Left to Right: Charlotte Klonarakis and Joanne Mueller, Teachers at Kildala Elementary School.

(With appreciation to Chrysta Carreiro, Principal of Kildala Elementary, for this contribution.)



Welcoming International Students to Coast Mountains School District

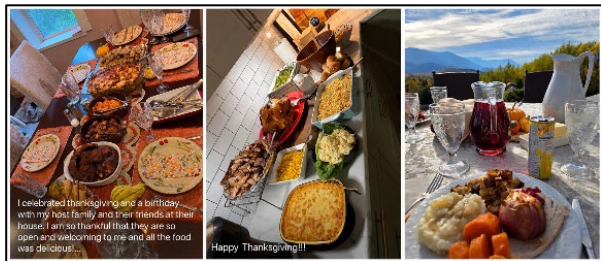
This year, we welcomed 54 new students from Germany, Brazil, Italy, Spain, Japan, the Czech Republic, Switzerland, and the Netherlands. It has been a wonderful start, with

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students settling into their schools, host families, and communities. We are also excited to welcome another 25 students for the second semester.



Our students have enjoyed experiencing Canadian Thanksgiving and discovering new places throughout our beautiful region. They are happy and making the most of their time here. A few are already looking to extend their stay from one semester to a full year—a lovely reflection of their positive experiences.

International students shared these Thanksgiving photos and personal captions with friends and family back home, offering a glimpse into their experiences with their host families.

Our host families are also enjoying welcoming students into their homes and learning about different cultures. Their kindness and support are such an important part of helping our students feel at home.

We are delighted with the start of the year and look forward to more wonderful experiences ahead.

(With appreciation to Joe Dominguez, Principal of International Student Program, for this contribution.)

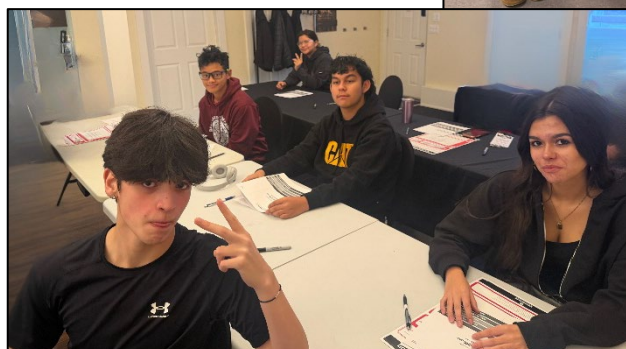
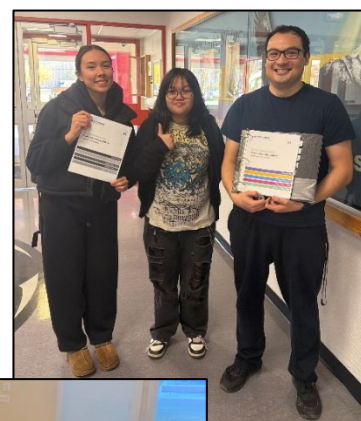
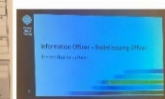


“Youth at the Booth” Hazelton Secondary Students Get Involved

Hazelton Secondary is supporting youth civic engagement through the **Youth at the Booth** initiative in partnership with Elections BC. Students have the opportunity to participate in paid training and work as election officials such as Ballot Issuing Officers and Information Officers, gaining valuable work experience and a deeper understanding of the democratic process.

A special thank you to **Gini at Elections BC** (Smithers District Office) for helping make this opportunity possible, and to the **youth who are stepping up to help out**, support voters, and serve their communities!

(With appreciation to Ryan McCann, Vice Principal of Hazelton Secondary, for this contribution.)



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Cambria Gold Mines Supports Student Nutrition at Bear Valley School

Bear Valley School is grateful for a generous \$5,000 donation from Cambria Gold Mines in support of the school's lunch program.

A healthy lunch is about much more than food. It gives students the energy they need to focus, participate, and make the most of their learning each day. When children have access to nutritious meals, they are better prepared to engage in the classroom, build positive relationships, and achieve their full potential.



The donation will help Bear Valley School continue providing healthy lunches for students throughout the year, ensuring that every child has access to nourishing food at school. For many students, sharing a meal with classmates is also an important part of feeling connected, supported, and ready to learn.

Community partnerships play a vital role in helping schools meet the needs of students, and this contribution will have a meaningful impact on the daily lives of children at Bear Valley School. The school extends its sincere thanks to Cambria Gold Mines for investing in the well-being of local students and helping ensure that full bellies lead to active minds, engaged learners, and a stronger school community.

Nourished bellies help nourish minds.

(With appreciation to Jocelynn Drew, Principal of Bear Valley, for this contribution.)

A Day in the Life at KSM (Kerr-Sulphurets-Mitchell)



On October 14th and 15th, Grade 11 and 12 students from Bear Valley School joined secondary students from across the district for ***A Day in the Life at KSM***, an immersive career exploration experience at the KSM mine site.

The program was designed to introduce students to the wide range of trades, technical careers, and professional roles required to operate a modern mine. Throughout the two-day experience, students had the opportunity to learn about everything from heavy equipment operation and mechanics to environmental monitoring, safety, logistics, and engineering.

The trip provided a hands-on look at the many career pathways available in the mining industry and gave students valuable insight into the skills, training, and teamwork involved in keeping a large-scale operation running successfully.

One of the highlights for many students was the opportunity to get up close to the massive CAT equipment used on site. Seeing the machinery in action and learning how it is operated gave students a new appreciation for the scale and complexity of mining operations.



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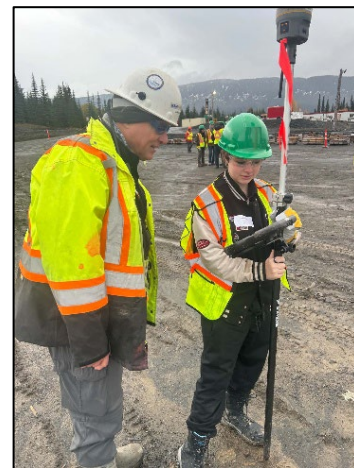
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The experience was both educational and exciting, and students returned with a greater understanding of the diverse opportunities available in the resource sector.

A sincere thank you goes to KSM for hosting this incredible learning opportunity, as well as to the chaperones (*Eric Drew, Teacher at Bear Valley, Dan Hamel, Principal of NTETC, and Louise Omerod, Vice-Principal of Hazelton Secondary*) and volunteer driver (*Alissa Korberg*) who helped make the trip possible. Their support allowed students to participate in a unique experience that connected classroom learning to real-world careers.

(With appreciation to Jocelynn Drew, Principal of Bear Valley, for this contribution.)

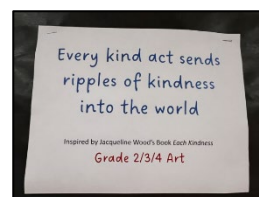


Left to Right: Director Nieckarz, Giuliana Reniero, Speech-Language Pathologist and Bobbie Pastershank, Behaviour Interventionist

Community and Creativity at Bear Valley School

A visit to Bear Valley School in Stewart is always a pleasure—a small rural school with a wonderful sense of community! Julia Nieckarz, Director of Instruction, recently joined Giuliana Reniero, Speech-Language Pathologist and Bobbie Pastershank, Behaviour Interventionist, to support the school team. Warm welcomes, happy children, and staff thoughtfully responding to students' individual needs made this a rewarding visit.

Building on her virtual support last spring, Bobbie spent time observing students and collaborating with staff on practical strategies. Giuliana completed Kindergarten speech-language screenings and shared visual communication tools to help children express their needs during everyday classroom activities.



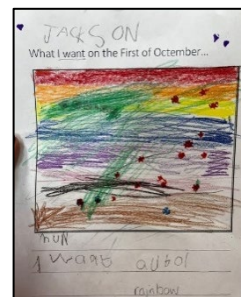
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Jocelynn Drew, Principal, and
Students of Bear Valley

The students' beautiful artwork was another highlight. Inspired by children's picture books, the principal encourages students to explore ideas, take creative chances, and let their imaginations shine. Even with the same story as a starting point, every piece reflects its creator's unique personality.

Thank you to the Bear Valley team for your hospitality, collaboration, and the care you bring to your school community!



Left to Right: Cari Hopkins, Teacher
and Giuliana Reniero, Speech-Language
Pathologist



(With appreciation to Juli Nieckarz, Director of Instruction,
Inclusive Education, for this contribution.)



Learning with our Administrative Assistants

October 23rd marked a wonderful opportunity for connection, collaboration, and learning as we welcomed Administrative Assistants from schools across Coast Mountains School District for our first joint Clerical Professional



Left to Right: Lynn Lindstrom, MyEd Level 1/Accounts
Receivable, Lynda Lang, Manager of Finance, Shelley Smith,
Accounting Clerk/Purchaser, and Shawna Wilson, Executive
Assistant to the Secretary-Treasurer & Communications Officer

Development Day. This session was made possible through the collaboration of several departments, bringing together colleagues to share knowledge, strengthen communication, and support the important work

happening in our schools every day.

A sincere thank you to everyone who contributed to this collaborative session.



**Administrative Assistants from left
to right:** Suzanne Banville, Skeena
Middle and Shannon Rupert,
Thornhill Elementary



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Left to Right: Jennifer Connor, Payroll Technician and Lynda Lang, Manager of Finance

Over the past year in my role as Executive Assistant, one of the most rewarding experiences has been the opportunity to get to know and work alongside so many wonderful people throughout our District.

One thing I have come to learn and appreciate even more is just how important our Administrative Assistants are to the success of our schools.

Working in an administrative support role at the Board Office, I understand the many responsibilities, competing priorities, and unexpected challenges that come with being the person others turn to for assistance. Our school Administrative Assistants are

often the first welcoming face or friendly voice that students, families, staff, and visitors encounter. The work they do behind the scenes each day is invaluable, and their dedication helps keep our schools running smoothly.



Administrative Assistants from Left to Right: Kandice McCauley, Thornhill Primary, Christina Gagne, Suwilawwks Community, Nicole Boivin, Parkside Secondary, and Cindy Nunes, Cassie Hall Elementary



Administrative Assistants from Left to Right: Renna Marcotte, Uplands Elementary, Shannon McAllister and Amy Unrau from Skeena Middle

One of the highlights of the day was having the opportunity to connect with colleagues beyond our usual phone calls and emails. It was wonderful to put faces to names, share conversations, and strengthen the relationships that make working together so meaningful.

I am truly grateful to have been part of this first session and hope it is just the beginning of many more opportunities for us to come together, share ideas,

learn from one another, and continue building a strong, supportive clerical team across our District.



Left to Right: Teri Davey, Administrative Assistant for Inclusive Education and Kyla Magnusson, Manager of Human Resources

Thank you to all our school Administrative Assistants for everything you do. Your work matters, and you are truly appreciated! It was wonderful to have everyone come together for such a meaningful day of learning, connection, and collaboration. Each and every one of you helped make this day special. I look

forward to many more opportunities for us to learn, connect, and work TOGETHER!



Administrative Assistants from Left to Right: Julia Kokelj, Hazelton Secondary, Tanya Duffy and Michelle Anger, Caledonia Secondary, Lori McKay, Bear Valley, and Trisha Stevens, Caledonia Secondary

(With appreciation to Lindsay Harder, Executive Assistant to the Superintendent & Board, for this contribution.)

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From Paintbrushes to 3D Printers: Creativity at Bear Valley School

Students in Eric Drew's high school class are putting their creativity and problem-solving skills to work as they design cars that will be produced using a 3D printer. The project connects design and technology with hands-on learning, encouraging students to consider how the shape, structure, and features of their cars could influence performance. Superintendent Tracey MacMillan and Director of Instruction Phillip Barron were fortunate to witness this creativity firsthand and were very impressed by the students' thoughtful designs, enthusiasm, and ingenuity.

The excitement will build toward the spring, when students will race their completed cars and see their designs in action. From an initial idea to a finished product, this project offers an engaging opportunity to test ideas, learn through trial and error, and celebrate creativity. Thank you to Eric Drew for providing students with this exciting learning experience!



Left to Right: Superintendent MacMillan, Students, Eric Drew, Teacher (middle) and Director Barron.



Left to Right: Director Barron, Jocelynn Drew, Principal of Bear Valley and Students

A class of younger students at Bear Valley School recently created beautiful autumn paintings with their Principal, Mrs. Jocelynn Drew. Students did an excellent job listening carefully and following directions while bringing their own creativity to their artwork. Their paintings captured the colors and beauty of the season, with each finished piece reflecting the student's individual ideas and artistic expression.

Students showed care and concentration throughout the activity and were very proud of their finished paintings. It was wonderful to see their confidence and excitement as they admired their own work and celebrated the creations of their classmates. Thank you to Mrs. Drew

for sharing this creative learning experience and helping students experience the joy of making art!

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

Numeracy

The October Numeracy Newsletter highlights simple ways to make mathematics part of everyday classroom routines, helping students build confidence, strengthen skills, and recognize math in their daily lives. Suggestions include calendar activities, counting and patterning, estimation, number talks, and representing attendance using fractions, ratios, or percentages. The newsletter also shares professional learning opportunities and updates on preparing manipulatives for schools, setting up pilot program

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accounts, and arranging workshops. Teachers can connect with Lana Hanna, District Numeracy Lead Teacher or Phillip Barron, Director of Instruction, Learning Services, for support.

Across the district, more than 70 teachers are piloting Mathology and MathUP to explore resources and approaches that strengthen primary and elementary mathematics instruction. The district covers program costs and provides materials, professional learning, and ongoing support. Lana is available to assist participating teachers and other staff across the district, with particular attention to new teachers and those working on Letters of Permission. Teacher feedback throughout the year will help inform future resource decisions and the Numeracy Working Group's ongoing work to build a consistent, sustainable approach to numeracy. We are deeply grateful to LNG Canada for its generous support in making this work possible.

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

FIRST PEOPLES PRINCIPLES OF LEARNING

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

Learning involves recognizing the consequences of one's actions.

Learning involves generational roles and responsibilities.

Learning recognizes the role of indigenous knowledge.

Learning is embedded in memory, history, and story.

Learning involves patience and time.

Learning requires exploration of one's identity.

Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.

For First Peoples classroom resources visit: www.fpnsc.ca

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NUMERACY NEWSLETTER

Communicate, Collaborate, Congratulate

Indigenous Connections

Math and The First Peoples Principles of Learning

The First Peoples Principles of Learning are a guide for great teaching. The principle that "learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place)", relates especially to excellent math practice.

To support Indigenous connection in math, Anna Ashley compiled some great resources in her [website](#), some of which I have linked below.

Numeracy News

- Setting up Pilot Programs and professional learning opportunities
- Meeting with new teachers and staff at schools throughout the district

For support, contact:
lane.hanna@cmsd.bc.ca ext.7520

UPCOMING EVENTS

- ✿ **MyPITA Pro-D**
23 Oct, 2026
- ✿ **BCAMT Math Conference**
23 Oct, 2026
- ✿ **Make Math Moments Free**
Virtual Math Summit
November 14, 2026

Primary and Elementary

- Through outdoor activities and [stories](#)
- [traditional games](#) that teach math concepts
- [Project based math](#)
- Include counting practice and naming the days of the week in language of the local First Nation
- Draw the calendar year as a circle with images of Phyllis Webstad's story in each part of the year

[READ MORE](#)

Elementary and Middle School

- multiples and pattern rules through [weaving](#)
- fractions through bannock making
- 3-D geometry with bentwood boxes
- geometry of circles with drum making
- graphing through weaving
- trigonometry through transformation masks

[READ MORE](#)

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French Immersion

Our French Immersion teachers continue to collaborate on the development of the district's **K–9 French Immersion Literacy Framework**. This work focuses on establishing consistent, evidence-based literacy practices aligned with the BC curriculum and the science of reading. The framework will provide teachers with a shared understanding of effective literacy instruction and support continuity in student learning across grade levels.

On October 23, a group of French Immersion teachers attended the **APPIPC conference in Surrey**, providing valuable opportunities for professional learning, networking, and collaboration with French Immersion educators from across the province. These opportunities continue to strengthen instructional practices and build teacher capacity within our district.

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



Early Learning



We are excited to announce the opening of a **new after-school childcare program at Thornhill Primary School**. This expansion provides additional childcare opportunities for families and reflects the district's continued commitment to supporting children and families through accessible, school-based childcare services. We are grateful to Jeff Coroghly, StartStrong Facilitator & Early Childhood Educator, for encouraging us to bring this service to his school community.

The program offers a welcoming, engaging environment where children can participate in play-based learning, creative activities, and social interactions beyond the regular school day. This initiative strengthens our early learning and childcare continuum while responding to the needs of families in our community.



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Additionally, the district was pleased to support the **Early Years Fair on Saturday, October 24, from 9:30 a.m. to noon at Suwilaawks Community School**. This community event brings together local organizations and service providers to connect families with valuable early childhood resources, services, and opportunities. Families enjoyed interactive activities while learning about the many supports available within our community.



Left to Right: Kim Seibel, Public Health Resource Nurse with Northern Health and Superintendent MacMillan



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

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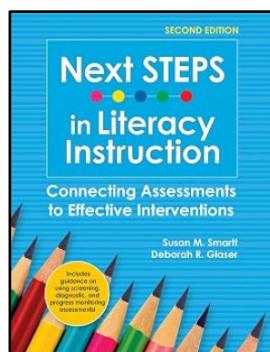
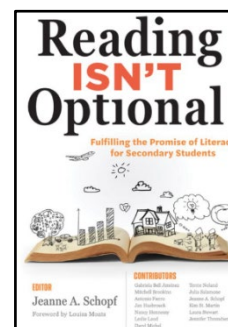


Literacy

The district will conclude its first **Acadience Reading benchmark assessment window on October 28**. We are encouraged by the progress students are demonstrating and look forward to using the assessment results to celebrate student growth, identify areas requiring additional support, and guide responsive literacy instruction across our schools. The continued implementation of evidence-based literacy practices and ongoing progress monitoring remains central to our district literacy initiatives.

Professional learning continues to be a priority as we launch two district-wide literacy book studies designed to strengthen instructional practices across grade levels.

Our **Grades 7–12 book study, *Reading Isn't Optional* by Colleen Schopf**, begins next Wednesday, October 28. This professional learning opportunity will focus on the importance of literacy instruction across all subject areas, emphasizing that developing proficient readers is a shared responsibility among secondary educators. Participants will explore practical strategies to support adolescent literacy, comprehension, and student engagement.



In mid-November, our **K–6 book study, *Next Steps in Literacy Instruction* by Susan Smart and Deborah Glaser**, will begin. This study will deepen teachers' understanding of the science of reading and its application to classroom instruction, with a particular focus on explicit, systematic literacy practices, assessment-informed instruction, and meeting the diverse learning needs of students.

Together, these initiatives reflect our continued commitment to building teacher capacity, strengthening instructional consistency, and improving literacy outcomes for all students across Coast Mountains School District.

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



Chill Skillz

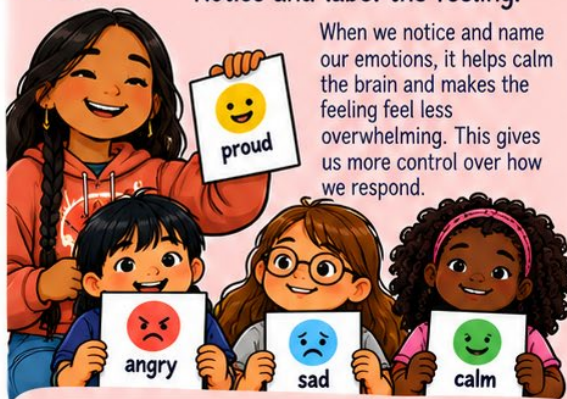
Emotional Regulation Skills

Practical tools parents can use at home to help children notice, manage, and express their emotions in healthy ways. These skills build calmer minds, stronger relationships, and greater success at school and in life.

1

Name it to Tame it

Notice and label the feeling.



When we notice and name our emotions, it helps calm the brain and makes the feeling feel less overwhelming. This gives us more control over how we respond.

Try saying:

- "I notice you seem ____ (mad, sad, worried, excited, etc.)."
- "It's okay to feel that way. Let's name it together."
- "Big feelings are normal. Naming the feeling helps our brain feel calmer."

2

Breathing

Use slow breathing to calm your body.



Slow, deep breathing helps turn down the body's stress response, slows the heart rate, and helps the brain feel safer and calmer.

Try this:

- Breathe in slowly through your nose for 4 counts.
- Hold for 4 counts.
- Breathe out slowly through your mouth for 6 counts.
- Do 3-5 breaths together.

3

Physical Regulation Moves

Use your body to help calm your mind.

Gentle movement and body-based strategies can help release built-up energy, calm the nervous system, and bring your brain back to a more regulated state.

Butterfly Hug



Cross your arms and gently tap your shoulders left and right, like a butterfly.

Tapping



Gently tap your hands, arms, or legs.

Shake It Out



Stand up (or stay seated) and shake your hands, arms, and whole body.

Hand Press



Press your hands together as hard as you can for 5 seconds, then release. Repeat.

4

Think of Your Happy Place

Use your imagination to feel calmer.

Imagining a safe, happy place can help calm the nervous system, reduce worry, and create a sense of safety and peace in your mind and body.

Try saying:

- "Close your eyes and picture a place where you feel safe, happy, and calm."
- "What do you see? What do you hear? What does it feel like?"
- "Take a few deep breaths while you imagine your happy place."



5

Challenging Your Unhelpful Thoughts

Look for a more balanced and helpful thought.

Sometimes our brain has unhelpful thoughts that make us feel worse. Noticing and challenging those thoughts helps us feel calmer, more confident, and better able to solve problems.

Try saying:

- "What's the thought you're having right now?"
- "Is that thought 100% true? What else might be true?"
- "Let's find a more helpful and realistic thought."
- "For example: 'I can't do this' can become 'I can try my best' or 'I can ask for help.'"



Calmer Minds Stronger Relationships Brighter Futures



MENTAL HEALTH SPOT LIGHT

October EMOTIONS AND REGULATIONS



Why Mental Health Matters

As school routines settle in and expectations increase, October can bring bigger emotions for children and youth. Learning to recognize, understand, and manage these feelings is an important part of well-being, for both children and adults. When caring adults are aware of their own emotions and practice regulation, they are better able to support children through challenging moments. Together, these skills help build stronger connections, navigate challenges, and create environments where children can thrive and engage in learning.

SPOTLIGHT: Whats happening at Schools:

Cassie Hall Elementary recently held a school-wide Chill Skillz Day! Students rotated through nine interactive stations, exploring different strategies to help them understand emotions, regulate their bodies, and discover tools that work for them.



What Can Happen at home:

Students Learn Physical Regulation skills



When big feelings show up, our first instinct can be to fix the problem, reassure, or explain why our child shouldn't feel that way. Instead, think about the 3 R's: Regulate, Relate, Resolve.

Remember, validation doesn't mean agreeing with everything your child says or does. It simply communicates: "Your feelings make sense, and I'm here with you."



Regulate

Take a moment to slow things down and help your child feel calm and safe.



Relate

Connect before trying to solve the problem. Validation is a powerful way to do this. Letting your child know that you hear and understand their experience.



Resolve

Once emotions have settled, you can begin to explore what your child might need or what could happen next.

Students learn ways to express feelings

Students reflect on their happy place

What you can say:

"That sounds really disappointing..."

- Because you were really hoping to go.
- Because you enjoy spending time with those friends.
- Because it can hurt when you feel like you're missing out on something everyone else gets to do.

"It makes sense that you're feeling frustrated..."

- Because you've been trying really hard.
- Because you want to be able to figure it out on your own.
- Because it's discouraging when something doesn't come as easily as you'd hoped.

Resources for Parents and Families

Supporting Your Child Through Challenges

https://learn.openparachuteschools.com/parent/login?id=CA_Zmz6DRC8&resource=xXNH_Aip73YVzRM46ag8L

When children feel heard and understood, it can be easier for them to move through big emotions and begin thinking about what they need next.

Conversation Starter: "What helps your body feel calm when you're having a tough moment?"



openparachute

PROFESSIONAL DEVELOPMENT

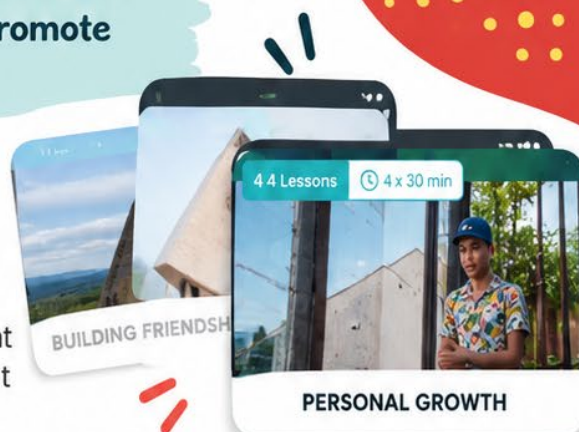


SELF-DIRECTED LEARNING

Open Parachute provides you with mental health and well-being programs designed to promote resilience in students from K - Grade 12.

openparachute

is a research-based, age-appropriate resource that offers ready-to-use lessons on topics like anxiety, stress, identity, and resilience. It provides a consistent framework that supports student well-being—without requiring teachers to be mental health experts.



Plug and Play

- ✓ Learn how to easily navigate the Open Parachute platform
- ✓ Explore lesson plans and videos that are ready to use immediately in the classroom
- ✓ Gain confidence in delivering content that fosters emotional literacy, empathy, and resilience in students

Tier 3
Intensive

Tier 2
Targeted

Tier 1
Universal



For User Name and/or Password Reset
Contact:

kateri.clay@cmsd.bc.ca

pamella.groves@cmsd.bc.ca



Educator Onboarding



Get started at

<https://learn.openparachuteschools.com/>

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Ongoing Considerations

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



Expanding Child Care Opportunities on School Grounds

Access to quality, affordable childcare continues to be an important consideration for families across our district. On October 12, we were pleased to open the Seamless Day After School Program at Thornhill Primary School, providing an additional childcare option for families. Building on this positive development, we continue to explore opportunities to expand childcare spaces on school grounds, working with community partners and the Ministry of Education and Child Care to identify potential locations, partnerships and resources that will help increase access to childcare services for families across our district.

Strengthening Local Education Agreements with First Nations

We continue to work collaboratively with First Nations to strengthen the implementation of Local Education Agreements (LEAs) and support the success of Indigenous learners. This year, school administrators are working to establish monthly meetings with their local First Nations Education representatives. These meetings will provide regular opportunities to review student progress, discuss supports, strengthen communication and relationships, and work together to support student success.

Student Attendance and Engagement

Regular student attendance and engagement remain important priorities across the district. Schools and district staff continue to work closely with students, families, First Nations and community partners to strengthen connections, address barriers to attendance, and provide timely supports to help students remain engaged and successful in their learning.

Recruitment and Retention

Recruiting and retaining qualified staff continues to be a challenge, particularly in our northern and remote communities. While we have welcomed many new educators this year, ongoing recruitment efforts remain essential. Over the coming months, our district will be attending university recruitment events across Canada to connect with prospective educators and promote the opportunities available within Coast Mountains School District. We will also continue to focus on mentorship, professional learning, leadership development and creating supportive working environments that encourage staff to build lasting connections with our schools and communities.

Mount Elizabeth Middle Secondary School (MEMSS) Replacement

The replacement of Mount Elizabeth Middle Secondary School remains a significant capital priority for Coast Mountains School District. We are encouraged by the progress made in discussions with the Ministry of Education and Child Care and will continue advocating for this important project. Our focus

Superintendent's Report to the Board

October 2026



remains on ensuring that the future facility meets the educational needs of students, staff and the Kitimat community.

Supporting Diverse Student Needs

Meeting the increasingly diverse and complex needs of students continues to require thoughtful planning, collaboration and resources. We remain committed to working alongside school teams, Inclusive Education, Indigenous Education, families and community partners to coordinate supports, strengthen staff capacity and respond effectively to the needs of learners. We will also continue to collaborate with the Board of Education to advocate for increased funding and resources from the Ministry of Education and Child Care to ensure our schools are better equipped to meet the diverse needs of all learners.



MEETING AGENDA ITEM #9

Action:		Information:	X
Meeting:	Regular	Meeting Date:	October 28, 2026
Topic:	Indigenous Education Report		

Background/Discussion:

Attached for reference is the Indigenous Education Monthly Report for presentation at the October 28, 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

September-October 2026



Indigenous Education Department

Coast Mountains School District 82

In service to diverse First Nations, Metis, Inuit learners and their caregivers who live, learn and play on the traditional lands of the Gitxsan, Haisla, Nisga'a and Ts'msyen Peoples

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Gratitude and Acknowledgment

This report highlights the meaningful learning, cultural connections, and relationship-based initiatives that took place across Coast Mountains School District 82 throughout September and October 2026. From the District Indigenous Education In-Service Day and Truth and Reconciliation activities to Elder and Knowledge Holder visits, land-based learning, and student-led initiatives, these experiences reflect our ongoing commitment to supporting Indigenous students through education rooted in culture, identity, belonging, and community.

We extend our sincere gratitude to the Indigenous Support Workers, Indigenous Outreach Workers, educators, administrators, Elders, Knowledge Holders, local Nations, families, and community partners whose knowledge, dedication, and contributions continue to enrich learning across our schools.

Through meaningful collaboration, respectful partnerships, and shared responsibility, we continue to strengthen connections, honour Indigenous knowledge and ways of knowing, and create welcoming learning environments where Indigenous students feel valued, supported, and empowered to succeed.

A Message from the Director of Instruction, Indigenous Education

Ama Sah, Yawc', Good Day,

As we begin the 2026–2027 school year, the Indigenous Education Department continues to strengthen relationships, support student success, and create meaningful opportunities for Indigenous students to connect with their language, culture, and identity. Across Coast Mountains School District 82, our schools have begun implementing Indigenous language and culture programs, services, supports, and activities that foster belonging, cultural pride, and student well-being.

September was highlighted by our District Indigenous-Focused In-Service Day. I would like to extend my gratitude to our partner Nations, Elders, Knowledge Keepers, Role Models, Indigenous Education Councils, and District staff who contributed their time, knowledge, and expertise to make this day a success. Feedback from staff was positive, with many expressing appreciations for the variety of learning opportunities and the meaningful connections to local Indigenous cultures and communities within each district. It was encouraging to see District Staff engaging in learning that can be carried forward into their classrooms and schools.

Through collaboration with our partner Nations and Education Representatives, we have completed the Nominal Roll verification process for students living on reserve. We continue to strengthen the relationships with Nations with whom we have Local Education Agreements (LEAs) by establishing regular connections between school administrators and Nation Education Representatives. This work

strengthens communication, shared planning, and our collective commitment to Indigenous student achievement.



Vanessa Shirey, Administrative Assistant; Charity Spalding, Resource Clerk; Marian Kotowich-Laval, Kitsumkalum Education Coordinator and IEC Member; Donna Mortimer, Director of Indigenous Education; Freda Wright, Kitselas Education Coordinator and IEC Member

One exciting development is the renewal of the Terrace First Nations Resource Centre. With guidance and support from the Indigenous Education Council (IEC), we are pleased to welcome Charity Spalding as our Resource Centre Clerk. Charity has begun reorganizing and revitalizing the Centre to make it an accessible resource for schools throughout the Terrace area. A key focus will be the distinct cultures, histories, and languages of the local Ts'msyen Nations, providing educators with opportunities to access culturally relevant resources and learning experiences.

As we reflect on the beginning of this school year, we also pause to acknowledge the heartbreaking losses experienced by families and communities across our District. We extend our deepest condolences to the family, friends, and school community of Jayden Woods, a recent graduate of Caledonia Secondary School who inspired many through his presence and the connections he made with others. We also extend our deepest sympathies to the family and Gitxsan community mourning the passing of Simogyet Nikateen. As a respected Elder and Role Model who spent much time at Hazelton Secondary School, Frances shared her wisdom, kindness, and passion for Gitxsan language and culture, leaving a lasting impression on the students and staff whose lives she touched. Her guidance, encouragement, and contributions to our schools will be deeply missed. During this time of grief, we hold these families and communities in our thoughts and honour the meaningful impact their loved ones have had on our school communities.

As the school year progresses, we look forward to building on this important work alongside our Nations, families, and school communities, ensuring Indigenous students continue to feel valued, connected, and proud of who they are.

T'oyaxsut 'nüün, 'anátzaḡw nógwuḷa, I Thank you



Donna Mortimer

2026 District Indigenous Education In-Service Day | September 25, 2026

Learning Together: Connecting with Indigenous Knowledge, Culture and Community

On September 25, 2026, staff across Coast Mountains School District 82 came together for a day of Indigenous-focused professional learning in Terrace, Kitimat, and Hazelton/Kitwanga. Organized by the Indigenous Education Department in collaboration with Indigenous Education Council representatives, local Nations, Elders, Knowledge Holders, cultural educators, and community partners, the regional gatherings offered learning grounded in the histories, languages, and knowledge of local communities.

TS'MSYEN REGION | TERRACE

A Meaningful Opening: Honouring Local Voices and Protocols

The Terrace gathering opened at the R.E.M. Lee Theatre. Kitsumkalum Elder David Wells provided the first traditional welcome, followed by remarks from Chief Councillor Glenn Bennett and his uncle, Edward Innes. Donna Mortimer, Director of Instruction – Indigenous Education, also welcomed district staff. The opening honoured local leadership and protocols while setting a respectful tone for a day of reflection, relationship-building, and shared learning.



Elder David Wells offers the traditional welcome



Edward Innes and Chief Councillor Glenn Bennett addressing the staff



Donna Mortimer, Director of Indigenous Education; Elder David Wells, Kitsumkalum; Phillip Barron, Director of Learning Services

Keynote: Jewell S. Gillies

Jewell S. Gillies (they/them), founder of Namwayut Consulting, presented “Relational Pedagogy, Reconciliation and the Leadership of Indigenous Learners” at the Terrace gathering. The keynote explored how relationship-first and identity-affirming approaches help create learning environments where Indigenous students feel a sense of belonging and are supported to thrive.

Through personal reflection and discussion, Jewell invited staff to consider reconciliation not only as a commitment, but as something practised through daily interactions, teaching decisions, and shared responsibility. A Relational Mapping breakout session offered another opportunity to reflect on the connections that shape educational practice.



Jewell S. Gillies delivers the keynote
at R.E.M. Lee Theatre



Jewell S. Gillies, Keynote and Marian
Kotowich-Lavel, Kitsumkalum
Education Coordinator



Jewell encourages
reflection during the
keynote gathering

In the post-event survey, Terrace-area respondents frequently described the keynote as inspiring, hopeful, and relevant to their work in schools.

Learning Through Workshops and Community Experiences

TS'MSYEN REGION | TERRACE

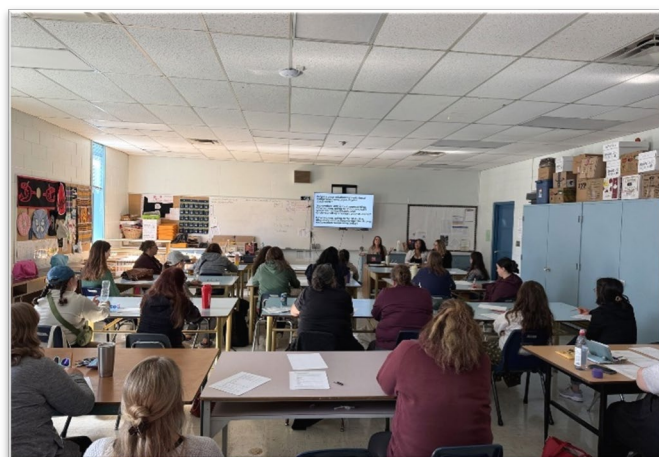
Following the morning keynote, Terrace-area staff took part in cultural workshops, land-based learning, film and discussion, language experiences, and sessions addressing trauma and reconciliation. Learning opportunities included Kitselas Canyon, the Kitselas Five Tier System (K5T), and experiences connected to the Nass Valley. Staff highlighted the value of learning directly from local presenters and participating in practical, community-rooted activities.



Shalane Pauls, sharing teachings about local plants and traditional medicines



Staff take part in a drumming activity with Lyle Adams medicines



Participants engage in a small group learning session with the Kitsumkalum Sm'algax Language Team



Jolene Wesley, a facilitator leads a classroom workshop on Traditional Medicines

Regional Learning Across the District

Haisla Region | Kitimat



Kitimat CMSD staff participated in a tour of the Haisla Community, featuring the Haisla Health Center

The September 25, 2026, District Indigenous-Focused In-Service Day in Kitimat was planned and led by Haisla Nation, with support from the Coast Mountains School District 82 Indigenous Education Department. The theme, *Bringing Culture and Education Together: Through Land, Language, Relationships and Community Learning*, focused on strengthening cultural understanding, relationships, and culturally responsive educational practices.

Haisla Nation brought together Elders, Knowledge Keepers, cultural educators, and community members to share their knowledge, traditions, and perspectives with District staff.



Annette Sorensen, Haisla Director Education and Training, and Tracey MacMillan, Superintendent CMSD 82

The day included a keynote presentation by Liana Stevens, *Our Children, Our Language, Our Future*, highlighting Haisla culture, language revitalization, education, and community leadership. An Elders, Educators, and Knowledge Keepers panel explored the importance of cultural protocols, intergenerational learning, and relationships between schools and communities.

Participants were also introduced to Haisla feast teachings and offered opportunities to engage in cultural learning sessions, including Haisla language, art, regalia, and button making, Elders in schools, and incorporating cultural knowledge into classroom instruction.

The afternoon featured a totem pole presentation and a land-based cultural walk, connecting learning to Haisla history, traditions, and relationships with the land.

This Nation-led professional learning opportunity supported the District's commitment to reconciliation, Indigenous language and cultural revitalization, and culturally responsive education. It reinforced the importance of learning directly from local First Nations and strengthening relationships that support Indigenous student identity, belonging, and success.

The Indigenous Education Department extends its appreciation to Haisla Nation for its leadership, planning, and coordination, and to the Elders, Knowledge Keepers, presenters, and community members who shared their knowledge and experiences with District staff.



Julia Nieckarz, Director of Inclusive Education, and Tracey MacMillan, Superintendent at the gáigas Pole



Nechako
Kitimat Staff participating in a cultural art activity



Kitimat staff learning about a cultural art project



Touring the community and learning the historical features

Gitxsan Region | Hazelton and Kitwanga

The September 25, 2026, District Indigenous-Focused In-Service Day for the Kitwanga and Hazelton areas focused on Gitxsan culture, language, history, and community knowledge. The day was coordinated with support from the Indigenous Education Department and brought together local Knowledge Holders, Elders, cultural educators, and District staff for meaningful professional learning.

The day began with a territorial welcome by Elder Frances Sampson–Nikateen, followed by opening remarks from District leadership. Staff then participated in Gitxsan-focused learning sessions designed to strengthen cultural understanding and explore ways to meaningfully incorporate local Indigenous knowledge into educational practices.



Alysha O'Brian, Principal, welcomes the Kitwanga/Hazelton staff

Morning learning opportunities provided staff with a variety of Gitxsan-focused cultural experiences, including a Totem Pole Tour exploring Gitxsan history and identity, Traditional Laxyip Mapping highlighting connections to land and territory, and an Elder Talk on Residential Schools and their ongoing impacts. Participants also engaged in Gitxsan language learning, bannock making, and collaborative curriculum and resource sharing. These sessions encouraged educators to deepen their cultural understanding, strengthen connections with local Indigenous knowledge, and explore meaningful ways to incorporate Gitxsan culture, language, and perspectives into classroom learning.

In the afternoon, participants gathered at the Gitanmaax Tri-Town Theatre for a screening of the documentary *I Am Gitxsan*, followed by a discussion with actors and participants from the film. This experience provided an opportunity to deepen understanding of Gitxsan identity, resilience, history, and community perspectives while reflecting on the responsibilities of educators in supporting Indigenous students.



Staff participating in the Bannock Making Activity



Staff participating in the Bannock Making Activity

The professional learning day supported the District's commitment to reconciliation, Indigenous language and cultural revitalization, and culturally responsive education. It reinforced the importance of learning directly from local Knowledge Holders and strengthening relationships that support Indigenous student identity, belonging, and success.

The Indigenous Education Department extends its appreciation to the Gitksan Elders, Knowledge Holders, cultural educators, facilitators, and community members who shared their knowledge and experiences, as well as the school staff and organizers who supported the planning and coordination of the day.

District Staff Feedback and Lasting Impact

Staff members responded to the post-event survey: 63 from Terrace, 30 from Kitimat, and 14 from Hazelton/Kitwanga. Responses were strongly positive across the regional gatherings.

99.1%

Felt welcomed and comfortable

96.3%

Found learning meaningful and engaging

94.4%

Rated the day well organized

91.6%

Rated regional focus 4 or 5 out of 5

Staff repeatedly identified locally led, hands-on and place-based learning as a strength. Suggestions for the future included more opportunities to attend popular sessions, earlier workshop information, and additional practical resources that staff could bring back to their roles.

The day reinforced the value of learning in relationship with local Nations and carrying the work of Truth and Reconciliation into everyday school practice.

Welcoming Our New Indigenous Outreach Worker – Kitimat

Please Welcome Chelsey!

The Indigenous Education Department is pleased to welcome Chelsey to Coast Mountains School District 82 as our new Indigenous Outreach Worker supporting the Kitimat region.

Chelsey brings more than 20 years of experience in healthcare, outreach, and on-reserve Indigenous family services. Her professional and lived experiences have shaped her compassionate, trauma-informed approach to supporting children, youth, and families.

As someone who calls Kitimat home, Chelsey recognizes her responsibility as a guest on Haisla Territory. She is committed to lifelong learning, understanding the intergenerational impacts of colonialism, and approaching reconciliation with humility, respect, and a willingness to listen and learn.

Known for her warmth and gentle approach, Chelsey values meeting individuals and families where they are, recognizing the unique strengths, experiences, and knowledge each person brings.

In her new role, Chelsey will focus on building meaningful relationships with students, families, schools, and community partners. Her work will support student attendance, re-engagement, and connection to school while helping families navigate resources and access the supports they need.

We are excited to welcome Chelsey to the Indigenous Education team and look forward to the positive connections she will build throughout the Kitimat school community!



PARKSIDE SECONDARY SCHOOL

October 2026 | Learning Through Culture, Community and the Land

Throughout October, Parkside Secondary School expanded culturally responsive programming through youth leadership, Indigenous food learning, outdoor education, and community partnerships. These opportunities are helping students strengthen connections to culture, the land, and one another while supporting engagement and well-being.

Leadership Through an Indigenous Lens

Indigenous Outreach Worker Job Daniels launched Leadership Through an Indigenous Lens, a youth group that meets on Mondays at Parkside. Designed to engage students who have felt disconnected from traditional school settings, the program uses culturally grounded leadership development, relationship-building, and learning on the land to foster identity, confidence, and personal growth.

Friday Indigenous Cooking Club

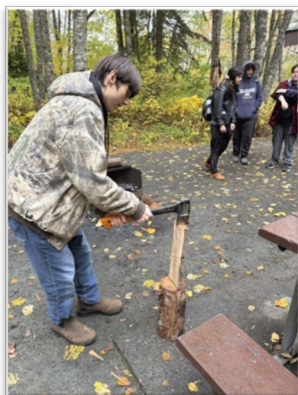
A new Friday Indigenous Cooking Club is giving students opportunities to explore Indigenous food traditions while learning practical cooking and teamwork skills. Students also prepare lunches to share with the school community. The club's first whole-school lunch featured fry bread tacos and was enthusiastically received by students and staff.

Land-Based Learning and Outdoor Education

Parkside's Outdoor Education Program is underway, with students engaging in experiences across the North Coast. The Indigenous Education Department supports the inclusion of Indigenous cultural knowledge and ways of knowing in this learning, helping students build a stronger relationship with place and understand the natural environment through meaningful, hands-on experiences.

Outdoor Learning in Action

Students took part in practical activities such as working with wood and preparing food outdoors. These experiences create opportunities to build skills, practise cooperation, and learn in connection with the land.



Strengthening Community Partnerships

Parkside continues to work with Kermode Friendship Society to expand supportive programming for students. The Society is partnering with the school to offer art therapy on Wednesdays, providing space for creative expression, emotional regulation, and personal well-being. Kermode Friendship Society is also expected to support the Monday Leadership Through an Indigenous Lens group.

Looking Ahead

These initiatives reflect Parkside's commitment to engaging students through Indigenous perspectives, experiential education, and strong community relationships. Parkside extends its appreciation to the Indigenous Education Department and Kermode Friendship Society for their ongoing support of its students and school community.

Contributed by Zach Frankel, Principal.

Parkside Secondary School

Honouring Truth and Reconciliation Through Reflection and Connection

On September 29, 2026, Parkside Secondary School held a school-wide Truth and Reconciliation activity organized by Indigenous Support Worker Lauren Martineau and Indigenous Outreach Worker Job Daniels.

Students in Grades 8–12 and school staff were invited to participate in an opportunity for reflection, conversation, and meaningful connection.

Throughout the day, students visited small groups, taking time to connect with Lauren and Job to discuss the significance of Truth and Reconciliation and what it means to them, their families, and the broader community.

The activity encouraged students to share their perspectives, ask questions, and reflect on the importance of understanding Indigenous histories, experiences, and the ongoing journey toward reconciliation.



A colourful display of orange handprints provided a visual expression of participation and remembrance, reinforcing the importance of creating spaces where students can learn, reflect, and engage in meaningful conversations.

Through opportunities such as these, Parkside Secondary continues to foster cultural awareness, strengthen relationships, and encourage students to recognize their individual and collective responsibilities in advancing Truth and Reconciliation.

Contributed by Lauren Martineau, Indigenous Support Worker.

Nechako Elementary School

Exploring Haisla Culture Through Natural Resources

Division 8 students at Nechako Elementary School in Kitimat explored the importance of local natural resources as part of their Social Studies unit on the Natural Resources of Canada.

Led by classroom teacher Mrs. Judge in partnership with Language and Culture Teacher Shelley Bolton, students examined resources that have traditionally been important to the Haisla community and learned how harvesting practices followed seasonal cycles.



Through discussions connected to the four colours of the medicine wheel, students explored the relationship between seasonal harvesting, cultural knowledge, and the natural environment.

This learning experience provided meaningful opportunities for students to connect classroom curriculum with local Indigenous knowledge and traditions while developing a deeper appreciation for the relationship between people, culture, and the land.

Contributed by Thomas Wilkinson, Vice Principal, with Mrs. Judge and Shelley Bolton, Language & Culture Teacher

Mount Elizabeth Middle/Secondary School

Bringing Haisla Language into Everyday Learning

At Mount Elizabeth Middle/Secondary School, Indigenous Support Worker Wendy Pigeon has been incorporating Haisla language into her daily interactions with students.

By greeting learners each morning and saying goodbye in Haisla, Wendy is creating opportunities for students to hear and become familiar with the language in a welcoming and natural way.

Several students have already begun responding to her greetings in Haisla, demonstrating growing interest and confidence in using the language.

Wendy also shared her hope of encouraging a weekly orange shirt day once the school's Every Child Matters shirts arrive, providing another opportunity to keep the importance of Truth and Reconciliation visible throughout the school year.

These everyday interactions demonstrate how small, consistent efforts can support Indigenous language revitalization, cultural awareness, and a sense of belonging within school communities.

Contributed by Wendy Pigeon, Indigenous Support Worker

Skeena Middle School

Honouring Orange Shirt Day Through Creativity and Reflection



Students at Skeena Middle School participated in an Orange Shirt Day colouring contest organized by Indigenous Support Worker Brandy Davis in collaboration with the school library.

A special display was created to showcase student artwork and recognize the importance of Orange Shirt Day and National Day for Truth and Reconciliation.

Approximately 50 students submitted entries, with two orange shirts awarded through a random draw.

The activity provided an opportunity for students to express their understanding of Orange Shirt Day through creativity while contributing to a school-wide display promoting remembrance, awareness, and reflection.

Contributed by Brandy Davis, Indigenous Support Worker.

Learning From Elder Anne McDames

On September 24, Elder Anne McDames visited Ronald Sidey's English classroom at Skeena Middle School to share her experiences growing up in Terrace.

Students welcomed Anne respectfully and listened attentively as she spoke about her life and experiences within the local community.

Throughout the visit, students asked thoughtful questions, demonstrating curiosity and a genuine interest in learning from someone with personal connections to the community in which they live.



The visit created meaningful opportunities for intergenerational learning, storytelling, and relationship-building while helping students develop a deeper understanding of local Indigenous experiences and perspectives.

Contributed by Educator Ron Sidey.

Exploring Indigenous Formline Art with Samantha Wesley

On September 29, Grade 7 students at Skeena Middle School participated in an Indigenous art workshop facilitated by Role Model Samantha Wesley.

Students explored the foundations of Northwest Coast formline art, learning about traditional design elements, Indigenous shapes, and the significance of crests.



Through guided instruction and hands-on artistic activities, students developed their understanding of Indigenous design while strengthening their creativity, concentration, and confidence.

Samantha's patient and supportive teaching approach encouraged students to work together, follow the creative process, and take pride in their developing skills.

The workshop provided an engaging opportunity to connect artistic expression with Indigenous culture, identity, and traditional knowledge.

Contributed by Martha Woods, Indigenous Support Worker.

Hazelton Secondary School

Honouring Orange Shirt Day Through Student Leadership and Survivor Stories



On September 29, Hazelton Secondary School came together for a meaningful Orange Shirt Day assembly honouring the experiences of Indian Residential School Survivors and the importance of Truth and Reconciliation. The student-led gathering began with a traditional welcome to the territory provided by George Gray.

Student leaders played an important role throughout the assembly, with a Grade 12 student mentoring younger students in Grades 10 and 11 as Masters of Ceremonies. Students also welcomed Elders and guests, assisted with seating, and followed cultural protocols by presenting gifts to speakers in appreciation for sharing their knowledge.

Two Residential School Survivors shared personal experiences of residential school life, providing students with important opportunities to listen, reflect, and deepen their understanding of this history and its continuing impacts.



Knowledge Keeper Mavis Banek also joined the gathering, sharing additional perspectives and supporting the school community in honouring Survivors and their experiences.

Hazelton Secondary's student leadership group presented information about the history and significance of Orange Shirt Day, encouraging their peers to reflect on the importance of remembrance, awareness, and reconciliation.

The assembly highlighted the importance of learning directly from Survivors and Knowledge Holders while recognizing the leadership of students in carrying these teachings forward.

Learning About Gitxsan Ayook and Traditional Feast Systems

Students in Lauren Blabey's Law 12 class at Hazelton Secondary School participated in two learning sessions with Elder Mel Wright on October 7 and October 15, exploring Gitxsan Ayook and the traditional feast system.

Through these visits, students had the opportunity to learn directly from an Elder about Indigenous laws, cultural protocols, and the importance of traditional governance systems.



Students demonstrated respect and interest throughout the discussions, asking thoughtful questions and seeking a deeper understanding of the teachings shared.

Following the first session, students identified four additional questions, which Elder Mel Wright addressed during the second visit.

These experiences provided meaningful connections between classroom learning and Gitxsan legal traditions, reinforcing the importance of recognizing Indigenous laws, knowledge systems, and cultural practices within education.

Contributed by Grace Williams, Adriana Jackson, Indigenous Support Worker.

Caledonia Secondary School

Strengthening Cultural Connections, Student Success, and Community Support

Honouring Jayden Woods – A Community Coming Together



The Caledonia Secondary School community experienced a profound loss with the passing of June 2026 graduate Jayden Woods on October 4, 2026.

Jayden was a strong student leader who worked alongside his siblings to bring Indigenous culture into the Connections Room and throughout the school. He believed deeply in the importance of incorporating Indigenous knowledge and culture into Western education, leaving a meaningful impact on his peers and school community.

During this difficult time, Elder Sherry McDames provided invaluable cultural and emotional support, offering smudging, guidance, and a safe space for students to come together in grief and healing.



Students demonstrated remarkable compassion and leadership by organizing a fry bread fundraiser in support of Jayden's family. Elder Sherry shared her knowledge of fry bread making, helping students turn their grief into meaningful action. The Terrace community responded with tremendous generosity, with Caledonia's Student Council, the Tears to Hope Society, and Jada Creations matching the students' fundraising efforts. Together, these contributions helped raise close to \$10,000 for the family.

This initiative reflected the strength of cultural connection, community responsibility, and the care students have for one another.

Supporting Student Success and Engagement

The Indigenous Education team continues to collaborate with the Indigenous Graduation Advisor, school counsellors, and classroom teachers to support attendance, academic achievement, and student well-being.

Through scheduled classroom support, mentorship, and relationship-building, staff work to identify barriers to learning, strengthen student confidence, and promote positive educational outcomes.

Elder-in-Residence and Cultural Learning



Caledonia launched its Elder-in-Residence program in October, welcoming Elder Sherry McDames into classrooms to share cultural teachings and knowledge.

Planned learning opportunities include connections to Genocide Studies, sharing a personal artifact during an English First Peoples 12 museum walk, and participating in a chapter reading of *The Berry Pickers*.

Sherry McDames with District Leadership staff and students at their first annual Truth and Reconciliation Assembly



The Indigenous Education team also contributed to coordinating the September 25 District In-Service Day, supporting meaningful professional learning and stronger connections with local Indigenous communities.

Dudes Club – Building Identity and Belonging

Caledonia is preparing to relaunch its Dudes Club, a longstanding initiative supporting young Indigenous men through cultural learning, mentorship, and relationship-building.

The first planned activity is a mushroom-picking outing near Terrace Airport. Although the gathering was postponed following the recent loss within the school community, students continue to look forward to participating.

Through land-based activities and supportive connections, Dudes Club aims to strengthen cultural identity, confidence, belonging, and positive school engagement.

Strengthening Partnerships and Moving Forward

The team continues to meet with local Education Coordinators to support Local Education Agreements, strengthen communication, and maintain collaborative relationships that promote Indigenous student success.

Caledonia remains committed to creating a welcoming and culturally responsive learning environment where Indigenous students feel valued, supported, and connected to their identity, culture, and community.

Contributed by Stephanie Louie, Sheila Morgan and Desiree Quock, ISW's

Recognizing the Caledonia Indigenous Education Team and Student Helpers

A special thank-you to the Caledonia Secondary School Indigenous Education team, staff and student volunteers for their invaluable contributions to the September 25 District In-Service Day.

The team's dedication and hard work in coordinating workshops, organizing the morning coffee break, and managing the many behind-the-scenes details helped ensure a welcoming and meaningful learning experience for district staff.

We would also like to recognize the Caledonia students who were there to assist throughout the day. Their willingness to help, positive attitudes, and contributions to the event were greatly appreciated.

The collaboration, teamwork, and generosity demonstrated by both staff and students played an important role in the success of this district-wide event. We sincerely thank everyone involved for their dedication, support, and commitment to making the day such a positive experience.

1.31 Indigenous Targeted Funded Projects 2025-2026

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

Hazelton Secondary School:	
- Indigenous Plants - Elder In Residence - Sparkle Project Hygiene - Nass Valley Land Based Learning Trip	Indigenous Food Sovereignty teachings at Tea Creek
Cassie Hall Elementary:	
- Oolichan Harvesting - Indigenous Supports	
Skeena Middle School:	
Ayaawx Naat (Boys Living and Learning on the Ayaawx)	
Suwilaawks Community School:	
New Hazelton Elementary:	
- K 7 Sag g aytdox x, the Gathering Project - NHE Hiimoks Feast LNyce	
Parkside Secondary:	
Traditional and Modern Indigenous Cooking	
Caledonia Secondary:	
- Connections Programming-Dudes and Girls groups - Elders In Residence	

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	Form line Northwest Coast Art Beading Elder In Residence Devils Club Teachings, Salve making	• Erica Davis • Sherry McDames • Shalane Pauls
Hazelton Secondary	Truth and Reconciliation Speaker Land Based Learning Gitxsan Ayook and Traditional Feast Systems Grade 12 Law	• Mavis Banek • George Grey • Skyla Lattie • Bridie O'Brien • Mel Wright • Audrey Woods
Suwilaawks		•
Cassie Hall		•
Majagaleehl Gali Aks	Language Immersion Elders/Knowledge Language Holders	• Shirley Lattie • Rosie Muldon • Victor Stevens
Thornhill Primary		
Kitwanga Elementary		
Skeena Middle School	Elder in class local culture and History Form line Northwest Coast Art	• Anne McDames • Samantha Wesley
Ecole Mountainview		
Kitimat City High		
Uplands Elementary		



MEETING AGENDA ITEM #11.1.1

Action: Information: X

Meeting: Regular Meeting Date: October 28, 2026

Topic: **Minutes of the Business Committee Meeting, October 14, 2026**

Background/Discussion:

Minutes as attached.

Recommended Action:

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

Presented by: Trustee Ed Harrison



BUSINESS COMMITTEE MEETING

Wednesday, October 14, 2026 – 10:30 a.m. to 12:00 p.m.
Virtual via TEAMS

Committee Members:

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

Recording Secretary:

Shawna Wilson, Executive Assistant

Guests: Trustee Margaret Warcup

MEETING MINUTES

Items	Action
The meeting was chaired by Trustee Ed Harrison and called to order at 10:31 a.m. Trustee Harrison acknowledged the school district's business being conducted on the traditional and unceded territories of the Gitksan, Haisla, Nisga'a, and Tsimshian, and the honour to work with their children and privilege to live on their land.	
1. Previous Meeting Minutes - September 16, 2026	1. The minutes of the previous Business Committee Meeting held on September 16, 2026, were accepted as presented.
2. Human Resources 2.1 Grievance Update – CMTF & CUPE	2.1 Director Bath provided a grievance update on the Coast Mountain Teachers' Federation (CMTF) and the Canadian Union of Public Employees Union (CUPE), Local 2052. CUPE 0 grievance. CMTF current numbers are 9 step 1, 0 step 2, and 5 step 3 grievances. Information only; no action required.
3. Facilities/Transportation/OH&S 3.1 Monthly Facilities Report, September 2026	3.1 Secretary Treasurer Fuller presented the Facilities Report Director Schibli reported the submission of Minor Capital and Food Infrastructure Program plans, continued planning for future facility improvements, and that snow removal service agreements are in place for all areas except one, with efforts underway to secure coverage for the remaining area. Facilities, custodial, and transportation operations remain focused on maintenance, staffing integration, and student transportation Information only; no action required.
3.2 District Joint OH&S Committee Meeting Minutes	3.2 No Report
4. Board Representations 4.1 BCPSEA 4.2 BCSTA	4.1 No Report 4.2 No Report
5. Outstanding Items from Previous Meeting	5. There were no outstanding items from the previous meeting.



6. Finances 6.1 Ministry of Education and Child Care Data Management 1701 Preliminary Report	6.1 Secretary Treasurer Fuller spoke to the Ministry of Education and Child Care Data Management 1701 Preliminary Report. The Initial 1701 submission shows a decrease in student FTE compared to the 25/26 interim funding allocations. This will be adjusted based on student FTE enrolment. Information only; no action required.
7. Next Meeting	7. The next Business Committee Meeting is scheduled on Thursday, November 12, 2026, from 10:30 a.m. to 12:00 p.m. The meeting was adjourned at 11:14 a.m.



MEETING AGENDA ITEM #11.1.2

Action:	X	Information:	
Meeting:	Regular	Meeting Date:	October 28, 2026
Topic:	Ministry of Education Data Management 1701 Preliminary Report		

Background/Discussion:

The attached Ministry of Education and Child Care Data Management 1701 Echo Report dated October 23, 2026 for Coast Mountains School District details the preliminary student headcount and student full time equivalent (FTE) count for funding purposes as at September 29, 2026. Public school districts were required to submit their 1701 Preliminary Reports on October 9, 2026 to the Ministry of Education and Child Care.

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

The Ministry of Education and Child Care then processes the 1701 Preliminary data received and provides school districts with an Echo Report detailing any potential errors for resolution. School districts must then provide resolutions to the Ministry for the completion of the 1701 Verification Report and final sign-off by October 30, 2026.

The Business Committee discussed the Preliminary Report at its October 14, 2026, meeting and forwards to the Board for information.

Recommended Action:

THAT the Board receive for information the Ministry of Education and Child Care Data Management 1701 Preliminary Report reflecting students eligible for funding as at September 29, 2026.

Presented by: Secretary Treasurer

Grade Enrollment & Eligible FTE Report

082 - Coast Mountains

September 2026 Collection

Report Generated: 2026-10-26

	KF	01	02	03	04	05	06	07	EU	08	09	10	11	12	SU	GA	HS	Total
School Aged																		
Headcount	274	273	257	281	295	322	254	319	0	363	337	354	398	466	0	0	34	4227
Eligible For FTE	274	273	257	281	295	322	254	319	0	363	337	346	371	448	0	0	0	4140
FTE Total	274.000 0	273.000 0	257.000 0	281.000 0	295.000 0	322.000 0	254.000 0	319.000 0	0.0000	362.625 0	337.000 0	347.625 0	368.625 0	366.750 0	0.0000	0.0000	0	4,057.6250
Adult																		
Headcount	0	0	0	0	0	0	0	0	0	0	0	0	0	6	0	4	0	10
Eligible For FTE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
FTE Total	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.1250	0	0.1250
All Students																		
Headcount	274	273	257	281	295	322	254	319	0	363	337	354	398	472	0	4	34	4237
Eligible For FTE	274	273	257	281	295	322	254	319	0	363	337	346	371	448	0	1	0	4141
FTE Total	274.000 0	273.000 0	257.000 0	281.000 0	295.000 0	322.000 0	254.000 0	319.000 0	0.0000	362.625 0	337.000 0	347.625 0	368.625 0	366.750 0	0.0000	0.1250	0	4,057.7500

Grade Enrollment & FTE per School Report

082 - Coast Mountains

September 2026 Collection

Report Generated: 2026-10-26

	KF	01	02	03	04	05	06	07	EU	08	09	10	11	12	SU	GA	HS	Total
08280004 - Kildala Elementary																		
Headcount	39	36	27	38	26	35	34	0	0	0	0	0	0	0	0	0	2	237
FTE Total	39.0000	36.0000	27.0000	38.0000	26.0000	35.0000	34.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0942	235.0942
08288016 - Suwilaawks Community School																		
Headcount	39	47	32	48	50	50	35	0	0	0	0	0	0	0	0	0	1	302
FTE Total	39.0000	47.0000	32.0000	48.0000	50.0000	50.0000	35.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0471	301.0471
08288013 - Cassie Hall Elementary																		
Headcount	23	15	24	20	23	25	11	0	0	0	0	0	0	0	0	0	4	145
FTE Total	23.0000	15.0000	24.0000	20.0000	23.0000	25.0000	11.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.1884	141.1884
08282039 - Mount Elizabeth Middle/Secondary																		
Headcount	0	0	0	0	0	0	0	79	0	87	89	82	82	72	0	0	2	493
FTE Total	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	79.0000	0.0000	86.6250	89.0000	82.5000	77.7500	57.1250	0.0000	0.0000	0.0942	472.0942
08280001 - Nechako Elementary																		
Headcount	23	26	33	34	44	40	40	0	0	0	0	0	0	0	0	0	0	240
FTE Total	23.0000	26.0000	33.0000	34.0000	44.0000	40.0000	40.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	240.0000
08282040 - NW Regional Trades & Training Centre																		
Headcount	0	0	0	0	0	0	0	0	0	0	0	0	0	53	0	0	0	53
FTE Total	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	40.6250	0.0000	0.0000	0.0000	40.6250
08280007 - Kitimat City High																		
Headcount	0	0	0	0	0	0	0	0	0	0	0	8	17	33	0	0	0	58
FTE Total	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	8.0000	17.0000	33.0000	0.0000	0.0000	0.0000	58.0000

Grade Enrollment & FTE per School Report

082 - Coast Mountains

September 2026 Collection

Report Generated: 2026-10-26

	KF	01	02	03	04	05	06	07	EU	08	09	10	11	12	SU	GA	HS	Total
08288008 - New Hazelton Elementary																		
Headcount	16	26	14	19	17	19	18	21	0	0	0	0	0	0	0	0	3	153
FTE Total	16.0000	26.0000	14.0000	19.0000	17.0000	19.0000	18.0000	21.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.1413	150.1413
08288014 - Thornhill Elementary																		
Headcount	0	0	0	0	43	64	30	1	0	0	0	0	0	0	0	0	3	141
FTE Total	0.0000	0.0000	0.0000	0.0000	43.0000	64.0000	30.0000	1.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.1413	138.1413
08288006 - Hazelton Secondary																		
Headcount	0	0	0	0	0	0	0	0	0	57	65	51	73	71	0	0	3	320
FTE Total	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	57.0000	65.0000	51.0000	73.0000	63.2500	0.0000	0.0000	0.1413	309.3913
08288012 - Uplands Elementary																		
Headcount	38	34	30	27	48	34	33	0	0	0	0	0	0	0	0	0	0	244
FTE Total	38.0000	34.0000	30.0000	27.0000	48.0000	34.0000	33.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	244.0000
08288018 - Majagaleehi Gali Aks Elementary																		
Headcount	15	13	16	11	10	10	13	14	0	0	0	0	0	0	0	0	4	106
FTE Total	15.0000	13.0000	16.0000	11.0000	10.0000	10.0000	13.0000	14.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.1884	102.1884
08288022 - Thornhill Primary																		
Headcount	29	29	37	40	0	0	0	0	0	0	0	0	0	0	0	0	0	135
FTE Total	29.0000	29.0000	37.0000	40.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	135.0000
08288025 - Parkside Secondary																		
Headcount	0	0	0	0	0	0	0	0	0	8	8	15	12	30	0	0	0	73
FTE Total	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	8.0000	8.0000	15.0000	12.0000	30.0000	0.0000	0.0000	0.0000	73.0000
08288030 - Kitwanga Elementary																		
Headcount	5	6	8	10	13	17	15	6	0	0	0	0	0	0	0	0	5	85

Grade Enrollment & FTE per School Report

082 - Coast Mountains

September 2026 Collection

Report Generated: 2026-10-26

	KF	01	02	03	04	05	06	07	EU	08	09	10	11	12	SU	GA	HS	Total
FTE Total	5.0000	6.0000	8.0000	10.0000	13.0000	17.0000	15.0000	6.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.2355	80.2355
08288020 - Ecole Mountainview																		
Headcount	40	38	32	28	19	25	23	0	0	0	0	0	0	0	0	0	3	208
FTE Total	40.0000	38.0000	32.0000	28.0000	19.0000	25.0000	23.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.1413	205.1413
08288024 - Caledonia Secondary																		
Headcount	0	0	0	0	0	0	0	0	0	0	0	194	207	196	0	0	0	597
FTE Total	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	187.2500	184.2500	140.3750	0.0000	0.0000	0.0000	511.8750
08282038 - Skeena Middle																		
Headcount	0	0	0	0	0	0	0	190	0	209	172	0	0	0	0	0	4	575
FTE Total	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	190.0000	0.0000	209.0000	172.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.1884	571.1884
08298009 - North Coast Distance Education																		
Headcount	0	0	0	0	0	0	0	0	0	0	0	0	2	15	0	4	0	21
FTE Total	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.2500	1.1250	0.0000	0.1250	0.0000	1.5000
08288028 - Bear Valley School																		
Headcount	7	3	4	6	2	3	2	8	0	2	3	4	5	2	0	0	0	51
FTE Total	7.0000	3.0000	4.0000	6.0000	2.0000	3.0000	2.0000	8.0000	0.0000	2.0000	3.0000	3.8750	4.3750	1.2500	0.0000	0.0000	0.0000	49.5000
All Schools																		
Headcount	274	273	257	281	295	322	254	319	0	363	337	354	398	472	0	4	34	4237
FTE Total	274.0000	273.0000	257.0000	281.0000	295.0000	322.0000	254.0000	319.0000	0.0000	362.6250	337.0000	347.6250	368.6250	366.7500	0.0000	0.1250	1.6014	4,059.3514

Eligible Inclusive Education Headcount

082 - Coast Mountains

September 2026 Collection

Report Generated: 2026-10-26

	KF	01	02	03	04	05	06	07	EU	08	09	10	11	12	SU	Total
Level 1	0	1	0	1	0	0	2	0	0	0	0	1	0	0	0	5
A - Physically Dependent	0	1	0	1	0	0	2	0	0	0	0	1	0	0	0	5
B - Deafblind	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 2	21	22	20	17	17	25	17	26	0	29	37	22	16	26	0	295
C - Moderate to Profound Intellectual Disability	1	0	0	0	0	2	1	1	0	3	5	1	2	1	0	17
D - Physical Disability or Chronic Health Impairment	1	3	4	4	3	8	8	9	0	9	11	8	2	8	0	78
E - Visual Impairment	0	1	0	0	0	0	0	0	0	0	3	1	0	0	0	5
F - Deaf or Hard of Hearing	0	0	0	0	0	1	0	0	0	0	2	1	1	3	0	8
G - Autism Spectrum Disorder	19	18	16	13	14	14	8	16	0	17	16	11	11	14	0	187
Level 3	0	0	0	2	0	0	1	2	0	0	1	0	1	0	0	7
H - Intensive Behaviour Interventions or Serious Mental Illness	0	0	0	2	0	0	1	2	0	0	1	0	1	0	0	7
Other	2	1	5	7	15	25	20	35	0	46	36	48	55	55	0	350
K - Mild Intellectual Disability	0	0	2	2	0	7	2	8	0	8	4	7	7	12	0	59
P - Gifted	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Q - Learning Disability	0	0	1	2	13	16	17	25	0	36	26	39	47	42	0	264
R - Moderate Behaviour Support/Mental Illness	2	1	2	3	2	2	1	2	0	2	6	2	1	1	0	27
All Levels & Categories	23	24	25	27	32	50	40	63	0	75	74	71	72	81	0	657

English Language Learning Headcount Report

082 - Coast Mountains

September 2026 Collection

Report Generated: 2026-10-26

	KF	01	02	03	04	05	06	07	EU	08	09	10	11	12	SU	GA	HS	Total
All English Language Learners	7	47	43	56	50	57	45	33	0	23	30	13	12	7	0	0	0	423
Eligible English Language Learners	7	47	43	56	50	57	45	33	0	23	30	13	12	7	0	0	0	423
Ineligible English Language Learners	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

082 - Coast Mountains

Eligible Indigenous Support Program Headcount Report

September 2026 Collection

Report Generated: 2026-10-26

	KF	01	02	03	04	05	06	07	EU	08	09	10	11	12	SU	Total
Indigenous Language & Culture	84	83	85	110	106	135	113	36	0	56	63	97	91	114	0	1173
Indigenous Support Services	116	104	116	137	142	166	135	155	0	185	171	161	175	198	0	1961
Other Approved Indigenous Programs	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
All Indigenous Support Programs	116	104	116	137	142	166	135	155	0	185	171	161	175	198	0	1961

Eligible Band of Residence Headcount Report

082 - Coast Mountains

September 2026 Collection

Report Generated: 2026-10-26

	Headcount	FTE
0531 - GITANMAAX	98	96.1250
0532 - KISPION	88	87.2500
0533 - SIK-E-DAKH	27	26.5000
0534 - HAGWILGET VILLAGE COUNCIL	28	26.2971
0535 - GITSEGUKLA	39	38.5000
0536 - GITWANGAK	79	78.0000
0537 - GITANYOW	35	34.3750
0676 - HAISLA NATION	61	59.8750
0680 - KITSELAS	79	79.0000
0681 - KITSUMKALUM	36	35.8750
All Bands & Students	570	561.7971



MEETING AGENDA ITEM #11.2.1

Action: Information: X

Meeting: Regular Meeting Date: October 28, 2026

Topic: **Minutes of the Education Committee Meeting, October 14, 2026**

Background/Discussion:

Minutes as attached.

Recommended Action:

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

Presented by: Trustee Karen Jonkman



EDUCATION COMMITTEE MEETING

Wednesday, October 14, 2026 – 4:00 p.m. to 5:00 p.m.

Microsoft Teams Virtual Meeting

Committee Members:

- Trustee Karen Jonkman (Chairperson)
- Trustee Wayne Jones
- 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
- Jocelynn Drew, Principal, Bear Valley School (CMAA Representative)
- Annette McAlpine, Principal, Uplands School (CMAA Representative)
- Jan Thorburn, Vice-Principal, Hazelton Secondary School (CMAA Representative)
- Terri Scott, Teacher, Bear Valley School (CMTF Representative, attending in place of Joslyn Bagg)

Regrets:

- CUPE Representative(s)
- IEC Representative(s)

Recording Secretary:

- Lindsay Harder, Executive Assistant

MEETING MINUTES

Items	Action
The virtual meeting was called to order at 4:05 p.m. chaired by Trustee Karen Jonkman, Committee Chairperson.	
1. Acknowledgement of the Territories, Introductions & Welcome	Chairperson Jonkman acknowledged with respect the school district's business being conducted on the traditional and unceded territories of the 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. Participants introduced themselves. Chairperson Jonkman advised that Terri Scott would attend in place of Joslynn Bagg and that Trustee Sundell would join the meeting by phone.
2. Previous Meeting Minutes, September 16, 2026	The meeting minutes of the previous Education Committee Meeting held September 16, 2026, were received. Information only; no action required.
3. Information Items / Updates	Chairperson's Remarks Chairperson Jonkman reflected on the September 25th District In-Service Day in Kitamaat Village (Haisla). She expressed appreciation for the Haisla community's welcome, opportunities to learn from Elders and share stories, and the work of the Indigenous Education Department, local Nations and others who contributed to the day. She also thanked staff, families, community partners and committee members for their commitment to schools.

3. Information Items / Updates (continuation)	<i>School Growth Plans</i> Superintendent MacMillan reported that the District Education Team was meeting with Principals and Vice-Principals to review School Growth Plans. A dedicated data section has been added to support discussion of student learning and school improvement, identify strengths and areas requiring attention, and recognize trends over time. The information would support decision-making and resource allocation. School Growth Plans would be shared with the Education Committee at its November meeting. <i>Amendment to Agenda</i> Superintendent MacMillan advised that Dan Hamel was accompanying and supporting students on an overnight field trip to the Kerr-Sulphurets-Mitchell (KSM) mining project. With the committee's agreement, the scheduled Distance Learning presentation on Brightspace / D2L and the North Coast Distance Education Program was replaced by a follow-up discussion on the September 25th District In-Service Day, which focused on Truth and Reconciliation and was organized by the Indigenous Education Department and local nations.
4. Presentation & Discussions: District In-Service Day – September 25th	<i>Regional Learning Opportunities</i> Superintendent MacMillan and Director Mortimer described the regional approach across Terrace, Kitimat, and Hazelton / Kitwanga. Local Nations led or helped plan learning reflecting their languages, cultures, histories and communities. Staff learned directly with Elders, knowledge keepers and community members. Appreciation was expressed to the Nations, Indigenous Education Council, presenters, Indigenous Education staff, administrators and district staff who supported the day. <i>Terrace</i> Director Mortimer outlined territorial welcomes, a keynote presentation by Jewell Gillies, and workshops on language and storytelling, song and dance, residential school education, trauma-informed practices, traditional medicines, and resource sharing. Off-site learning opportunities included Kitselas Canyon, Nisga'a Museum, and Kitselas Five Tier (K5T). The emphasis was on connecting local culture, history and relationships with educational practice. <i>Kitimat</i> The Haisla Nation developed and hosted the day in the community, with district support for logistics. Learning included Haisla language, culture, art, regalia, Elders in schools, feast teachings and cultural protocols. Superintendent MacMillan confirmed that participants experienced all scheduled activities despite changes in their order. She highlighted the shared bus journey and the hall's feast arrangement as opportunities to better understand students' experiences and community protocols. <i>Hazelton / Kitwanga</i> Gitxsan-focused learning was planned with education coordinators and IEC representatives. Sessions included traditional mapping, language, residential school teachings, totem pole learning, bannock making and curriculum sharing. An afternoon documentary screening was followed by discussion with individuals involved in the film. Vice-Principal Thorburn reported very positive feedback on the day. <i>Staff Feedback and Planning</i> Director Mortimer reported that 107 anonymous staff responses had been received across the three regions. Feedback was strongly positive: 99% reported feeling welcome and comfortable, 96% found the learning meaningful and engaging, 94% felt the day was well organized, and 82% indicated that they could apply the learning or resources to their roles.

4. Presentation & Discussions: District In-Service Day – September 25th <i>(continuation)</i>	Staff particularly valued learning directly with local Nations, Elders, knowledge keepers and community members, along with hands-on and land-based experiences and opportunities to connect with colleagues. Suggestions included more hands-on and land-based opportunities, additional spaces in popular sessions, earlier registration and communication, practical resources for use in staff roles, and learning relevant to all employee groups. Director Mortimer advised that feedback would inform planning for the 2027 In-Service Day and supported continuing the regional approach. She emphasized that the learning should continue through relationships and daily work with students and families. <i>Breakout Discussions</i> Participants met in three breakout groups. Members were invited to share the sessions they attended and consider the following questions: 1. What additional topics, learning experiences, or breakout sessions would you like to see offered at future Indigenous Education and Truth and Reconciliation In-Service Days? 2. What suggestions do you have for how we can build on this learning throughout the school year? 3. What was one key takeaway or meaningful learning experience from the In-Service Day? Participants reflected positively on the variety of learning opportunities and the connections made with Elders, knowledge keepers and local communities. Highlights included: • Hands-on cultural activities, drumming, storytelling, art, regalia making and feast teachings. • Land-based learning and community visits, including Kitselas Canyon, totem pole learning and K5T. Participants valued learning more about local history and the supports available within communities. • Opportunities to build on the learning through effective allyship and supporting students to become allies. Suggestions for future learning included repeating popular sessions so staff could attend offerings they had missed, exploring additional land-based experiences such as a K5T boat tour, and providing practical resources for classroom use. Participants emphasized the importance of clear permission to share songs, art and cultural knowledge with students, while respecting cultural protocols and acknowledging the source of the teachings. Feedback will inform planning for future District In-Service Days, including opportunities to provide practical classroom resources and clarify permissions for sharing cultural knowledge, while respecting cultural protocols.
3. Information Items / Updates <i>(continued after Item 4)</i>	<i>Indigenous Representation for Education Committee</i> Superintendent MacMillan advised that letters had been sent to the Indigenous Education Council (IEC) inviting representation from each nation (Gitxsan, Haisla, Nisga'a, and Ts'msyen) as discussed at the previous meeting, but responses had not yet been received. The IEC was expected to meet at the end of the month. She asked whether invitations should also be extended to the 11 Education Coordinators to encourage local nation representation at Education Committee meetings. Director Mortimer noted that most Education Coordinators also sit on

3. Information Items / Updates <i>(continuation)</i>	the IEC and that invitations could help identify those able and interested in participating. Superintendent MacMillan left the suggestion with members for consideration, pending the IEC's response and further discussion at the next meeting. For further consideration.
5. Next Meeting & Adjournment	The next Education Committee meeting is scheduled for Wednesday, November 12, 2026, from 4:00 p.m. to 5:30 p.m., via Microsoft Teams. Chairperson Jonkman thanked participants and adjourned the meeting.



MEETING AGENDA ITEM #12.1

Action: X Information:
Meeting: Regular Meeting Date: October 28, 2026
Topic: **2026 General School Trustee Election Results – School District 82**

Background/Discussion:

For information, attached please find an update as provided by Secretary Treasurer Fuller regarding the 2026 General School Trustee Election Results for Coast Mountains School District 82.

Recommended Action:

THAT the Board receive for information the 2026 General School Trustee Election Results update as presented.

Presented by: Secretary Treasurer



2026 GENERAL SCHOOL TRUSTEE ELECTION RESULTS - SCHOOL DISTRICT 82

Submitted by Ginger Fuller, Secretary Treasurer

On October 17, 2026, elections for local School Trustees were held in conjunction with the 2026 BC General Local Election.

Cathy Jackson, Chief Election Officer officially declared elected on October 20, 2026, the following candidates, who received the highest number of valid votes for the office of School Trustee for the 2026 School Trustee Election for Coast Mountains Board of Education School District 82:

Trustee Electoral Area 1 (Kitimat)	Karen Jonkman
Trustee Electoral Area 1 (Kitimat)	Angie Maitland
Trustee Electoral Area 2 (Terrace)	Margaret Warcup (elected by acclamation)
Trustee Electoral Area 2 (Terrace)	Ed Harrison (elected by acclamation)
Trustee Electoral Area 3 (Thornhill)	Troy Peters
Trustee Electoral Area 4 (Stewart)	Wayne Jones (elected by acclamation)
Trustee Electoral Area 5 (Hazelton)	Bryana Jack

Congratulations to the new Board of Education School Trustees who will represent Coast Mountains School District 82 for a four-year term from November 2026 to November 2030.

We extend our thanks to those who put their names forward for the Office of School Trustee for Coast Mountains School District 82 in support of public education.

Details will be shared in the coming week regarding the Swearing In Ceremony for the new Board of Education for the 2026/2030 Term followed by the Inaugural Meeting. Board elections for Chair, Vice, Chair, BCPSEA Representative & Alternate, and BCSTA Provincial Councillor & Alternate will take place at the Inaugural Meeting. Everyone is welcome to attend these upcoming events.

Sincerely,

Ginger Fuller
Secretary Treasurer



MEETING AGENDA ITEM #13.1

Action:		Information:	X
Meeting:	Regular	Meeting Date:	October 28, 2026
Topic:	Board Chair Report		

Background/Discussion:

Attached for Trustees' information is the Board Chair's Report for October 2026, respectfully submitted by Board Chair Margaret Warcup.

Recommended Action:

Information only; no action required.

Presented by: Board Chair



BOARD CHAIR REPORT

OCTOBER 2026 REGULAR BOARD OF EDUCATION MEETING

This past month has been a busy election month and marks the final Board meeting for the current trustees who have served their four-year terms. For the 2026–2030 term, five trustees will continue to serve, and two new trustees will join Coast Mountains Board of Education. Our next Regular Board Meeting, scheduled for November 24, 2026, will welcome the newly elected Board.

As we close this term, I would like to express, on behalf of your colleagues, our appreciation to Julia Sundell and Mike Maxim for their service as trustees. We also extend a warm welcome to Troy Peters and Bryana Jack as our new trustees.

This past month, being an election month, has been filled with valuable conversations and debates surrounding public education. Trustees have a specific governance role, with the ultimate goal of supporting student achievement and ensuring students thrive and reach their full potential. The election process has raised awareness of how boards of education reflect local priorities, values and strategic goals.

Through our governance roles and responsibilities, the Board guides the work of the school district, employs the Superintendent, and establishes plans, policies and the annual budget. Our Board's work is guided by the Strategic Plan, which will be updated in the coming year. The development of a new plan will include opportunities for student and parent voices, as well as input from educators and community members. Continuing the engagement and conversations that took place throughout the election process will be important.

Additionally, in the coming month, decisions will be made regarding individual trustee roles and committee responsibilities.

An important part of our role is advocacy, and I will be encouraging our new Board to continue the advocacy efforts reflected in our submissions to the Select Standing Committee on Finance and Government Services.

From November 26–28, trustees will attend the BCSTA (*British Columbia School Trustees Association*) Trustee Academy, where they will gather to vote on advocacy motions, discuss system-wide education issues and plan public education priorities. This in-person event will also include orientation sessions for new and returning trustees on their roles and responsibilities.

On behalf of the Board, I attended and will continue to participate on the Scholarship Committee. There were also several provincial Board Chair calls led by BCSTA, with a focus on the elections.

Respectfully submitted,

Trustee Margaret Warcup
Board Chair