



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

**BOARD OF EDUCATION
REGULAR BOARD MEETING**

BOARD OF EDUCATION OFFICE - TERRACE

**WEDNESDAY, JUNE 17, 2026
5:00 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, JUNE 17, 2026 – 5:00 P.M. – HYBRID MEETING
BOARD OF EDUCATION OFFICE – IN PERSON OR VIRTUAL VIA ZOOM

A G E N D A

1. ACKNOWLEDGEMENT OF THE TERRITORY & CALL TO ORDER			
2. DECLARATION OF QUORUM			
3. APPROVAL OF AGENDA	Motion	Attachment	
4. APPROVAL OF MINUTES OF PRIOR MEETING			
4.1 Regular Meeting of the Board, May 27, 2026	Motion	Attachment	Pages 2-10
5. RECEIPT OF RECORDS OF IN CAMERA MEETING			
5.1 Summary of In Camera Meeting, May 27, 2026	Motion	Attachment	Pages 11-12
6. PRESENTATION:			
6.1 Northwest Trades & Employment Training Centre – Dan Hamel, Principal	Information	Attachment	Pages 13-33
6.2 “State of the Arts” - Miranda Leffler & Amber Zanon, Terrace Thornhill Parents for Music Society	Information	Attachment	Pages 34-47
7. CORRESPONDENCE - <i>There was no correspondence received.</i>			
8. SUPERINTENDENT OF SCHOOLS’ MONTHLY REPORT			
9. INDIGENOUS EDUCATION REPORT	Information	Attachment	Pages 48-78
10. INDIGENOUS EDUCATION COUNCIL (IEC) - Updates	Information	Attachment	Pages 79-106
11. STANDING COMMITTEE REPORTS	Information	Verbal	
11.1 <u>Business Committee Report (Trustee Ed Harrison)</u>			
11.1.1 Business Committee Meeting Minutes, June 10, 2026	Information	Attachment	Pages 107-109
11.1.2 2027-2028 Five-Year Plan Intake – Call for Projects	Motion	Attachment	Pages 110-112
11.1.3 Draft Preliminary 2026-2027 Annual Budget Bylaw	Bylaw	Attachment	Pages 113-129
11.1.4 Policy 5020 Policy Development (Final Reading)	Motion	Attachment	Pages 130-131
11.1.5 Policy 2010 Respect and Anti-Harassment (Final Reading)	Motion	Attachment	Pages 132-135
11.1.6 Policy 1035 Student Records (Final Reading)	Motion	Attachment	Pages 136-138
11.1.7 Bylaw 5065 Trustee Elections	Motion	Attachment	Pages 139-142
11.2 <u>Education Committee Report (Trustee Karen Jonkman)</u>			
11.2.1 Education Committee Meeting Minutes, June 10, 2026	Information	Attachment	Pages 143-149
11.2.2 2025/26 Strategic Plan Year End Report	Information	Attachment	Pages 150-172
12. NEW BUSINESS			
12.1.1 2026-2027 Annual Facilities Grant Expenditure Plan	Motion	Motion	Pages 173-174
12.1.2 2025 Carbon Neutral Action Report	Motion	Motion	Pages 175-179
12.1.3 Draft 2026-2027 Internal Administrative Calendar	Motion	Motion	Pages 180-182
13. TRUSTEE REPORTS			
13.1 Board Chair Report – June 2026	Information	Verbal	
13.2 Trustee Reports			
14. QUESTION PERIOD			
15. ADJOURNMENT			

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

WEDNESDAY, MAY 27, 2026 – 5:00 P.M.

BEAR VALLEY SCHOOL - STEWART

HYBRID MEETING (IN PERSON OR VIRTUAL)

PRESENT WERE:

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

Superintendent of Schools
Secretary Treasurer

- T. MacMillan
(virtual) - G. Fuller

DISTRICT STAFF PRESENT:

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

(virtual) - J. Nieckarz
(virtual) - P. Barron
- R. Schibli
(virtual) - T. McDonald

Board Chair Warcup acknowledged with respect the school District's business being conducted on the unceded traditional territories of the Gitksan, Haisla, Nisga'a, and Ts'msyen Peoples. She further acknowledged that the meeting was being held in Stewart on Nisga'a Nation territory and invited all virtual attendees to take a moment to recognize the traditional territories from which they were participating. The Board expressed gratitude for the opportunity to work with the children and families of these Nations and acknowledged the privilege of living and working on these lands.

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

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

National Teacher Appreciation Week and National Teacher Appreciation Day, observed throughout May, provided an opportunity to recognize and celebrate the dedication, professionalism, and contributions of teachers and staff across the District. Board Chair Warcup expressed appreciation for the important role educators and support staff play in supporting student learning and well-being.

Red Dress Day was recognized on May 5 provided an opportunity to honour and remember Missing and Murdered Indigenous Women, Girls, and Two-Spirit People (MMIWG2S+). Board Chair Warcup acknowledged the importance of continued reflection, learning, and awareness in support of truth, reconciliation, and community healing.

Moose Hide Campaign Day, recognized throughout the District in May, highlighted the importance of standing together to end violence against women and children while promoting respect, healing, and reconciliation.

Canadian Mental Health Week, recognized during the month of May, highlighted the importance of supporting the mental health and well-being of students, staff, and families while fostering safe, caring, and inclusive school communities.

Board Chair Warcup further noted the many student activities taking place across the District during the spring season, including athletics, arts and cultural events, outdoor learning opportunities, student voice initiatives, and year-end celebrations recognizing student achievement and success

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

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

1. CALL TO ORDER

Board Chair Warcup called the meeting to order at 5:35 p.m.

2. DECLARATION OF QUORUM

A quorum was declared.

3. APPROVAL OF AGENDA

Motion #8950

THAT the agenda for May 27, 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, April 29, 2026

Motion #8951

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

Carried
All in Favour

5. RECEIPT OF RECORDS OF IN CAMERA MEETING

5.1 Summary of In Camera Meeting, April 29, 2026

Motion #8952

THAT the Summary of the In Camera Meeting of the Board held April 29, 2026, be approved.

Carried
All in Favour

6. PRESENTATION: Bear Valley School – Music Performance

Prior to the commencement of the Regular Board Meeting, students from Bear Valley School provided a musical performance of *The Captain's Mate*. Trustees were advised that the school's choir was established following encouragement from a retired music teacher and that students had been exploring opportunities to learn and sing together. Students performed the selection a cappella, accompanied by dance, showcasing their work learning to sing in two-part harmony.

Board Chair Warcup expressed appreciation to the students and staff for sharing their talents and congratulated the students on their performance.

Received
(No motion required)

7. CORRESPONDENCE

7.1 Ombudsperson Quarterly Report (October – December 2025) dated March 31, 2026 (rec'd April 21, 2026)

The Board received correspondence dated March 31, 2026, from the Office of the Ombudsperson regarding its Quarterly Report for the period October 1 to December 31, 2025.

Trustees were advised that the report included summary information regarding complaint files closed relating to School District No. 82 (Coast Mountains) during the reporting period. No action was required by the District.

Received for information
(No motion required)

7.2 Letter regarding Mount Elizabeth Middle Secondary School dated May 14, 2026, from Minister Bowinn Ma

Board Chair Warcup shared correspondence dated May 14, 2026, from the Honourable Bowinn Ma, Minister of Infrastructure, regarding the Mount Elizabeth Middle Secondary School replacement project.

Board Chair Warcup advised that, following the release of the 2026/2027 Capital Plan response, she received a telephone call from Minister Bowinn Ma acknowledging the Board's disappointment that funding for the replacement project was not confirmed as part of Budget 2026. Trustees were advised that the Minister reaffirmed the importance of the project and indicated that Mount Elizabeth Middle Secondary School (MEMSS) remains a priority replacement project for the Province. Board Chair Warcup further noted the Minister's appreciation for the ongoing work and collaboration between District staff and Ministry representatives.

Received for information
(No motion required)

8. SUPERINTENDENT OF SCHOOLS' MONTHLY REPORT – May 2026

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

Received for information
(No motion required)

9. INDIGENOUS EDUCATION REPORT – May 2026

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

Received
(No motion required)

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

No report was provided as no Indigenous Education Council (IEC) representative was in attendance.

11. STANDING COMMITTEE REPORTS

11.1 Business Committee Report (Trustee Harrison)

11.1.1 Business Committee Meeting Minutes, May 13, 2026

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

Received
(No motion required)

11.1.2 Quarterly Financial Statements, March 31, 2026

Motion #8953

THAT the Board receive for information the Quarterly Financial Statements as at March 31, 2026.

Carried
All in Favour

11.1.3 Ministry Adjusted Funding Allocations, February 2026

Motion #8954

THAT the Board receive for information the Ministry of Education and Child Care Adjusted Funding Allocations for February 2026.

Carried
All in Favour

11.1.4 New Policy 1120 – Response to Unexpected Health Emergencies (Final Reading)

Trustee Harrison advised that Policy 1120 – Response to Unexpected Health Emergencies was presented for first reading at the February 25, 2026, Regular Board Meeting and was brought forward for final reading and adoption.

Motion #8955

THAT the Board adopt Policy 1120 – Response to Unexpected Health Emergencies.

Carried
All in Favour

11.1.5 Expenditure of Indigenous Education Targeted Funding (Policy 3040)

Trustee Harrison presented the recommendation regarding the purchase of a passenger bus for the Hazelton area utilizing Indigenous Education Targeted Funding. In response to trustee questions, Secretary-Treasurer Fuller provided clarification regarding the expenditure thresholds outlined in Board Policy 3040 and the rationale for proceeding without a public tender process due to limited vehicle availability and supply constraints.

Motion #8956

THAT the Board acknowledge and endorse the expenditure of Indigenous Education Targeted Funding for the purchase of a passenger bus for the Hazelton area with an estimated purchase cost of \$305,320.96 in accordance with Board Policy 3040.

Carried
All in Favor

11.2 Education Committee Report (Trustee Karen Jonkman)

11.2.1 Education Committee Meeting Minutes, May 13, 2026

THAT the minutes of the Education Committee Meeting held on May 13, 2026, be received for information.

Received
(No motion required)

12. NEW BUSINESS

12.1 Request to Establish Parent Advisory Committee (PAC) – Kitwanga Elementary

Superintendent MacMillan presented correspondence received from parents and guardians of students attending Kitwanga Elementary School requesting approval to establish a Parent Advisory Council (PAC) in accordance with the School Act and Board Policy 5050.

Discussion included the process for connecting the newly established PAC with the District Parent Advisory Council (DPAC).

Motion #8957

THAT the Board of Education approve the establishment of the Kitwanga Elementary School Parent Advisory Council as requested in the correspondence dated May 22, 2026.

Carried
All in Favor

13. TRUSTEE REPORTS

12.1 Board Chair Report – May 2026

Board Chair Warcup presented her report and further commented on discussions with the Honourable Bowinn Ma, Minister of Infrastructure, regarding the Mount Elizabeth Middle Secondary School replacement project.

Board Chair Warcup shared reflections from the District Student Voice Summit, noting student feedback related to creating safe, inclusive, and supportive learning environments. Students identified the importance of addressing racism and microaggressions, supporting access to clubs, sports, and arts opportunities, and continuing efforts to address food security for students.

Board Chair Warcup also highlighted her participation in Maker Day activities and acknowledged the contributions of community members and industry partners who supported hands-on learning opportunities for students across the District.

Received
(No motion required)

13.2 Provincial Council Delegate Report (Trustee Harrison)

No report

13.3 Trustee Reports

Board Chair Warcup invited Trustees to provide reports.

Trustee Maxim shared information regarding a concept he is exploring to support student success and future opportunities for graduates through collaboration with various levels of government and community partners. Trustee Maxim noted the importance of creating opportunities that encourage student engagement and long-term success.

Received
(No motion required)

14. QUESTION PERIOD

Cyra Yunkws advised that she had submitted several questions in advance and would await responses by email. Ms. Yunkws also inquired about the LNG Canada contribution referenced in the Superintendent's Report. Administration provided information regarding the numeracy funding initiative and confirmed the contribution amount.

Terry Marleau expressed appreciation for the Board's continued advocacy regarding the Mount Elizabeth Middle Secondary School replacement project and other community infrastructure priorities.

Questions and comments were noted by the Board for follow-up as appropriate.

15. ADJOURNMENT

The next hybrid Regular Board of Education Meeting will be held on Wednesday, June 17, 2026, at 5:00 p.m. at Board of Education Office in Terrace.

The meeting was adjourned at 6:32 p.m.

Board of Education Chair

Secretary Treasurer

DRAFT



MEETING AGENDA ITEM #5.1

Action: X Information:
Meeting: Regular Meeting Date: June 17, 2026
Topic: **Summary of In-Camera Meeting of the Board, May 27, 2026**

Background/Discussion:

Summary as attached.

Recommended Action:

THAT the Summary of the In-Camera Meeting of the Board held May 27, 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 May 27, 2026
PURSUANT TO SECTION 72(3) OF THE *SCHOOL ACT***

The Board of Education:

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



MEETING AGENDA #6.1

Action: Information: X
Meeting: Regular Meeting Date: June 17, 2026
Topic: **Presentation: Northwest Trades & Employment Training Centre (NTETC)**

Background/Discussion:

The Northwest Trades & Employment Training Centre presentation provides the Board with an overview of recent programming, events, partnerships, and student opportunities supported through NTETC.

The presentation highlights career exploration and trades-related learning opportunities that have taken place across the district, including career fairs, Maker Days, dual credit interviews, trades samplers, Adventures in Healthcare, Adventures with First Responders, and other hands-on learning experiences for students.

The presentation also provides information regarding planned additions for the upcoming school year, including expanded dual credit pathways, student support planning, Brightspace resource training, and additional career exploration opportunities in Hazelton, Stewart, Terrace, and Kitimat.

This presentation is provided for the Board's information.

Recommended Action:

For information only.

Presented by: Dan Hamel, Principal of Northwest Trades and Employment Training Centre













NORTHWEST TRADES & EMPLOYMENT TRAINING CENTRE



Presentation Agenda

- The past 7 weeks
- Next year's additions

NTETC/NCDES STAFFING

Stephanie	Kasha	Ashish	Carrie	Dan	Kim	Stepheny	Tammy	Fass	Maryka
HAZELTON	KITIMAT	I.T.	NTETC	NTETC	NTETC	NTETC	CALEDONIA	NTETC	KITIMAT
									
0.57	0.2.86	I.T. Department	35 HOURS	1.0	1.0	1.0	1.0	0.286	1.0
SUPER POWERS	SUPER POWERS	SUPER POWERS	SUPER POWERS	SUPER POWERS	SUPER POWERS	SUPER POWERS	SUPER POWERS	SUPER POWERS	SUPER POWERS:
WEX YOUTH PROGRAMS CAREER ADVISOR	WEX	DL SUPPORT	INFORMATION GATE KEEPER MYED SPECIALIST TEACHER SUPPORT	TEACHER SUPPORT ORGANIZATION LIAISON PROGRAM DEVELOPER BUILDING LANDLORD	DISTRICT WIDE WEX WORK IN TRADES CAREER ADVISOR EVENTS	DISTRICT WIDE DISCOVERY DUAL CREDIT CAREER ADVISOR EVENTS	CLC CAREER ADVISOR	DL MATH	CLC DL GRAD ADVISOR YOUTH PROGRAMS CAREER ADVISOR
						LINC CANADA			16

PAST 7 weeks

Career Fairs

- Hazelton (Gitanmaax Hall) – February 12th
- Kitimat (KVES) – April 28th
- Terrace (Regional Career Expo.) – May 8th
- Kitimat (City of Kitimat at MEMSS)- May 21st



PAST 7 weeks

Stewart Maker Day

- April 30th
- Whole School
- Partnership: BC Construction Foundation



PAST 7 weeks

Dual Credit Interviews

- Over 70 interviews for Trades Dual Credit
- Interviews in Hazelton, Terrace & Kitimat
- 30 minutes each with students and parents/guardians
- 56 students have been accepted for next year
- Collaboration meeting with all NTETC staff

May 13th

PAST 7 weeks

Adventures in Healthcare

- May 6th-8th
- 36 students from Hazelton, Terrace & Kitimat took part.
- Main partnerships: Rotary clubs (2), Northern Health, Coast Mountain College, UNBC, and CMSD-82 (many others including the Cedar Dental Clinic).



PAST 7 weeks

NTETC Maker Day

- May 21st
- ~280 Grade 7 students
- Hazelton, Kitwanga, Skeena, & KitsumKalum schools
- 24 organizations

Station List!

1	Paramedics	BC Emergency Health Services
2	Firefighter	Thornhill Fire Department
3	Equipment operators	Aquila Safety & Sunbelt Rentals
4	Piping Activity	Rio Tinto
5	Floor layer	Your Decor & Michael
6	Piping/Soldering	Piping Industry College
7	Electrical	Construction Foundation of BC, Rio Tinto & Western JET-WIRED
8	Rope Access	Acuren/ LNG
9	Drywall	Technicon
10	Concrete	Technicon
11	Roofing	A & J Roofing
12	Carpentry/Framing	Progressive Ventures
13	Cooking	Coast Mountain College
14	Skeena Diversity	Skeena Diversity
15	Nursing	UNBC
16	Painting	Dave Sharp
17	Autobody	Azorcan
18	Sheet Metal	CIMS
19	RCMP	Royal Canadian Mounted Police
20	Plumbing	Coast Mountain School District 82 EMCO, Andrew Sheret, & Rona
21	Skeena Wild	Skeena Wild
22	Journalism	CFTK
23	Hair Stylist	Coast Mountain College
	Counselling & Social	
24	Work	Child & Youth Mental Health

Volunteers: Volunteer Terrace, Caledonia, & Christein Centennial

Skilled Trades BC for Lunch

PAST 7 weeks

KCH SAMPLER

- 6 weeks
- Multiple Trades
- Grades 10-12



PAST 7 weeks

CMTN Trades SAMPLER

- Semester 2
- Caledonia & Parkside
- 32 seats (NTETC pays ~33,000.00)

Adventures in Port

- May 26-28th
- 1 student from MEMSS went
- Prince Rupert



PAST 7 weeks

Caledonia Outdoor Smoker

- Mr. Edwards gained a grant
- Piping Industry College



PAST 7 weeks

Thornhill Primary/Elementary Garden Trial

- Bought gardening tools
- Partnership with Terrace Volunteer (TAPS)
- Older Adults take care of the garden through the summer



PAST 7 weeks

CLC Capstone Fair (MEMSS)

- Students showcase their Capstone projects
- Multiple showings
- ~80 students



PAST 7 weeks

Adventures in First Responders (Trial)

- ~50 students in Terrace
- Partnerships: Search & Rescue, RCMP, Terrace Fire Fighters, and Paramedics



TERRACE ADVENTURES WITH FIRST RESPONDERS
MAY 29 2026

Spend the Day Learning with First Responders
RCMP, Fire/ Rescue, Paramedic (BCEHS) & Search & Rescue
Who: Grade 10-12 Students
Time: 9:00am to 3:00pm

NORTHWEST TRADES & EMPLOYMENT TRAINING CENTRE Coast Mountains School District 82



PAST 7 weeks

Kitimat Maker Day at Nechako

- June 4th
- ~180 Grade 6 & 7 students
- Nechako, Kildala, St. Anthony's, & MEMSS
- ~~16~~ 15 organizations

Station List!

Kitimat Maker Day

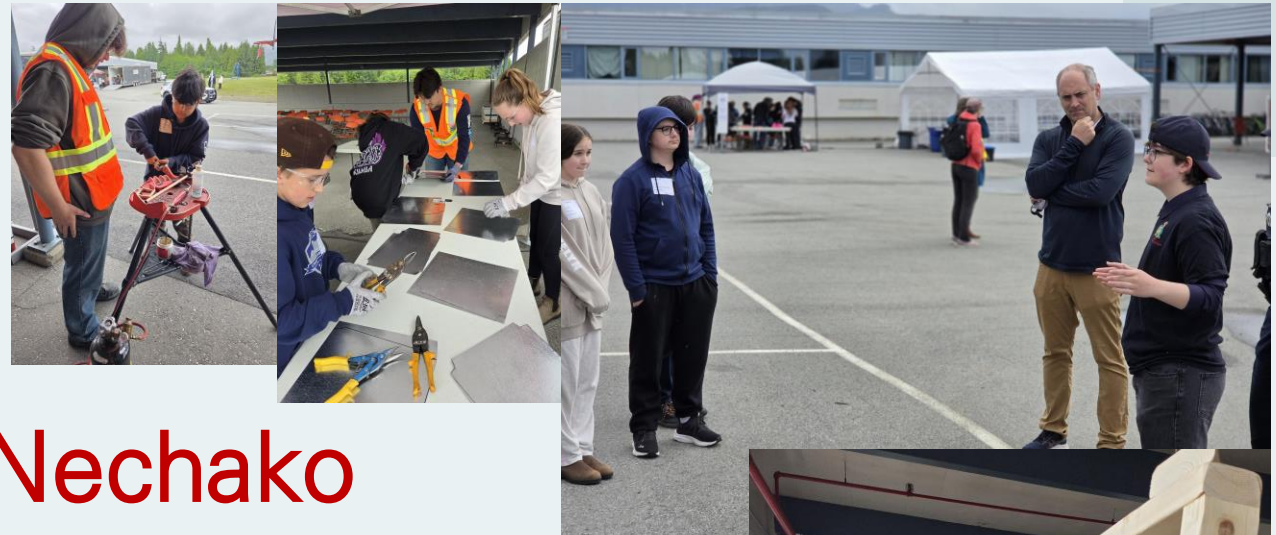
1	Sheet Metal	CIMS
2	RCMP	Royal Canadian Mounted Police
3	Firefighter/Paramedics	Kitimat Emergency Services
4	Painting	KCH students Bradley's Bait & Tackle & Kitimat Rod and Gun
5	Fly Tying	
6	Surprise	CMSD82
7	Rope Access	Acuren/ LNG
8	Instrumentation	CND/ LNG
9	Piping/Soldering	Piping Industry College
10	Plumbing	CIMS
11	Nursing	Northern Health
12	Piping Activity	Rio Tinto
13	Concrete	Technicon Technicon - Emporium Builders Supplies Ltd
14	Carpentry	
15	Hair Stylist	Coast Mountain College
	Counselling & Social	
16	Work	Child & Youth Mental Health
17	Cake Decorating	CMSD82 – Ms. Rypma

Volunteers: KCH & MEMSS

Skilled Trades BC for Lunch

PAST 7 weeks

Kitimat Maker Day at Nechako



PAST 7 weeks

Brightspace Transition

D2L

BRIGHTSPACE



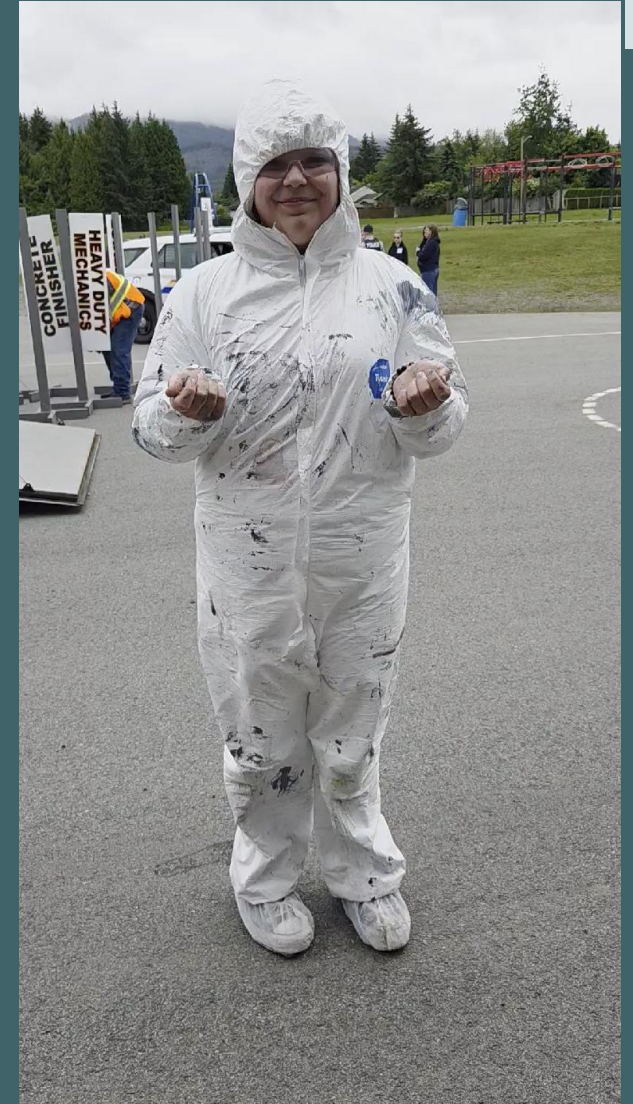
Next Year's additions

- Dual Credit Pathway to Teacher Education for First Nation Students
- Academic Dual Credit pathways
- Dual Credit student support plans
- Adventures in First Responders (Hazelton)
- Brightspace resource training
- SAMPLERS in Hazelton (Fall), Stewart (Spring), Terrace and Parkside (Spring)
- Dual Credit Welding (Hazelton)



Any Questions
Feedback?

Thank you!



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MEETING AGENDA #6.2

Action: Information: X
Meeting: Regular Meeting Date: June 17, 2026
Topic: **Presentation: State of the Arts – School Music Programs**

Background/Discussion:

The Board will receive a presentation from the Terrace Thornhill Parents for Music Society regarding school music programs.

The presentation provides information regarding the importance of music education, the history of school music programming in Terrace and Thornhill, the role of music programs in supporting student learning, school connection, and community engagement.

This will be presented to the Board for information.

Recommended Action:

For information only.

Presented by: Miranda Leffler and Amber Zanon



STATE OF THE ARTS

Terrace Thornhill Parents for Music Society

Prepared for School District 82 Board of
Trustees

May 27, 2026



MUSIC IN OUR COMMUNITY

- Terrace and Thornhill have a rich musical heritage that is important to the community
- Music education has a profound positive impact on student outcomes and long-term success
- The program is supported by dedicated educators, parents and families, and community musicians

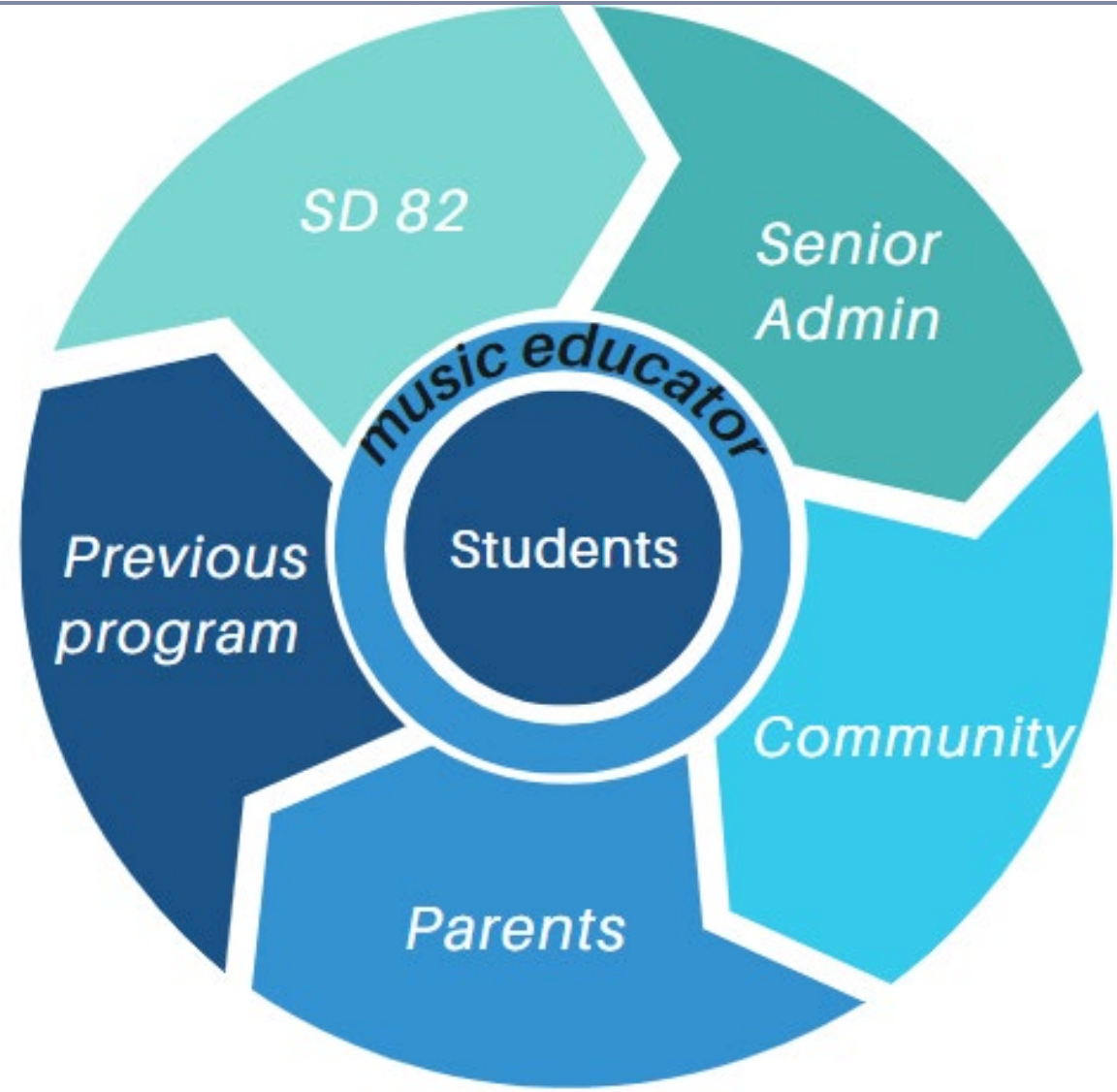
HISTORICAL CONTEXT

30 years ago, all students had early access to high - quality public music education. This was the legacy of a previous superintendent that understood the link between music programs and student achievement.

- Classes taught by F/T specialist music teachers with post - secondary training in music
- Students at every school could start learning an instrument in Gr 6.
- High school band and music programs at Caledonia and the then - junior high schools were thriving
- School district provided administrative support through a music coordinator



A HEALTHY BAND/MUSIC PROGRAM REQUIRES SUPPORT



1998

School board decision to make sweeping budget cuts to music education across the board and eliminate elementary band.

- School board decided to cut band across the board
- Significant community pushback and protests
- Dare to Dream Foundation established as stopgap funding measure
- SD 82 reinstated the elementary band the following year
- Music in Terrace still relies heavily on Dare to Dream Foundation, volunteer hours from music educators, and community musicians

PROGRAM EROSION

- Since 1998, budget cuts and administrative decisions have reduced program scope
- 50% reduction in instructional time for Grade 8
- 2012: Suuwilaawks elementary band program was eliminated
- 2013: SD 82 attempted to eliminate band at Cassie Hall and Ecole Mountainview
- 2023: Skeena Middle School band teacher hired in 2020 left the position. Many parents, educators, and community members felt that insufficient initial efforts were made to recruit a qualified replacement, resulting in concerns about the future of the band program.



MUSIC IMPROVES STUDENT OUTCOMES

Quality music programs led by specialist educators lead to better educational outcomes and these benefits are consistent regardless of socioeconomic status.

These benefits include:

- Higher scores in math and reading
- Improved memory and advanced problem-solving skills
- Strong emotional intelligence and social skills
- Improved mental health
- Increased school attendance
- Much greater likelihood of high school graduation
- Sense of belonging, connection to community

In their Words:

Messages from Local Music Program Alumni

“My time as a band kid helped me discover a love for music and introduced me to some life long friends. I gained confidence in music but also in my other subjects, like Math and English.”


“Music also makes me realise that I'm just one part of the song that is needed to build and give voice to a healthy community.”

“Without music in school I would have never graduated and I would not be as engaged in the education system as I am today.”

“Without a doubt a music program in school is the backbone of where and how we can work together and develop deep lifelong friendships along with a vocation that continually gives back to our community. Concerts in the park, Remembrance Day, Canada Day concerts to name a few public services that music enhances.”

“When I was in high school, band was a place I felt I could be myself, and where I found my friends... I didn't grow up in a musical family, and I didn't have the privilege of access to private music lessons. School band was the entry point.”

“I can do math and science and understand history and wrote about it all - but is the arts that made me a leader, a communicator, and gave me the confidence that allowed me to create and grow a company.”

- 
- Musicians in community groups are alums of school music programs
 - Terrace's performing arts tradition attracts and retains music teachers
 - Terrace's performing arts tradition attracts educated professionals across sectors
 - SD 82 should prioritize investment in programs that benefit local students, but that also contribute to a vibrant community that is attractive to amenity migrants and educated professionals that our community needs

MUSIC PROGRAMS BUILD COMMUNITY

RECOMMENDATIONS

ADMIN SUPPORT

Work with school Principals to develop a shared, district -wide approach to prioritizing and protecting band programs within school-level administrative decisions.

Hire a District Vice Principal for Music & Arts, or restructure existing District Vice Principal portfolios to include dedicated oversight of music and arts programming.

SUCCESSION PLANNING

Succession planning for specialist music educators should be done in consultation with the incumbent teacher while they are still teaching.

Develop partnerships with post -secondary music programs to host student music teachers.

Hire a District Vice Principal for Music & Arts or restructure existing District Vice Principal portfolios.

JOB ATTRACTIVENESS

Develop attractive job postings that require specialist credentials for these positions. A Bachelor of Education alone is NOT sufficient.

Provide paid instructional time for classes like choir and jazz band to reduce teacher volunteer time.

RECOMMENDATIONS

STRATEGIC SUPPORT

Set a minimum standard for music education in the district that ensures equal and inclusive access to music.

Ensure that any kid that wants to be in band can access instructional time.

Work towards covering all teacher prep time in the primary and elementary schools with music classes taught by dedicated music educators wherever possible.

BUDGET

Ensure the district budget includes dedicated, protected funding for music education that cannot be redirected to cover other operational costs.

Wherever possible, allocate flexible budget dollars toward enhancing music education at all levels.

ENHANCE THE PROGRAM

Re-establish Suuwilaawks Elementary Band Program

Start School Band at Grade 5 across the board

Increase instructional time for grade 7 & 8

Pair band classes at Caledonia with an academic subject so that band instructional time is continuous across both semesters

OUR SCHOOL
MUSIC
PROGRAMS NEED
YOU.





MEETING AGENDA ITEM #8

Action:		Information:	X
Meeting:	Regular	Meeting Date:	June 17, 2026
Topic:	Superintendent of Schools' Monthly Report – June 2026		

Background/Discussion:

Attached for reference is the Superintendent of Schools' Monthly Report for presentation at the June 17, 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

June 2026



A Message from the Superintendent

Ama Sah / Good Day,

As we come to the close of another school year, I would like to extend my sincere thanks to our students, staff, families, Trustees, and education partners for their ongoing commitment to supporting student learning across Coast Mountains School District. June is a month filled with celebrations, reflection, and gratitude as we recognize the many accomplishments that have taken place throughout the year. I have appreciated the opportunity to visit schools and attend events throughout the district, witnessing firsthand the learning, creativity, talent, and sense of belonging that exists within our school communities.

This year, we have continued to make meaningful progress toward the goals outlined in our Strategic Plan: *Engage, Ignite, Empower*. It is encouraging to see evidence that our collective efforts are having a positive impact on student learning. For example, through initiatives such as the implementation of our Literacy Framework, targeted interventions, professional learning, and enhanced assessment practices, we are seeing improvements in student reading achievement and literacy development. While there is always more work to do, the data indicates that our efforts are translating into improved outcomes for students. These results reflect the dedication and expertise of our educators, support staff, school leaders, and district teams who work every day to help students realize their full potential.

June is also a time to celebrate student success. Across the district, students have been recognized through awards ceremonies, cultural events, athletic competitions, performances, scholarship evenings, and graduation ceremonies. A very special congratulations goes to the graduating Class of 2026. Graduation represents years of hard work, perseverance, growth, and achievement. We are incredibly proud of your accomplishments and look forward to seeing the positive contributions you will make in your communities and beyond.

This month, we also recognize and celebrate the many employees who have dedicated years of service to Coast Mountains School District. The commitment, care, and professionalism demonstrated by our staff make a lasting difference in the lives of students every day. To those employees celebrating service milestones, thank you for the many ways you have enriched our schools and supported student success. To those who are retiring this year, congratulations on a remarkable career. The relationships you have built, the lives you have touched, and the positive impact you have made will continue to shape our schools and communities for years to come.

As always, I am grateful for the support and collaboration of our Board of Education, Principals and Vice Principals, employee groups, families, Nations, and community partners. I would also like to extend a special thank you to Julia Nieckarz (Director, Inclusive Education), Phillip Barron (Director, Learning Services), Donna Mortimer (Director, Indigenous Education) Tina McDonald (District Principal, Curriculum Support) and Lindsay Harder (Executive Assistant to the Superintendent & Board of Education) for their leadership, partnership, and unwavering support throughout the year. Serving as Superintendent of Coast Mountains School District is both an honour and a privilege. Thank you for another successful year of learning, growth, and achievement. I wish everyone a safe, restful, and enjoyable summer.

With gratitude and appreciation,

Tracey MacMillan, Superintendent



Upcoming Dates:

June 21 - National Indigenous Peoples Day
June 23 – Last Day of School (Students)
June 24 – Administrative Day (Staff)
Sept. 8 – First day of school (Students)

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A Wonderful Day of Learning, Community and Connection at Bear Valley School

During our recent visit to Bear Valley School in Stewart, School Board Trustees and I were warmly welcomed by students and staff. Before the Board meeting began, we were introduced to a very special member of the school community — a baby duck being raised in Terri Scott's classroom. The duck has nearly grown enough to be released, and students eagerly shared updates about its development and care.



Left to right: Trustee & Vice Chair Karen Jonkman; Trustee Wayne Jones; Superintendent Tracey MacMillan; Trustee Ed Harrison; Trustee & Board Chair Margaret Warcup.

We were then treated to an impressive a cappella singing and dance performance by the primary students. Their enthusiasm, confidence, and joy were evident throughout the performance. It was clear that a great deal of practice and preparation had gone into the presentation. Thank you to Terri Scott and her students for sharing their talents and providing such a delightful start to our visit.



The following day, my school visit began with a delicious pancake breakfast prepared and served by local RCMP officers and Principal Jocelynn Drew. It was a wonderful opportunity to connect with students, staff, and community members while enjoying a great meal together.



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Throughout the day, it was evident that Bear Valley School is alive with learning, creativity, innovation, and hands-on experiences. One of the highlights was accompanying Terri Scott's Kindergarten to Grade 3 students to the river to release salmon fry. We greatly appreciated the informative presentations provided by local



conservation officers, who helped students deepen their understanding of local ecosystems and environmental stewardship.



Left to right: Superintendent MacMillan, students and Teacher Cari Hopkins take part in the salmon fry release.

Following the salmon fry release, students participated in a fascinating coho salmon dissection. This authentic learning experience provided an excellent opportunity to connect science and environmental studies to real-world applications while fostering curiosity and inquiry.



Biologist Lena Girard dissects a coho salmon.



As I visited classrooms throughout the school, students enthusiastically shared their learning and projects. In Eric Drew's shop class, students proudly showcased a beautifully crafted bench they had designed and built. Students were also hard at work assembling the school's new greenhouse, which will support future learning opportunities and be utilized during the next academic year.

Teacher Eric Drew and students proudly showcase their shop project.



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I also enjoyed visiting Cari Hopkins' Grade 4-7 classroom, where students were putting the finishing touches on detailed dioramas depicting scenes from their novel study of *The Outsiders*. The level of creativity, effort, and attention to detail demonstrated by the students was impressive.



In Ian Wen's secondary classroom, students shared their Nisga'a research projects; and at the elementary level examples of interdisciplinary

learning that combined geometry concepts with an inquiry into medieval castles were shared. Their work demonstrated thoughtful research, strong problem-solving skills, and an impressive ability to apply learning in creative and meaningful ways.



Teacher Ian Wen celebrates student learning.



Christina Smith & Superintendent MacMillan.

My visit concluded with a special recognition of Christina Smith, who received a Long Service Award in honour of her 15 years of dedicated service to Bear Valley School. Since 2009, Christina has supported students and staff in a variety of roles, including Education Assistant, Library Assistant, Noon Hour Supervisor, and Custodian. Her commitment, flexibility, and care have made a lasting impact on the school community. Congratulations, Christina, and thank you for your years of service.

Thank you once again to Principal Jocelynn Drew and the entire Bear Valley School staff for your warm welcome and for the important work you do every day. It was a pleasure to spend time in your school and witness the many ways you inspire students through meaningful, engaging, and authentic learning experiences.



New Hazelton Elementary School All-Clans Feast

I would like to extend my sincere thanks to Lindsay Nyce, Language Culture Teacher, and the staff of New Hazelton Elementary School for the kind invitation to attend the recent All-Clans Feast. It was an honour to join students, families, Elders, staff, and community members for such a meaningful celebration of culture, language, and community.

One of the highlights of the day was witnessing the pride and confidence of students as they spoke and read in the Gitksan language. We were also treated to a wonderful performance by the Gitanmaax Language Nest and Kindergarten students. Seeing and hearing students engage so naturally with language and culture was both inspiring and a powerful reminder of the importance of this work.



Left to right: Pic 1 Superintendent MacMillan congratulates retiree Corina Barr; Pic 2 & 3 Lindsay Nyce and students welcome guests to the feast.

I would also like to once again congratulate Corina Barr on her retirement following 32 years of dedicated service to students, families, and the New Hazelton Elementary School community. Corina's care, commitment, and contributions have positively impacted generations of learners. On behalf of the District, I wish her all the very best in her well-earned retirement.

You will find additional highlights and details about this special event in the Indigenous Education Report. The All-Clans Feast was a wonderful celebration of belonging, culture, and community, and I am grateful to have been part of it.

Celebrating Our Partnership with UNBC

Members of the District Education Team and Board Chair Margaret Warcup recently attended the UNBC Northwest Convocation in Terrace. Following the ceremony, we had the opportunity to connect with Dr. Bill Owen, Interim President, Academic and Provost. Coast Mountains School District 82 values its strong partnership with UNBC and appreciates the university's ongoing commitment to providing accessible post-secondary opportunities in the North. Congratulations to the UNBC Class of 2026, and thank you to UNBC for the important role you play in strengthening our communities and supporting the future workforce of northern British Columbia.



Left to right: Superintendent MacMillan; Dr. Bill Owen; and Trustee Margaret Warcup.



Hazelton Secondary School Cultural Day

Donna Mortimer, Director of Indigenous Education, and I were honoured to attend the 2nd Annual Cultural Day at Hazelton Secondary School, a collaborative event between Hazelton Secondary School and the Office of Gitanmaax focused on connecting learners, community, and culture. It was an engaging and educational day that provided meaningful opportunities to learn from students, Elders, Knowledge Holders, and community members.



Thank you to the Indigenous Support Workers, staff, administration of HSS, Elders and Knowledge Holders for the invitation and for the considerable

work that went into organizing this important event. I would also like to extend a special thank you to Pansy Wright-Simms, Director of Education for Gitanmaax, for her continued support, guidance, and generosity in sharing her knowledge.

Pansy also challenged me to participate in a moose-calling competition—a challenge I gladly accepted! Pansy, I will be practicing for next year. Additional highlights from the Cultural Day can be found in the Indigenous Education Report.



Left to Right are: Director Donna Mortimer; Pansy Wright-Simms with her granddaughter; & Superintendent MacMillan.



The photos left to right depict the following: Darlene Williams leading students from Kitwanga Elementary School. Ryan McCan (Vice Principal, HSS and Donna Mortimer, Director, Indigenous Education); Alysha O'Brien (Vice Principal, HSS) and Adriana Jackson (Indigenous Support Worker, HSS) enjoy the events. Superintendent MacMillan participates in the Moose Calling competition.

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Best Wishes on Your Next Adventure

During a recent visit to Nechako Elementary School, Trustees had the opportunity to personally thank Principal David Mills for his years of dedicated service to students, staff, and families. David's leadership, commitment, and care have had a lasting impact on the school community and Coast Mountains School District. We wish David all the very best as he begins this exciting new chapter and hope he enjoys a well-deserved retirement filled with family, friends, travel, and new adventures.



Left to Right are: Superintendent MacMillan; Principal David Mills; Trustee Angie Maitland; and Trustee Ed Harrison.

Congratulations, Kitimat City High School Graduates!



I had the pleasure of attending the Kitimat City High School Graduation and Commencement Ceremony accompanied by Julia Nieckarz, Director of Instruction for Inclusive Education, and Kitimat Trustees Karen Yonkman and Angie Maitland. It was a beautiful celebration, and the graduates looked incredible as they marked this important milestone surrounded by family, friends, staff, and community members.

One of the highlights of the evening was hearing teachers share personal stories and reflections about each graduate. These thoughtful tributes made the ceremony especially meaningful and memorable, highlighting the unique strengths, accomplishments, and journeys of each student. Thank you to the graduates, staff of Kitimat City High School and Principal Nancy Tormene for the kind invitation and for including us in your special day.



Valedictorian: Gabriel Kaines

Congratulations to the Class of 2026.

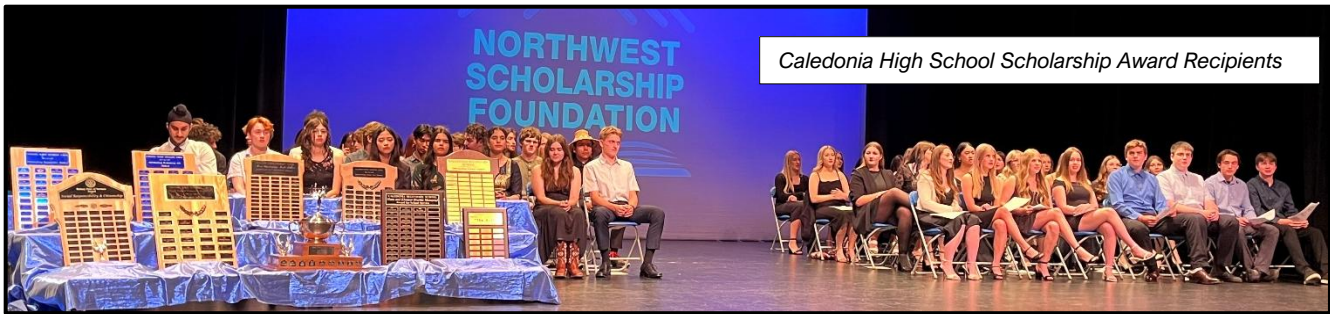
We wish you every success and happiness as you begin the next chapter of your journey.



Enjoying the Celebration LtoR are Trustees Karen Jonkman & Angie Maitland; Director Nieckarz; Superintendent MacMillan.



Scholarships Open Doors to Future Opportunities



Caledonia High School Scholarship Award Recipients

Throughout June, schools across Coast Mountains School District celebrated the accomplishments of graduating students during scholarship and awards ceremonies. I had the opportunity to attend and participate in ceremonies at Caledonia Secondary School and Mount Elizabeth Middle Secondary School, where it was inspiring to see the remarkable achievements, talents, and aspirations of our students recognized. On behalf of the District, we extend our sincere appreciation to the Scholarship Committees, scholarship sponsors, and school staff whose dedication and generosity make these celebrations possible. Congratulations to all scholarship recipients across the district. Your hard work, commitment, and contributions have been recognized, and we wish you every success as you pursue your post-secondary education and future career goals.



Mount Elizabeth Middle High School Scholarship

Kildala Elementary Track and Field Day



I had the opportunity to attend the Kildala Elementary School Track and Field Day in Kitimat, an event that welcomed elementary students from across the local area. This year marked the second year of revitalizing the program after a 20-year hiatus, and it was wonderful to see so many students participating and enjoying a day of friendly competition and physical activity. Events included relay races, long jump, high jump, shot put, and javelin.



Back: Donna Mortimer, Director; Janelle Hittel (Principal, Kildala); & Kildala Teachers Shelly Striker & Charlotte Klonarakis (front row).

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I also had the opportunity to meet and thank members of the Nechako PAC, who were taking a turn operating the Snack Shack and helping to keep athletes hydrated throughout the day. Thank you to the staff at Kildala Elementary School for taking the lead in organizing this event, as well as the many staff members from participating schools and parent volunteers who contributed their time and energy to make the day a success. Your collective efforts created a memorable experience for students, and I appreciated the invitation to attend.



Thank you Nechako PAC Members! Left to right: Amanda Smetaniuk, Superintendent MacMillan, Marina



Thank you Nechako Elementary School Staff for your support at the Kildala Track & Field Event. Back row, left to right: Tracey MacMillan (Superintendent); Christina McKenzie (Teacher); Jill Curasco (Teacher); Lori Riley (Education Assistant); Adam Gray (Teacher); and Donna Mortimer, Director of Indigenous Education. Front row: Jackie Iannetta (Teacher); Olivia Bruce (Teacher); Cori Boguski (Vice Principal).



Donna Mortimer and Vice Principal Chrysta Carreiro.

Celebrating a Remarkable Career in Music Education



Left to right: Director Phillip Barron; Daryl McDicken; Superintendent MacMillan.

On behalf of the Board of Education and Senior Management Team, we would like to congratulate Daryl McDicken on his retirement and thank him for 31 years of dedicated service to Coast Mountains School District. Since my arrival in the district, I have had the opportunity to attend several student performances and music events led by Mr. McDicken. Each time, I was impressed by the skill, confidence, and enthusiasm of his students, as well as the pride they took in their performances. His passion for music education, commitment to excellence, and encouragement of young people have had a lasting impact on generations of students. His contributions to our schools, the Northwest Music Festival, the Dare to Dream Foundation, and the broader community have enriched the lives of countless learners and families. We thank him for his remarkable career and wish him health, happiness, and many rewarding adventures in retirement.



Welcoming Future Learners to Cassie Hall Elementary

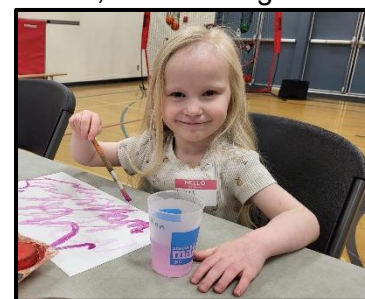


Our Welcome to Kindergarten event was a wonderful success. A special thank you is extended to Kendra LeBlond, Vice-Principal; Vivian Carlick, Kindergarten Teacher; Shannon MacLeod, Early Childhood Educator; and Rachel Gull, StrongStart Facilitator, for their work in organizing and facilitating this meaningful event.



Cassie Hall was delighted to welcome our newest learners and their families into the school community. Through a variety of engaging, hands-on learning stations, staff had the opportunity to connect with future students and gain valuable insight into their strengths, interests, and learning needs.

The event was filled with smiles, curiosity, and excitement as children explored activities, built confidence, and began making connections with their new school. We are grateful to everyone who helped make the day such a positive experience and look forward to welcoming this amazing group of learners to Cassie Hall in the fall.



matter.

(With appreciation to Erika Barton, Principal at Cassie Hall Elementary School for this contribution.)

Deaf and Hard of Hearing Connections Day Across the North Coast

Deaf and Hard of Hearing (DHH) Connections Day began last year as an opportunity to bring together youth from across the North Coast to connect with one another. Given the distance between communities, the event was created to provide meaningful opportunities for students who are d/Deaf and hard of hearing to meet, build relationships, and connect with peers who may share similar experiences.



One student shared how meaningful these gatherings are, explaining that as a middle school student, he sometimes feels like there is no one else like him. Reflections like this remind us just how important these events are in supporting students' sense of belonging, connection, and community.

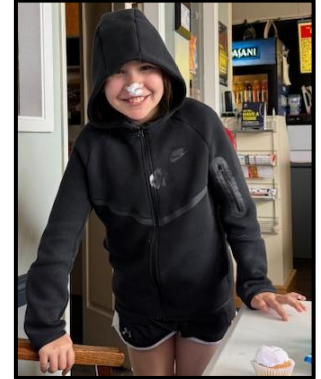
This year, students gathered at Terrace Bowling Lanes for a fun day together. We are very grateful to the bowling alley staff for opening early to accommodate students travelling from outside communities. Students enjoyed bowling, meeting new people, reconnecting with peers, and building lasting connections with one another.

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A sincere thank you is extended to the Provincial Outreach Program: Deaf and Hard of Hearing (POPDHH) for supporting the event in Terrace. We deeply appreciate their continued support of this important day. Thank you as well to School District 52 Prince Rupert for generously providing lunch for all students this year, and to the many adults who supported the event by transporting students from outside communities.



We missed the students who were unable to attend this year and hope they will be able to join us for next year's event. Thank you to everyone who helped make the day so special. We are already looking forward to another wonderful DHH Connections Day next year.

(With appreciation to District Teachers for the Deaf and Hard of Hearing - Alisha Cameron, School District 82, and Chiara Young, School District 52, for this contribution.)

Kildala Grade 6 Students Prepare for Middle School Transition



The Grade 6 Transition Conference is an annual event that brings together Grade 6 students from all elementary schools in Kitimat. The conference is designed to help students prepare for their transition from elementary school to middle school by providing valuable information, practical skills, and opportunities to build connections with their future peers.

Throughout the day, students participate in a variety of engaging sessions led by community partners and volunteers who share their knowledge and expertise. Topics include online safety presented by the RCMP, healthy relationships through the PEACE Program (Prevention Education, Advocacy, Counselling, Empowerment), and hygiene and nutrition, complete with healthy smoothie-making activities. Students also have the opportunity to learn how to safely and effectively use fitness equipment.



Additional activities include Haisla language learning and beading facilitated by Indigenous Support Workers, bus safety and etiquette presentations from BC Transit, and environmental education from the Kitimat Understanding the Environment (KUTE) highlighting the importance of recycling. School counsellors provide information about mental health supports, course selection, and scheduling at Mount Elizabeth Middle Secondary School (MEMSS), while members of the MEMSS Student Council introduce students to school clubs, teams, sports, and extracurricular opportunities. Students also have the chance to practice opening combination locks in preparation for using lockers next year.



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Most importantly, the conference allows students to meet new friends, strengthen connections across schools, and become more comfortable with the transition to middle school. It is an informative, engaging, and enjoyable day that helps set students up for success in the years ahead.

(With appreciation to Janelle Hittell, Principal at Kildala Elementary, for this contribution.)



Left from right: Angie Desrosiers, Indigenous Support Worker at Nechako Elementary, Maggie Russell, Indigenous Support Worker at Kildala Elementary School, Raeonna Woods, Indigenous Support Worker at Mount Elizabeth Middle Secondary School, and Carlos Tavares, Indigenous Support Worker at Kildala Elementary School

Numeracy Focus Group Update

Over the last several months, the Numeracy Focus Group has done excellent work in supporting the district's ongoing focus on strengthening numeracy learning across schools. The group has spent considerable time reviewing a variety of math programs, instructional resources, and classroom materials to better understand what may best support teachers and learners across primary and elementary grades. This work has included thoughtful conversations about current practices, the needs of students and staff, and the importance of having consistent, high-quality resources available across the district. Thank you to Alastair Beddie, Catherine Eagles, Claire O'Neill, Deanna Giguere, Hal Blackwater, Heidi Siebring, Ian Wen, Kara Fridriksson, Lana Hanna, Lisa Pushong, Olivia Bruce, Rebecca Howes and Shelly Striker for your hard work and leadership with the Numeracy Focus Group.

In addition to reviewing multiple math programs and a wide variety of resources, the group has also supported school-based inventories of materials and supplies, helping to identify what is currently available in schools and where additional resources may be needed. These conversations have provided valuable information to help guide planning and ensure that future decisions are responsive to the needs of classrooms. The group has also engaged in important discussions about professional learning opportunities, assessment and evaluation practices, and how best to support teachers as we continue to build a shared approach to numeracy instruction.

Moving forward, primary and elementary teachers across the district will be invited to pilot one of two math programs supported by the Numeracy Focus Group. This pilot will provide an opportunity for teachers to explore the resources in their classrooms, provide feedback, and help inform future district planning. The work of the Numeracy Focus Group has been thoughtful, practical, and collaborative, and their contributions will continue to play an important role as we strengthen numeracy learning and support student success across the district.

Thank you to **LNG Canada** for their generous support and meaningful contributions to our district's ongoing numeracy work. Their partnership is helping strengthen professional learning, support the exploration of high-quality resources, and build increased opportunities for student success across our schools.

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



Phillip Barron, Director of Instruction, Learning Services

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Celebrating Creativity & Mrs. Barr at New Hazelton Elementary (NHE)

Students in Mrs. Barr's Grade 5 class did an amazing job creating their dioramas. Their projects demonstrated a wonderful combination of creativity, effort, attention to detail, and pride in their learning. Each diorama reflected the students' unique ideas and showed how thoughtfully they approached the task, using materials, color, design, and imagination to bring their learning to life.

It was clear that students were proud of their work and excited to share what they had created. The dioramas provided a great opportunity for students to express their understanding in a hands-on and meaningful way, while also celebrating their creativity and individual strengths. Congratulations to all of the students for their hard work, enthusiasm, and the care they put into their projects!

We would also like to congratulate Mrs. Barr on her well-deserved retirement at the end of this school year! Mrs. Barr has made a lasting difference in the lives of a great many students through her care, dedication, and commitment to learning. Her positive impact on students, families, colleagues, and the school community is deeply appreciated. We wish her all the very best as she begins this exciting next chapter and thank her for her many years of outstanding service!



Karina Barr, Grade 5 Teacher at New Hazelton Elementary School

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

Student Voice Education Committee Panel



Joel Ewald, Vice-Principal of Skeena Middle School and Student Voice Group

They shared thoughtful perspectives on the importance of being listened to by adults and having opportunities to provide input on issues that directly affect them, such as school culture, belonging, well-being, inclusion, learning experiences, and ways to make schools more welcoming and responsive for all students.

Groups of students from Mount Elizabeth Middle Secondary, Hazelton Secondary, Parkside Secondary and Skeena Middle School, participated in last month's Education Committee meeting to share their ideas, reflections, and feedback connected to recent student voice work taking place in schools across the district. The students spoke with honesty and confidence about their school experiences, including what helps them feel connected, supported, and successful, as well as areas where they believe schools can continue to improve.



Ryan McCann, Vice-Principal of Hazelton Secondary School and Student Voice Group

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Stacey Rodrigues, Vice-Principal of Mount Elizabeth Middle Secondary School, Carlos Tavares, Indigenous Support Worker at Kildala Elementary School and Student Voice Group.

Their participation was a powerful reminder that student voice is not only about gathering feedback, but also about building relationships, trust, and shared responsibility for improving schools. Students expressed appreciation for opportunities to share their thoughts in meaningful ways and reinforced that young people have valuable insight into what is working well and what could be strengthened.

Their contributions helped deepen the Education Committee's understanding of the themes emerging from student voice sessions and highlighted the importance of continuing to create spaces where students feel safe, respected, and encouraged to speak openly. Moving forward, the district will continue to use student voice as an important part of planning, decision-making, and ongoing efforts to strengthen learning environments across our schools.

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



Zack Frankel, Principal at Parkside Secondary School and Student Voice Group

Early Learning Across the District

The district remains committed to providing high-quality early learning opportunities that foster curiosity, creativity, social-emotional development, and a strong foundation for lifelong learning. Throughout the year, our youngest learners have participated in rich, hands-on learning experiences that bring learning to life and nurture their natural sense of wonder.



Students in our early learning programs have benefited from a wide range of experiential learning opportunities, including caring for and observing the life cycles of butterflies, chicks, and ducklings; learning about farm life through community connections and visits; and exploring the important roles of community helpers through experiences such as visits to local fire stations. These meaningful activities help children develop foundational skills, build connections to their communities, and deepen their understanding of the world around them.

We are pleased to continue offering a variety of early learning programs throughout the district. Preschool programs remain available at Cassie Hall Elementary, and the district continues to offer Seamless Day Kindergarten programming at Cassie Hall Elementary, Suwilaawks Community School, and École Mountainview.

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These programs provide young learners with engaging, developmentally appropriate experiences that support a successful transition into school.

In addition, the district continues to provide StrongStart BC Early Learning Programs at Cassie Hall Elementary, Suwilaawks Community School, Thornhill Primary School, and Kildala Elementary School in Kitimat.



StrongStart programs play a vital role in supporting families and young children by creating opportunities to build relationships, access community resources, and connect with outside agencies and support services. These programs also provide enriching early learning experiences that promote children's social, emotional, language, and cognitive development while strengthening family engagement in the learning process.

A sincere thank you is extended to all Early Childhood Educators for their dedication, expertise, and care. Through their commitment to play-based learning and the creation of positive, nurturing environments, they help children develop confidence, skills, and healthy relationships that form the foundation for future success in school and beyond. Their work is deeply valued and greatly appreciated.

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

French Immersion Learning in Action



The district continues to strengthen French language learning opportunities for students across our French Immersion programs. This year provided several exciting opportunities for students to engage authentically with the French language and Francophone culture.

In April, the district welcomed French country singer Eloiz from France for a special performance. French Immersion students from across the district were invited to attend the concert at École Mountainview, whose staff graciously hosted the event. The concert was a tremendous success, providing students with an engaging and memorable cultural experience while showcasing the vibrancy of the French language through music and performance. Eloiz captivated the audience with her energy, talent, and ability to connect with students of all ages.



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In May, three of our students attended the Concours Provincial in Surrey, a prestigious French public speaking competition that brings together students from across British Columbia to showcase their language skills, confidence, and creativity before live audiences and judges. Participants have the opportunity to earn awards, connect with the francophone community, and gain valuable experience that enhances both their academic profiles and future scholarship applications.

This year also marked the first full implementation of the district-developed French assessment tool. French Immersion teachers across the district completed the inaugural year of assessment administration, providing valuable information to support student learning and monitor progress. We are incredibly proud of the dedication and professionalism of our staff as they continue to support learners while maintaining a strong commitment to evidence-informed practice and student achievement.



Left to right: Jovi Nash (Skeena Middle School), Leif Nash (École Mountainview), and Natalie Wilson (Caledonia Secondary School) and Teacher, Tracey Carter.

A special thank you is extended to the French Immersion Literacy Focus Group, whose members have devoted significant time and expertise throughout the year to the development of a Kindergarten to Grade 9 French Immersion Literacy Framework. Their collaborative efforts are helping to create a cohesive and comprehensive approach to literacy instruction that will support both educators and students across the district. This important work will continue into the next school year as the framework moves toward completion and implementation.

We are grateful for the commitment, passion, and leadership demonstrated by our French Immersion educators and support staff. Their dedication continues to enrich learning experiences and strengthen French language education throughout the district.

Merci à tous pour votre engagement envers la réussite de nos élèves!

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

Literacy Update: Instruction, Assessment & Framework Development

The district continues to prioritize literacy development across all grade levels through a coordinated approach that combines evidence-informed instruction, assessment, intervention, and framework development.

During the 2025–2026 school year, many classrooms across the district implemented UFLI Foundations in Kindergarten through Grade 3 as a Tier 1 instructional approach to support foundational literacy skills. In addition, UFLI was utilized in upper elementary and middle school classrooms as a targeted Tier 2 intervention to provide focused support for students requiring additional instruction in phonological awareness, decoding, and word recognition.

To support ongoing monitoring of student progress, Acadience Reading assessments were administered across Kindergarten to Grade 6 throughout the district. These assessments provide valuable data that

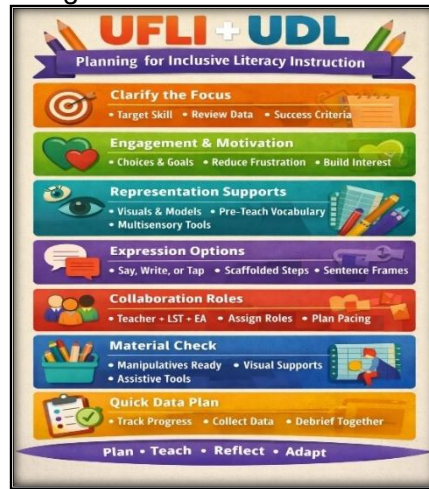
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inform instructional decision-making, identify students requiring additional support, and help schools monitor growth in foundational reading skills over time.

Picture 1 describes how UFLI combined with UDL (Universal Design for Learning) will support students in becoming independent learners. The second photo is from one of our UFLI classes that utilizes it as both Tier 1 and Tier 2 support for students requiring additional literacy support.



To support ongoing monitoring of student progress, Acadience Reading assessments were administered across Kindergarten to Grade 6 throughout the district. These assessments provide valuable data that inform instructional decision-making, identify students requiring additional support, and help schools monitor growth in foundational reading skills over time.

This year, the district also piloted Acadience Reading assessments in Grades 7 and 8 at Skeena Middle School and Hazelton Secondary School. The pilot provided important insights into adolescent literacy needs and will help inform future decisions regarding assessment and intervention practices at the intermediate and secondary levels.

We are proud of the many literacy initiatives taking place within our schools. School-based teams continue to demonstrate a strong commitment to improving student learning through a variety of literacy approaches that respond to the unique needs of their students and communities. These efforts reflect the professionalism, creativity, and dedication of our educators.



Tina McDonald,
District Principal,
Curriculum Support

At the district level, literacy skill development has been further supported through the creation of a Grade 7–9 Literacy Framework, which is scheduled for implementation in Fall 2026. This framework will provide teachers with a coherent, evidence-informed approach to literacy instruction that aligns with provincial curriculum expectations and current literacy research.

We extend our sincere appreciation to the many teachers who contributed to the development of both the English and French literacy frameworks this year. Their expertise, collaboration, and commitment to student success have been truly remarkable. The quality of their work will have a lasting impact on literacy instruction across the district.

Looking ahead, the district will continue this important work through the development and completion of a comprehensive Kindergarten to Grade 9 French Immersion Literacy Framework during the 2026–2027 school year.

The District Literacy Team (Tina McDonald, Catherine Bégin, and Hayden Drygas) looks forward to continuing to support educators across Kindergarten to Grade 9 as they strengthen literacy instruction and meet the diverse learning needs of students throughout the district. *(With appreciation to Tina McDonald, District Principal, Curriculum Support, for this contribution.)*



Anti-Racist Focus Group: Learning, Dialogue, and Action



The Anti-Racist Focus Group recently came together to continue important district-level conversations about anti-racism, inclusion, belonging, and respectful learning environments. The session provided an opportunity for educators to share what is currently working well in schools, reflect on areas where further support is needed, and consider how we can continue to strengthen anti-racist practices across the district.

A key part of the discussion focused on how schools are supporting learners, staff, and families through intentional relationship-building, inclusive classroom practices, student voice, and meaningful conversations about identity, culture, respect, and belonging. Participants shared examples of promising practices already taking place in schools, while also identifying opportunities for greater consistency, professional learning, and access to practical tools and resources.

Time was also spent reviewing materials and resources available through the Ministry of Education and Child Care to support anti-racist education. These resources helped guide discussion around how schools can continue to build awareness, support staff learning, and create school environments where all students and families feel safe, valued, and respected.

The work of the Anti-Racist Focus Group will help inform next steps for district planning and support. Ongoing dialogue, collaboration, and learning will remain important as we continue to build shared understanding and take meaningful action in support of equity, inclusion, and anti-racism across our schools.

Thank you to **LNG Canada** for their generous support and meaningful contributions to our district's ongoing Anti-Racism work. Their contribution helps create meaningful opportunities for learning, dialogue, and action as we continue to strengthen inclusive, respectful, and welcoming school communities for learners, staff, and families.



From left to right: In Person - Jeanette Ewald, Teacher at Suwilaawks Community School, Karen Andrews, Teacher at École Mountainview School, Michelle Sutherland, Teacher at Mount Elizabeth Middle Secondary School, Vanessa Gill, Teacher at Skeena Middle School

Virtual: (top row) Katherine Johnson, Counsellor at Mount Elizabeth Middle Secondary School, and (bottom row) Denise Hendry, Retired Teacher.

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

Superintendent's Report to the Board

June 2026



Recognizing Audit Teamwork

The district recently completed a Ministry of Education and Child Care Inclusive Education audit, and we would like to extend our sincere appreciation to all staff who contributed to this important process.

Preparing for the audit required significant time, care, collaboration, and attention to detail from school administrators, Resource Teachers, school teams, district staff, and the Inclusive Education Department. Staff worked diligently to review student files, update documentation, organize materials, and ensure that the supports provided to students were clearly reflected.

A special thank you is extended to Julia Nieckarz, Director of Inclusive Education, and Teri Davey, Administrative Assistant, for their leadership, organization, and dedication throughout the audit process. Their long hours, careful attention to detail, and commitment to supporting schools were instrumental in this work and contributed to the glowing results and positive feedback received through the audit.



Left to right: Julia Nieckarz, Director for Inclusive Education & Taylor Murrell, Vice-Principal of New Hazelton Elementary

This process highlighted the professionalism, commitment, and care demonstrated by staff across the district. We are grateful for the thoughtful work that took place in support of students, families, and inclusive education practices.



Left to right: Thornhill Primary School Team - Vicki Mattheis, Resource Teacher & Sandy Kenmuir, Principal.



Left to right: Skeena Middle School Team - Emily George, Resource Teacher; & Cory Killoran, Principal.

Thank you to everyone who contributed their time, expertise, and energy throughout the audit process.



Left to right: Caledonia Team - Toni Craig, Vice Principal, Julia Nieckarz, & Danielle Allain, Learning Support Teacher.



Left to right: MEMSS Team - Stacey Rodrigues, Vice Principal & Anna Pires, Learning Support Teacher.



Kassia Nameth, Principal, Kitwanga Elementary School.

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



Suwilaawks Students Shine Through Writing and Performance



Suwilaawks students recently participated in a wonderful School Wide Write Event that brought together creativity, imagination, and community. This year's theme, "Happy Birthday and ohhhh it was a surprise," inspired students to write stories filled with excitement, humour, and heart.

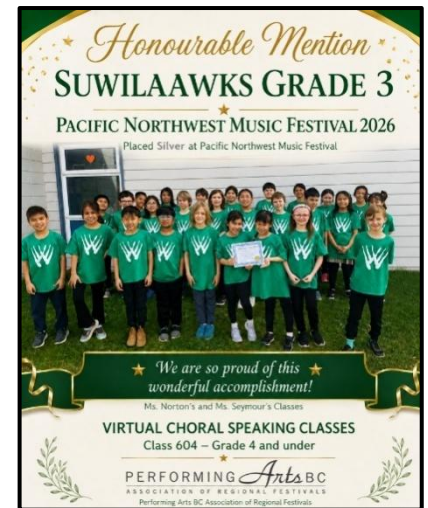
Students and staff gathered at the arena to begin the morning of writing, and the school later created a beautifully designed newspaper-style feature to showcase the event. The feature included photos, student writing samples, and highlights from the day, capturing the creativity, excitement, and pride shared throughout this special school-wide experience.

Suwilaawks also had another wonderful year of performing arts for the children in Ms. Norton's and

Ms. Seymour's Grade 3 classes. Students had the opportunity to shine through choral speaking and performed beautifully on stage at the R.E.M. Lee Theatre during the Pacific Northwest Music Festival, where they received a silver standing. The class was also invited to participate provincially through the virtual choral speaking stage and received an Honourable Mention, recognizing the care, effort, and excellence they brought to their performance.

Ms. Norton and Ms. Seymour have led many students to high achievement over the years, and it feels especially fitting that in their retirement year, their classes would receive such meaningful recognition. These students worked hard, practiced with pride, and represented Suwilaawks so well.

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



Hazelton Students Attend CCUNESCO National Conference



Two students and staff from Hazelton Secondary School recently travelled to Ottawa, Ontario, to participate in a CCUNESCO national conference alongside students from across Canada (Canadian Commission for the United Nations Educational, Scientific and Cultural Organization).

Throughout the conference, students took part in a variety of cultural activities, workshops, and learning opportunities focused on important themes such as global citizenship, sustainability, leadership, and cultural diversity. The experience provided students with the opportunity to explore diverse global perspectives, share their own voices, and build meaningful connections with

peers from across the country.

This trip was a valuable opportunity for students to deepen their understanding of the world around them while developing the knowledge, confidence, and leadership skills they can bring back to their school community.

Superintendent's Report to the Board

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We extend our sincere thanks to CCUNESCO for providing this meaningful opportunity for our students and staff to learn, connect, and grow as global citizens.



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

Level Up to Skeena: Mental Health Conference

On June 10, 2026, Coast Mountains School District welcomed approximately 200 Grade 6 students from across Terrace for a day of learning, connection, and preparation as they look ahead to the transition to middle school.

The event focused on building mental health literacy, introducing students to community and school-based supports, and helping students develop connections as they prepare for this exciting next step in their educational journey. Throughout the day, students participated in engaging activities and presentations focused on stress management, emotional regulation, well-being, and accessing support when needed.



Representatives from a variety of community organizations shared information about the services available to youth, including Kermode Friendship Society, Ksan, Child and Youth Mental Health, Volunteer Terrace, Foundry, Integrated Child and Youth Services, and Skeena Middle School.



The day provided a valuable opportunity for students to learn about the many supports available to them while building confidence, resilience, and connections with their peers. It was a fun and engaging experience filled with meaningful learning, positive interactions, and excitement about the transition to middle school.

Kermode Friendship Society, joined by special guest Elders, supported students through learning connected to drumming and the medicine wheel.

Superintendent's Report to the Board

June 2026



Child and Youth Mental Health shared information about available services and led students through activities focused on recognizing and understanding feelings.

Foundry shared information about its new building and youth supports, as well as practical stress management strategies.

(With appreciation to Pamella Groves, District Inclusive Education Teacher and Counsellor, for this contribution.)

Kildala Early Learners Thrive Though Pilot Project

During the school year, Kildala Elementary School partnered with District Behaviour Interventionist Bobbie Pastershank, District Speech-Language Pathologist Giuliana Reniero, and POPARD, the Provincial Outreach Program for Autism and Related Disorders, to pilot an intensive early learning program designed to support Kindergarten students with significant developmental, behavioural, communication, and learning needs, including students with identified or emerging exceptionalities. POPARD is a provincial program that supports school districts in meeting the needs of students with autism and related complex learning needs.

A key factor in the success of the pilot was the commitment and leadership demonstrated by the Kildala team, particularly Resource Teacher Genni Santos. While district staff provided coaching, program development, and ongoing support, it was the school-based team that brought the program to life each day. Kildala's administration, educational assistants, and resource team worked collaboratively to implement programming, collect data, problem-solve challenges, and celebrate student successes. Their enthusiasm, dedication, and willingness to embrace a new approach created an environment where students could thrive.

The goal of the program was to provide targeted instruction in foundational school-readiness skills to increase students' ability to successfully participate in their Kindergarten classrooms. Students attended the program daily and received explicit instruction in areas such as attending to tasks, waiting, turn-taking, transitioning between activities, and participating in structured learning opportunities. Language and communication goals were also embedded throughout instruction, including categorization, prepositions, following directions, and the development of expressive and receptive language skills.



At the beginning of the pilot, many students demonstrated significant challenges with classroom participation. Several students had difficulty remaining in a learning space, attending to adult-directed activities, or participating in group instruction. Through consistent programming, structured routines, visual supports, and targeted teaching strategies, students demonstrated remarkable growth over the course of the year.

By the end of the pilot, students who initially struggled to engage were able to sit at a table and participate in structured learning activities for approximately 15–20 minutes while working toward individualized goals. Significant gains were observed in attention, engagement, communication, self-regulation, and overall readiness to access classroom learning opportunities. In addition, all participating students who began the year on partial or modified day schedules are now attending full days.

Superintendent's Report to the Board

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The success of this pilot highlights the value of early, intensive intervention paired with a highly collaborative school-based team. Staff observed meaningful progress in all participating students, with improvements extending beyond the intervention setting and into regular classroom environments.

Given the positive outcomes achieved at Kildala Elementary, plans are underway to implement the B.A.S.E. (Behaviour and Skills for Education) program, at two additional schools in September. B.A.S.E. is designed to provide structured, targeted support for early learners who require additional instruction in foundational school-readiness skills, including communication, self-regulation, attending to tasks, transitions, and participation in classroom routines. Future expansion across the district will occur as the model continues to evolve.



The Kildala pilot demonstrated that, with the right supports, structured programming, and a dedicated team of educators committed to student success, early learners with significant support needs can make substantial gains in a relatively short period of time. The exceptional commitment shown by Kildala staff was instrumental to the program's success and serves as a model for future implementation. The B.A.S.E. program will build upon this success and provide additional schools with an effective framework for supporting vulnerable early learners while fostering strong collaborative partnerships between school-based and district-based teams.

(With appreciation to Giuliana Reniero, Registered Speech-Language Pathologist, for this contribution.)

Northwest Trades & Employment Training Centre (NTETC) Supports Hands-On Career Learning Across the District

The Northwest Trades & Employment Training Centre (NTETC) continues to provide students across the district with meaningful opportunities to explore future career pathways through hands-on learning, industry connections, and community partnerships. Through a variety of healthcare, trades, first responder, Maker Day, and career fair experiences, students have been able to learn directly from professionals, build practical skills, and gain valuable insight into future education, training, and employment opportunities.



Career Fairs and Expos

NTETC staff participated in multiple career fairs across the district this year, helping connect students with local employers, training institutions, industry partners, and community organizations. Events included the Hazelton Careers Fair at Gitanmaax Hall on February 12, the Kitimaat Valley Education Society Careers Fair on April 28, the Terrace Regional Career Expo on May 8, and the MEMSS Career Fair led by the Kitimat Chamber of Commerce. These events provided students with opportunities to ask questions, explore career pathways, and learn more about future training and employment options in the Northwest.

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Adventures in Healthcare 2026



Forty Grade 10 and 11 students from Hazelton Secondary School, Mount Elizabeth Middle Secondary School, Caledonia Secondary School, and Centennial Christian School recently participated in Rotary's Adventures in Healthcare, a three-day hands-on healthcare career exploration program.



Students explored healthcare careers through interactive experiences at Coast Mountain College, University of Northern British Columbia facilitated sessions, Cedar Coast Dental, and Ksyen Regional Hospital. Activities included nursing labs, CPR and Code Blue simulations, baby care activities, wellness workshops, and hospital department tours. Students shared positive feedback about gaining real-world exposure to healthcare careers, especially experiences in ER nursing and the Code Blue simulations.



A special thank you is extended to University of Northern British Columbia, Coast Mountain College, Cedar Coast Dental, Coast Mountains School District, Northern Health, Rotary Club of Terrace, and Skeena Valley Rotary for supporting this meaningful opportunity for students.



Back row, left to right: Brian Manning (Rotary), Carla Lennert (RN, BSC, Complex Care Manager, Terraceview Lodge), Tracey MacMillan (Superintendent/Rotary); Margaret Warcup (CMSD Board Chair/Rotary), Carole Leclerc (Organizer/Rotary), Brittany Biggs (Volunteer/UNBC Bioscience graduate), Ciara De Medeiros (Volunteer/UNBC Microbiology/Science graduate). Front row: Adventures in Health Care student participants.

Adventures with First Responders

On May 29, 2026, Coast Mountains School District 82 hosted its first-ever Adventures with First Responders career exploration event at Caledonia Secondary School. The event brought together 48 students interested in careers in emergency services.

Students participated in hands-on activities led by the Terrace RCMP, BC Emergency Health Services, Terrace Fire Department, and Terrace Search and Rescue. Activities included fingerprinting, policing scenarios, CPR, major bleed response, patient assessments, fire rescue simulations, avalanche beacon searches, swift water rescue demonstrations, and stretcher carries.



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Event hosts Kim Hoekstra and Stephanie Vossen received positive feedback from parents and students who took part in the event. A special thank you is extended to the Terrace Rotary Club for sponsoring lunch and to all community partners who shared their time and expertise. Due to the success of this event, NTETC hopes to continue offering Adventures with First Responders annually, rotating the event between communities, with Hazelton being explored as a potential host location for 2027.



Maker Days Inspire Hands-On Learning



On May 21, 2026, NTETC hosted Terrace Maker Day 2026, welcoming approximately 340 Grade 7 students, staff, and district leadership from Skeena Middle School, Kitwanga Elementary School, Majagaleehi Gali Aks Elementary (MGA) School, and Na Aksa Gyilak'yoo School. The event featured 24 industry and community presenters who shared their skills, knowledge, and career experiences through engaging, hands-on activities. Students had the opportunity to select and participate in three sessions based on their interests, allowing them to explore a variety of career pathways and develop new skills.



Maker Day was supported by volunteers from the Caledonia Secondary Outdoor Education Program and senior volunteers from the TAPS Program, whose assistance helped ensure the day ran smoothly and provided valuable mentorship for younger students.



On June 4, 2026, Nechako Elementary School hosted Kitimat Maker Day 2026, bringing together approximately 200 students from Kildala Elementary School, Nechako Elementary School, Mount Elizabeth Middle Secondary School, and St. Anthony's School for a day of hands-on learning and discovery. The event featured 17 presenters from local businesses, organizations, and community groups who shared their passions, talents, and career experiences through interactive workshops.



A special thank you to the NTETC TEAM!

Left to right: Superintendent MacMillan; Dan Hamel (Principal, NTETC); Margaret Warcup (Volunteer & CMSD School Board Chair); Stephanie Vossen (Teacher NTETC); Carrie Hobenshiel (Administrative Assistant NTETC); and Kim Hoekstra (Teacher, NTETC).

nursing, sheet metal trades, painting, and many more. These Maker Day events provided students with meaningful opportunities to learn directly from community members, ask questions, develop new skills, and make connections between classroom learning and future opportunities.

Students explored a wide variety of interests, including cake decorating, fly tying, counselling, social work, plumbing, carpentry, hairdressing,



Superintendent's Report to the Board

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School Board Trustees observe students in action. Left to right: Pic 1: Trustee Ed Harrison & Trustee Angie Maitland. Pic 2: Adam Gray (Teacher, Nechako Elementary), Stephanie Vossen (Teacher, NTETC), Trustee/Vice Chair Karen Jonkman. Pic 3: Trustee Angie Maitland.



Coast Mountains School District extends its sincere appreciation to all presenters, volunteers, school staff, and community partners who helped make these events such a success.



Cooking with Maryka Rypma (Teacher/NTETC/MEMSS)

Trades Learning and Apprenticeship Exploration

The NTETC team, including Dan Hamel, Principal of Northwest Trades & Employment Training Centre, Stephanie Vossen, and Kim Hoekstra, recently travelled to Bear Valley School to host Stewart Maker and Trades Day on April 30, 2026. Students from Kindergarten to Grade 12 participated in hands-on activities in carpentry, sheet metal, electrical, and plumbing. Students built wooden cars and buses, created extension cords, and constructed sheet metal boxes while learning to safely use tools and materials.

Lisa Scott from the BC Construction Foundation led a trades presentation for Grade 10–12 students, highlighting opportunities for women in trades and the importance of Math and English preparation for future trades training. NTETC also provided a BBQ lunch for students and staff. Students shared excitement about the opportunity to build projects, use tools, and have visitors travel to Stewart to bring hands-on trades learning to their school.



Students from Kitimat City High have also been participating in a Trades Sampler Program led by Kevin Jeffery through the Piping Industry College of BC. The program introduces students to foundational skills in carpentry, electrical, and plumbing trades through hands-on learning experiences. Students have been framing, wiring, and building benches that will remain at their school as legacy projects.

The Trades Sampler Program gives students the opportunity to explore different trades, develop practical skills, and learn directly from industry professionals. Through the program, students gain valuable insight into how different trades use unique skills and talents while building confidence through real-world projects.

On April 28, 2026, Maryka Rypma and Kasha Vedan from NTETC hosted a booth at the KVI Trades Information Day. Students interested in trades pathways connected with industry professionals and college trades programs to learn about apprenticeships, training opportunities, and careers in the skilled trades.

Superintendent's Report to the Board

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MEMSS Capstone Fair



The MEMSS Capstone Fair, led by Maryka Rypma, Career Life Connections Teacher, provided students with an opportunity to showcase their learning, achievements, and future aspirations through their Capstone Projects.

Students confidently shared their projects with staff, community members, families, and peers, highlighting their personal interests, career goals, educational plans, and experiences that have shaped their future pathways.

The event celebrated student voice and encouraged meaningful conversations about future careers, post-secondary education, and personal growth. The fair demonstrated the creativity, dedication, and potential of MEMSS students while providing an important opportunity for reflection on their learning journey and future dreams.

(With appreciation to Dan Hamel, Principal of NTETC for this contribution.)



International Students Experience the Beauty of Northwest B.C.



Coast Mountains School District international students recently had the opportunity to take part in a memorable field trip to the beautiful Douglas Channel.

A sincere thank you is extended to Spencer and the local Marine Search and Rescue team for making this incredible experience possible.

Students participated in hands-on learning about marine safety, Search and Rescue operations, safety procedures, and the important role these teams play in supporting coastal communities. As part of the experience, students had the opportunity to try on survival suits, experience floating in the water, and gain a deeper understanding of marine safety in a real-world setting.



The adventure continued with visits to the stunning Jesse Falls and a nearby natural hot spring, where students were able to experience some of the breathtaking natural beauty that makes Northwest British Columbia so special. To make the day even more unforgettable, students were fortunate to spot a humpback whale during their journey — a remarkable moment that left everyone in awe.



Experiences like this highlight what makes studying in Coast Mountains



School District so unique and attractive for international students. In addition to receiving a quality education, students have meaningful opportunities to immerse themselves in the culture, people, communities, and natural beauty of our region.

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



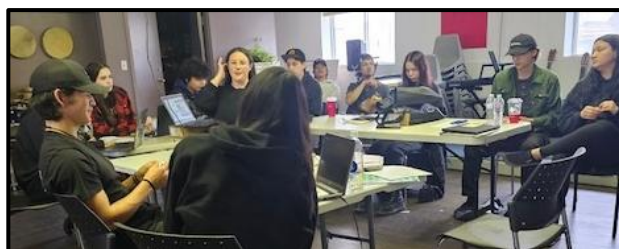
Inspire Entrepreneurial Leadership Project



The Inspire Entrepreneurial Leadership Project that the Outreach Program has offered to youth in our community in partnership with the Kermode Friendship Society. This program offers a \$4,200.00 training allowance as well as a \$2500.00 community project grant for youth to develop their own initiative that gives back to the community.

Eleven youth from the Outreach program, with 26 youth in total, are participating and are currently working on their community projects based on the skills they learned in the program. Some of the community projects include:

- Community fish smoke house being built on site at Kermode Friendship Society
- Backpack care packages, a BBQ and free haircuts for the unhoused in the community
- Digital/Media platform following the creation of the youth led projects
- Beautification/Art project of the brick wall parking area at Kermode Friendship Society
- Community Garden
- Community Feast being held at Kermode Friendship Society
- Video of making Fried Bread
- Canning local salmon
- Building a shelter for homeless cats in the winter
- Donating care packages, animal toys, blankets to a local animal shelter.



We thank the Kermode Friendship Society for their generous support.
(With appreciation to Tammy Bulleid, Youth Worker, for this contribution.)

Thornhill Primary School Spring Concert

The Thornhill Primary School Spring Concert provided students with an opportunity to showcase their musical talents and celebrate a year of learning through music. The event was particularly meaningful as it marked one of the final performances led by retiring music teacher Daryl McDicken. Congratulations to the students and staff on a successful concert, and best wishes to Daryl as he begins a well-deserved retirement.



(With appreciation to Lindsay Harder, Executive Assistant to the Superintendent and the Board of Education; and Director of Inclusive Education, Julia Nieckarz, for this contribution.)

Superintendent's Report to the Board

June 2026



Ongoing Considerations: June 2026

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



Local Education Agreements (NEW)

The district continues to work alongside First Nations partners to strengthen Local Education Agreements and support shared commitments to student success. This ongoing work is grounded in relationship-building, collaboration, and a shared vision for educational excellence for Indigenous learners.

Leadership Succession Planning

Succession planning remains an important focus as the district prepares for future leadership transitions. Through mentorship opportunities, leadership development initiatives, and Vice Principal placements, the district is working to build internal capacity and support the next generation of school leaders.

Inclusive Education Audit

The district participated in a Ministry Inclusive Education Audit in May and is awaiting the final report. A debrief meeting involving Learning Resource Teachers, school and district leaders, community partners, and the CMTF has been planned to reflect on the process and identify opportunities for continuous improvement. Thank you to all staff who supported this important work.

Mount Elizabeth Middle Secondary School (MEMSS)

The district recently received encouraging news that MEMSS has been identified as a top capital priority by the Ministry of Infrastructure. While the facility remains safe for students and staff, it requires significant renewal and modernization. The Board will continue to advocate for upgrades and/or replacement to support future learning needs.

Student Attendance

Student attendance remains an area of focus across the district. Staff continue to work collaboratively with students, families, First Nations partners, and community agencies to better understand barriers to attendance and strengthen student engagement, belonging, and success.

Artificial Intelligence (AI)

A district working group continues to explore the opportunities and considerations associated with AI in education, including ethics, privacy, learning, and academic integrity. Student feedback gathered during the District Student Voice Summit reinforced the importance of thoughtful and balanced implementation. Information sessions for staff and families are planned for the coming school year.

Recruitment and Retention

Recruitment and retention remain priorities as planning for the 2026–27 school year continues. While challenges persist in specialty areas such as Inclusive Education, French Immersion, Counselling, and Trades, the district continues to actively recruit, mentor new staff, and strengthen partnerships with post-secondary institutions.

Superintendent's Report to the Board

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Gitxsan Language Immersion Program

The Gitxsan Language Immersion Program at Majagaleehl Gali Aks Elementary continues to grow and provide students with authentic language and cultural learning experiences. The district remains committed to working with community partners to build program capacity and recruit additional Gitxsan language educators. Individuals interested in contributing to this meaningful work are encouraged to connect with the school or District Office. All current employment opportunities are posted on the district website:

[CMSD82 | Coast Mountain School District No. 82](#)

Early Learning Programs

Early learning remains a critical foundation for student success. The district continues to experience funding pressures related to StrongStart, Seamless Day, and Just B4 programs and will continue to advocate for stable and sustainable provincial funding.

Literacy and Numeracy Initiatives

District literacy and numeracy initiatives continue to advance through research-based practices, professional learning, and targeted supports for students. Recent external funding commitments have helped strengthen this work; however, long-term funding stability remains important to ensure sustainability and continued improvement in student outcomes.



MEETING AGENDA ITEM #9

Action:		Information:	X
Meeting:	Regular	Meeting Date:	June 17, 2026
Topic:	Indigenous Education Report – June 2026		

Background/Discussion:

Attached for reference is the Indigenous Education Monthly Report for presentation at the June 17, 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



June 2026





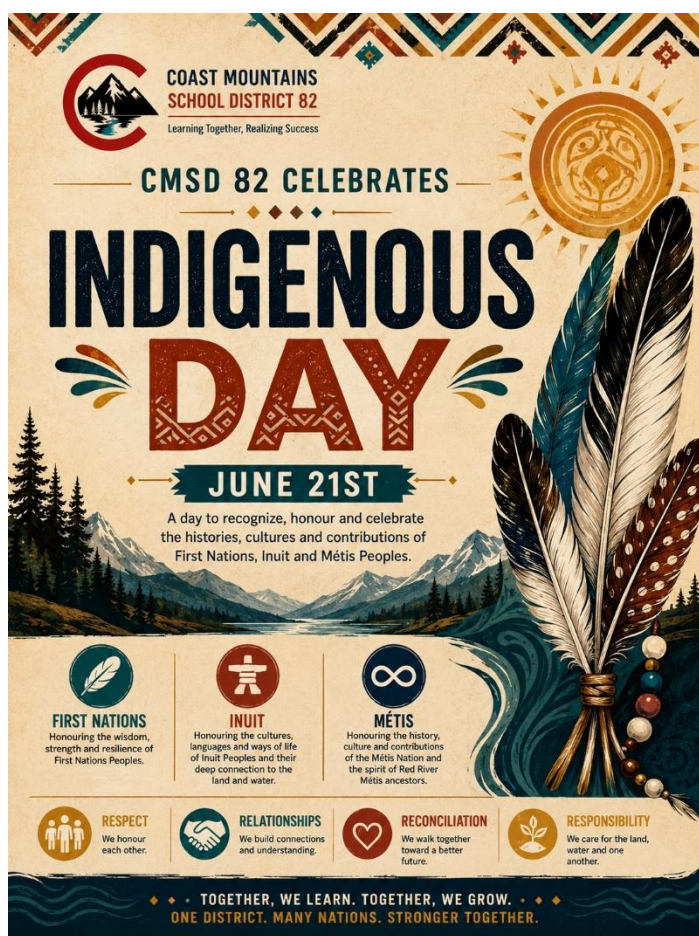
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Gratitude and Acknowledgment

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

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



National Indigenous History Month and National Indigenous Peoples Day

June is National Indigenous History Month, a time to recognize and celebrate the rich histories, cultures, languages, and contributions of First Nations, Inuit, and Métis Peoples across Canada. It is also an opportunity to reflect on the importance of truth, reconciliation, and ongoing learning while honouring the strength, resilience, and knowledge of Indigenous Peoples.

Throughout the month, schools across Coast Mountains School District are participating in cultural celebrations, land-based learning experiences, language activities, student showcases, and community events that highlight Indigenous perspectives and strengthen connections to culture, identity, and community. Many schools are also recognizing National Indigenous Peoples Day on June 21 through gatherings that celebrate Indigenous traditions, arts, music, dance, storytelling, and community partnerships.

The activities featured throughout this report reflect the district’s ongoing commitment to creating culturally responsive learning environments where Indigenous students see themselves reflected, valued, and celebrated, and where all students have opportunities to learn about the histories, cultures, and contributions of Indigenous Peoples.

A Message from the Director of Instruction, Indigenous Education



Chante Simms, ISW; Andrea Williams, ISW; Alisha Wilson, ISW; Adriana Jackson, ISW; Donna Mortimer, Director of Instruction, Indigenous Education; Alberta Milton, ISW

Ama Sah, Good Day,

It was an honour to attend Hazelton Secondary School's 2nd Annual Cultural Day alongside Tracey MacMillan, Superintendent, to witness firsthand the powerful connections being built between learners, families, schools, and community members. The theme, *Connecting Learners, Community and Culture*, was beautifully reflected throughout the day's performances, teachings, and celebrations.

I would also like to express my sincere appreciation for the invitation to attend the Kitwanga Elementary School Song and Dance Showcase with Director of Instruction, Learning Services, Phillip Barron. Watching students share their learning through song, dance, language, and cultural teachings was both inspiring and moving.

What stood out most was the intergenerational sharing of knowledge. Elders, knowledge holders, educators, families, and students came together to ensure that language, culture, and protocols continue to be passed

on to future generations. These moments remind us that education extends far beyond the classroom. Learning happens through stories, songs, dances, relationships, and the guidance of those who carry cultural knowledge.

I want to acknowledge the tremendous effort of the staff, Indigenous Support Workers, community partners, and volunteers who dedicated countless hours to making these events possible. Your commitment creates meaningful opportunities for students to see themselves, their cultures, and their communities reflected in their learning.



Seeing students proudly participate, learn, and share their culture reinforces the importance of this work. These experiences strengthen identity, foster belonging, and build bridges between generations. They ensure that Indigenous languages, traditions, and protocols remain vibrant and strong for years to come.

On behalf of Coast Mountains School District Indigenous Education, thank you for welcoming us into your communities and for allowing us to be part of such meaningful celebrations. We leave with renewed appreciation, stronger relationships, and a deep respect for the work being done to honour and revitalize Indigenous cultures and languages.

Reflections on the First Annual Northern Chapter Indigenous Education Council Regional Conference



Donna Mortimer, Director of Instruction, Indigenous Education; Jericho Collison, IEC Chair (Kitselas); Freda Wright, Kitselas IEC Member; Wendy Wesley, Gitsegukla IEC Member; Missing: Joe Samphere, Gitsegukla IEC Member

I would like to express my sincere appreciation for the opportunity to attend the First Annual Northern Chapter IEC Regional Conference held on the unceded territory of the Lheidli T'enneh in Prince George on May 21–22, 2026. This inaugural gathering brought together Indigenous Education Council representatives, educators, and partners from across Northern British Columbia to engage in meaningful dialogue, learning, and relationship building.

I was honoured to attend alongside four Indigenous Education Council representatives from Coast Mountains School District, including two representatives from Kitselas and two representatives from Gitsegukla. Their participation and perspectives

contributed greatly to the discussions and reflected a shared commitment to supporting Indigenous student success.

Throughout the conference, participants engaged in numerous learning opportunities focused on Indigenous education governance, legislation, land-based learning, Indigenous languages, and promising practices from across the region. These sessions provided valuable capacity-building experiences that will strengthen the work of our Indigenous Education Council and support informed decision-making moving forward.



One of the most meaningful aspects of the gathering was the opportunity to strengthen relationships with our local education partners from Kitselas and Gitsegukla. Learning together, sharing experiences, and



Indigenous Education Report

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discussing our collective goals helped deepen our partnerships and reinforced the importance of working collaboratively to support Indigenous learners, families, and communities.

As the first gathering of its kind, the conference created an important space for connection, collaboration, and collective learning. It highlighted the strength that comes from bringing together Indigenous Education Council representatives and educational leaders to share knowledge, build capacity, and support one another in advancing Indigenous education.

I am grateful to the Northern Chapter organizers, presenters, and participants for creating such a welcoming and engaging learning environment. I look forward to continuing to build upon the relationships established during this gathering and working alongside our IEC representatives and community partners to support Indigenous student success across our region.

T'oyaxsut 'nüün, I Thank you

A handwritten signature in black ink that reads "Donna Mortimer".

Donna Mortimer



Indigenous Education Report

June 2026

Indigenous Education 2025-2026

Year at a Glance

Throughout the 2025-2026 school year, Indigenous students across Coast Mountains School District engaged in meaningful learning experiences that strengthened culture, identity, belonging, wellness, and academic success. Through the dedication of Indigenous Support Workers, Elders, Knowledge Holders, Educators, Families, and Community Partners, students were provided with opportunities to learn both within and beyond the classroom.

Highlights from this year include:

- Cultural learning experiences led by Elders, Role Models, and Knowledge Keepers across the district
- Traditional arts and skills development including beading, drum making, regalia creation, formline design, cedar work, and traditional medicines
- Land-based and outdoor learning experiences focused on environmental stewardship, cultural knowledge, wellness, and connection to place
- Increased opportunities for student leadership, career exploration, and future pathways planning
- Strengthened partnerships with Indigenous communities, Nations, organizations, and families
- Expanded opportunities for students to celebrate and express their cultural identities through photoshoots, cultural gatherings, performances, and community events
- Support for language learning and cultural revitalization through classroom activities, immersion experiences, and community partnerships
- Student participation in regional and provincial experiences that fostered confidence, resilience, teamwork, and personal growth

Together, these experiences have helped create learning environments where Indigenous students feel valued, supported, connected, and proud of who they are. The stories featured throughout this report reflect the strength of Indigenous education across our district and the positive impact of relationship-based, culturally responsive learning.

New Hazelton Elementary School Celebrates Community Through All-Clans Feast

At the end of May, New Hazelton Elementary School welcomed nearly 200 students, families, staff, and community members for its annual All-Clans Feast. Rooted in the values of respect, belonging, gratitude, and relationship, the gathering provided students with meaningful opportunities to experience and participate in Gitxsan cultural protocols while celebrating the strength of community.

The feast was organized by Gitxsan Language and Culture Teacher Lynzee Nyce, with support from Indigenous Support Workers Andrea McRae and Ashtan Burns. Students proudly shared a welcome in Gitxsanimx, demonstrating the importance of language revitalization and cultural continuity. Intermediate students also took on leadership roles by serving guests seated at clan tables, helping strengthen their understanding of kinship, identity, and community responsibilities.

A highlight of the day was a performance by Kindergarten students who had spent the year learning drumming, dancing, and singing alongside the Gitanmaax Language Nest. Their confidence and pride reflected the power of introducing cultural learning at an early age and nurturing it through strong community partnerships.

The event also demonstrated the generosity of the school community. Through a Gweeya collection, more than \$1,700 was raised in support of the Wrinch Memorial Hospital Long-Term Care Unit, reflecting the values of caring for Elders and giving back to the community.

- Contributed by Taylor Murrell, Vice Principal



The All-Clans Feast was more than a celebration—it was a powerful expression of language, culture, identity, and belonging. Through shared food, stories, songs, and traditions, students experienced first hand the importance of community connections and Indigenous ways of knowing and being.

Caledonia Secondary School – Celebrating Identity Through the Annual Indigenous Photoshoot



"Honouring Our Graduating Indigenous Students"

Caledonia Secondary School recently hosted its annual Indigenous student photoshoot, providing students with an opportunity to celebrate their culture, identity, and achievements in a meaningful and memorable way.

With more than 45 students signing up to participate, the photoshoot highlighted the pride students have in their cultural identities and the strong sense of belonging fostered within the school community. Students were invited to wear regalia,

ribbon skirts, beaded items, and other meaningful cultural pieces that reflected their individual journeys, families, and Nations.



This year, special recognition is given to the graduating Grade 12 students who participated in the photoshoot as they prepare to move on to the next stage of their educational and career pathways. The event provided an opportunity to honour their accomplishments while celebrating the strength, resilience, and contributions of Indigenous youth.

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The annual photoshoot continues to be a powerful way for students to see themselves reflected and celebrated while creating lasting memories that recognize both their achievements and their cultural connections. Through events such as these, students are encouraged to take pride in who they are and the unique gifts they bring to their school and community.



- Contributed by Stepanie Louie, ISW

Parkside Secondary School – Building Skills, Confidence, and Future Pathways



Parkside Secondary School continues to create meaningful opportunities for students to achieve personal goals, explore career pathways, develop practical life skills, and strengthen connections to culture and community. Through individualized support and hands-on learning experiences, students are building confidence and preparing for success beyond graduation.



This year, Parkside celebrated the accomplishments of graduating students Matthew Greycloud and Kai Mercer Bright, who are pursuing careers in the fire service. Through career exploration opportunities and visits to the Thornhill Fire Department training facilities, students gained firsthand experience with firefighter

training, equipment, and emergency response services. These experiences helped students connect their interests with future employment opportunities and develop a clear pathway toward their chosen careers.

Supporting student independence has also remained a key focus. More than ten senior students were supported in obtaining their



learner's licences this year. Students who successfully earned their "L" were provided with professional driving lessons, helping them build the knowledge, skills, and confidence needed for safe and responsible driving. Staff also worked closely with students to obtain the identification required to access licensing and other important services, reducing barriers and supporting future success.



Students also developed practical life skills through hands-on projects focused on sewing, clothing repair, and traditional crafting. Sisters Jazmine and Amber learned sewing techniques while creating traditional medicine bags, building patience, problem-solving skills, and self-sufficiency through meaningful project-based learning.



Cultural learning remained an important part of student engagement at Parkside. Student Bree completed a moccasin-making project that integrated Indigenous cultural knowledge, artistic expression, and academic learning. Through the design and creation process, Bree earned credit in Art, English, and Social Studies, demonstrating how experiential and culturally connected learning can support student achievement across multiple subject areas.



- Contributed by Alexis Stephens, ISW

The work taking place at Parkside reflects a commitment to meeting students where they are and supporting their individual strengths, interests, and goals. Whether pursuing career training, earning a driver's licence, developing practical life skills, or engaging in cultural learning, students are gaining the confidence, knowledge, and experiences needed to move forward successfully into the next stage of their lives.

Nechako Elementary School – Beading Connections and Gratitude



Students in two Grade 6 classes at Nechako Elementary School have been participating in a meaningful beading project led by Indigenous Support Workers Angie and Vanessa. Beginning in late April, students have gathered weekly during their group sessions to learn beading techniques while creating personalized lanyards.

As students worked on their projects, they developed patience, focus, creativity, and fine motor skills while engaging in a hands-on activity that encouraged reflection and connection. Each lanyard is being created as a special gift for a staff member who has had a positive impact on the students' time at Nechako Elementary.

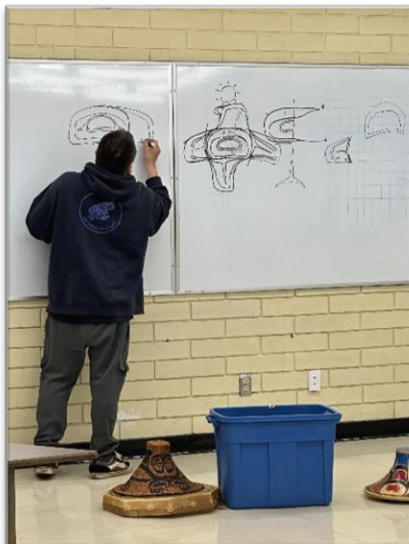
Prior to Grade 6 Commencement, students will present their completed lanyards as a gesture of appreciation and gratitude, recognizing the relationships and support that have helped them throughout their elementary school years. The project has provided an opportunity for students to celebrate the people who have encouraged, guided, and inspired them while creating a meaningful keepsake that reflects both learning and connection.

- Contributed by Lauren Alex, ISW



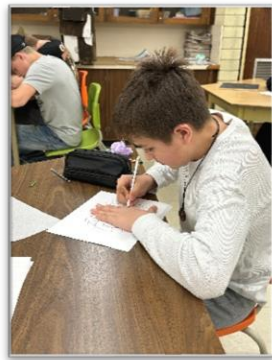
Through this activity, students are strengthening important skills while learning the value of gratitude, respect, and community as they prepare for their transition to secondary school.

Mount Elizabeth Middle Secondary School– Exploring Northwest Coast Formline Art



Students in an Art 9–12 class at Haisla Secondary School participated in a Northwest Coast formline art workshop led by a Haisla Role Model Dustin Gaucher. Through this hands-on learning experience, students were introduced to the foundational elements of formline design, including ovoid's, U-shapes, and S-shapes, while learning about the cultural significance and storytelling traditions reflected in Northwest Coast Indigenous art.

Students explored the creative process behind traditional and contemporary Indigenous design, developing artistic skills while gaining a deeper appreciation for the history, meaning, and cultural importance of formline art. The workshop encouraged creativity, focus, and cultural understanding as students applied their learning to their own artwork.



-Contributed by Nigel Martyres, ISW

Through experiences such as these, students are building connections to Indigenous ways of knowing while celebrating the rich artistic traditions of the Northwest Coast.

Kitwanga Elementary School – Traditional Regalia Making

Students at Kitwanga Elementary School worked alongside Role Models Chelsea Watts and Vina Johnson to create traditional vests that would be worn during cultural performances and activities. Over several days, students learned how to trace, cut, pin, and sew while gaining a deeper understanding of the time, skill, and care involved in creating traditional regalia.

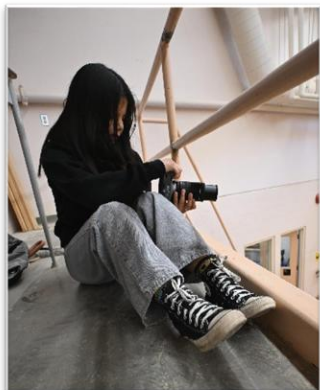


A highlight of the project was seeing students wear their completed vests during Cultural Days at Hazelton Secondary School. The experience strengthened students' sense of identity, belonging, and pride while providing meaningful opportunities to connect with culture through traditional teachings and creative expression. Students also gained a greater appreciation for the knowledge, effort, and craftsmanship involved in creating regalia and the important role it plays within community and cultural celebrations.

-Contributed by Darlne Williams, ISW

Through hands-on learning, students developed sewing skills, patience, and confidence while working closely with the role models. As the project progressed, students became increasingly proud of their accomplishments and demonstrated respect for both the process and the cultural significance of the regalia they were creating.

Hazelton Secondary School – Media Arts and Photography



Students at Hazelton Secondary School have been expanding their creative and technical skills through Media Arts and Photography using new professional-grade cameras and lenses purchased through project funding.

Throughout the year, students participated in hands-on workshops, guided photo walks, and classroom-based photography projects that explored composition, lighting, perspective, and visual storytelling. Using DSLR and mirrorless cameras equipped with a variety of lenses, students learned how to adjust camera settings such as aperture, shutter speed, and ISO to capture high-quality images in different environments and lighting conditions.

As students became more familiar with the equipment, they demonstrated growing confidence and independence in their work. The project provided opportunities for students to develop both technical photography skills and creative expression through student-led photo projects, collaborative shoots, and curated displays of their work.

A highlight of the program was seeing students take pride in producing professional-quality images while discovering new ways to share stories and perspectives through photography. Many students reported feeling more engaged and invested in their learning, with one student reflecting that using a professional camera helped them “see the world differently,” while another shared that the experience inspired a new passion for photography and visual storytelling.



- Contributed by Richard Pesik, Educator

Through this project, students strengthened creativity, confidence, critical thinking, and collaboration skills while gaining valuable experience with industry-standard equipment and digital media practices.

Hazelton Secondary School – Expanding Outdoor Learning Through Canoeing



Through the support of 1.31 funding, Hazelton Secondary School has expanded opportunities for students and staff to participate in outdoor and experiential learning through the purchase of a fleet of canoes and related safety equipment.

Planning for the project began following the funding approval in late 2025, with time dedicated to sourcing equipment and building staff capacity. In October, educators participated in canoe safety certification training at Ross Lake with Raven Rescue, developing the knowledge and skills needed to safely facilitate water-based learning experiences for students.

The canoes were first used with a Grade 8 Outdoor Education class, where students spent time on Ross Lake learning paddling techniques, water safety, teamwork, and outdoor skills. Youth on Water, through the Skeena Watershed Conservation Coalition, joined the learning experience and provided instruction, activities, and games that helped students build confidence and strengthen their connection to local waterways.



In May, Hazelton Secondary staff participated in an additional professional development session focused on safety procedures, canoe handling, transportation, and curriculum connections to support future programming. These learning opportunities have helped build confidence among staff while creating new possibilities for outdoor education across multiple grade levels.

The canoe program continues to grow and will support upcoming field experiences with Earth Science 11, Outdoor Education 11–12, Leadership students, and students from Ms. Reagan’s class, and all Grade 8 students. Youth on Water will continue partnering with several of these learning experiences, helping students connect environmental stewardship, recreation, and place-based learning.

The funding was used to purchase eight Clipper canoes, a canoe trailer, paddles, personal flotation devices, whistles, throw bags, safety rope, and other equipment required for safe canoeing activities.

- Contributed by Ryan Samson, Educator

Through these experiences, students are developing water safety skills, teamwork, leadership, confidence, and a deeper appreciation for the local environment. The canoe program has created lasting opportunities for outdoor, land- and water-based learning that will continue to benefit students for years to come.

Hazelton Secondary School – Nisga’a On-the-Land Camping Experience



Students from Hazelton Secondary School recently participated in the Nisga’a On-the-Land overnight camping trip, a hands-on learning experience that fostered connection to land, culture, wellness, and community.

Throughout the trip, students engaged in hiking, camping, outdoor living skills, and team-building activities while exploring the natural environment of the Nisga’a territory. Learning on the land

provided opportunities for students to develop confidence, resilience, and independence while strengthening relationships with peers and staff outside of the traditional classroom setting. As part of the experience, students also visited the Nisga’a Museum, where they learned about Nisga’a history, culture, and governance through exhibits featuring traditional artifacts, carvings, and regalia. Students explored the significance of totem poles and cultural belongings that have been repatriated to the Nisga’a Nation, gaining a deeper understanding of the importance of preserving and reclaiming cultural heritage. The visit provided meaningful opportunities to learn about the stories, teachings, and histories carried within these important cultural treasures.



The experience encouraged students to deepen their understanding of land stewardship, environmental responsibility, and the connection between culture, wellness, and the natural world. Through shared experiences, reflection, and cultural learning, students gained a greater appreciation for the knowledge, resilience, and traditions of the Nisga’a Nation.

- Contributed by Ryan McCann, Vice Principal

For many students, the trip was a meaningful opportunity to step outside their comfort zones, build new skills, and strengthen their sense of belonging and connection. Experiences such as these continue to support student well-being while creating lasting memories and fostering a deeper respect for the lands, histories, and communities that surround them.

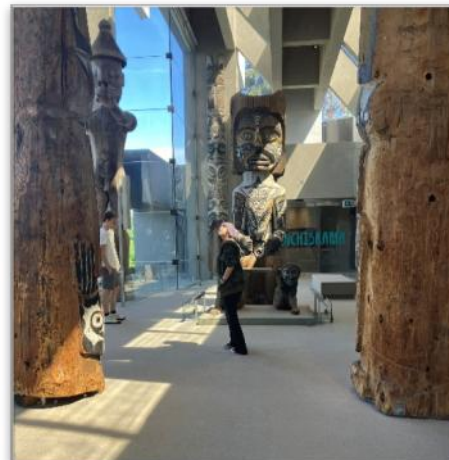
Hazelton Secondary School – Drama Students Shine at National Theatre Festival



Hazelton Secondary School – Drama Students Shine at National Theatre Festival

Hazelton Secondary School Drama students recently travelled to Vancouver to present their original production, *Stick to the Script*, at the Vancouver STAR Theatre Festival, a national event that brought together more than 30 middle and secondary school drama programs from across Canada.

Throughout the five-day experience, students participated in workshops focused on acting, improvisation, voice, musical theatre, and technical theatre. They also performed at UBC's Freddy Wood Theatre, where they received professional feedback and adjudication from theatre artist Noah Drew. Preparing and presenting a full production on a larger stage challenged students to work collaboratively, adapt to new environments, and support one another as an ensemble. Students also had the opportunity to visit the Museum of Anthropology at the University of British Columbia, where they explored exhibits featuring Indigenous and international artifacts, including displays connected to Gitksan culture and history. The visit encouraged reflection on cultural preservation, storytelling, and the importance of Indigenous knowledge.



The experience fostered significant growth in student confidence, collaboration, independence, and leadership. Through travel, performance, and cultural learning, students developed valuable skills while creating lasting memories and meaningful connections with peers from across Canada.

- Contributed by Ryan McCann, Vice Principal

To extend the impact of the project, a short documentary is being developed in partnership with filmmaker Farhan Umeldaly of VoVo Productions to capture student learning and celebrate the opportunities made possible through the support of the 1.31 Enhancement Proposal Funding.

Hazelton Secondary School – Elder In-Residence Program Year-End Reflection

The Elder In-Residence Program at Hazelton Secondary School has played an important role in strengthening connections between students, families, culture, and community throughout the school year. Through mentorship, storytelling, cultural teachings, and relationship-building, Elders have created meaningful learning opportunities that extend beyond the classroom and support student well-being and success.

Working closely alongside Indigenous Support Workers, Elders have helped guide cultural programming and supported students through a variety of hands-on learning experiences. Students participated in activities such as drum-making, traditional arts, medicine teachings, and cultural projects that fostered pride, engagement, and connection to Indigenous ways of knowing and being.

Elders also contributed directly to classroom learning by sharing knowledge about Indigenous governance, Gitksan Ayookw (law), traditional protocols, territorial boundaries, traditional medicines, and lived experiences. These teachings provided students with authentic opportunities to learn from local knowledge holders while connecting curriculum to community history and culture.

A particularly meaningful outcome of the program has been supporting students in learning about their family histories, lineages, and cultural roots. For many students, these conversations have strengthened their sense of identity, belonging, and connection to community. The program has also provided a welcoming and culturally affirming space where students, particularly those requiring additional support, have been able to build positive relationships with trusted adults and community members.

The impact of the program has extended beyond students. Relationships between families, school staff, and Elders have continued to grow through ongoing communication and shared support for student success. Elders have also valued the opportunity to learn from one another, share knowledge, and strengthen relationships across communities.

A highlight of the year will be the participation of the Elder team in Hazelton Secondary School's Graduation Ceremony, where they will deliver a speech to graduates, recognizing the importance of culture, community, and lifelong learning.

- Contributed by Ryan McCann, Vice Principal

Hazelton Secondary School – 2nd Annual Cultural Day



Hazelton Secondary School's Indigenous Support Team was proud to plan and host the HSS 2nd Annual Cultural Day on June 3, 2026. The goal of this event is to bring together learners, families, and community members to celebrate Culture. Hazelton Secondary School partnered with the Office of Gitanmaax, Hagwilget Band and Wila Dildil'sdi'm, which is the family services department of Gitanmaax Band. The 2nd Annual Cultural Day was a huge success with visitors of all ages from surrounding First Nations communities and the Hazelton's.



The day started with our MCs, a Knowledge Keeper from Gitanmaax Band and an HSS Elder in-Residence welcoming guests and housekeeping. Sim'oogit Nikateen welcomed guests to the Territory, which was followed by a welcome to the Hazelton Secondary School by both the Superintendent, Tracey MacMillan and Donna Mortimer, Director of Instruction, Indigenous Education Department.

The Gitksan Territory is made up of 6 First Nation Communities: Gweets (Western) and Gigeenix (Eastern). The dance groups include two groups from elementary schools, one from early years program and a group of adults, teens, children and toddlers. The groups include Wo'umxhl Simalgyet School (Gweets), Kitwanga Elementary School (Gweets), K'san Performing Arts (Gigeenix) and the Early Years group included Gitanmaax Nursery, Language Nest and Majagaleehl Gali Aks Elementary School's K/1 class (Gigeenix). The K/1 class also shared on mic the Gitksan Introduction.



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The Song & Dance portion also encouraged participation from all attendees, including the HSS Principals, Superintendent Tracey MacMillan, Director of Indigenous Education Director Donna Mortimer, as well as Elders, Family members, HSS staff and students.

HSS Indigenous Support Workers put a call out for vendors, organizations and knowledge keepers in March/April, and 28 people/small businesses signed up. All tables were set up in the gymnasium, cafeteria, and hallway. Some vendors sold food, drinks, jewelry and apparel (traditional and contemporary).



Our knowledge keepers shared information on traditional art, tanning, cedar weaving, feast systems as well as set up a table on hunting, trapping and Territory protocols. We also had organizations set up information tables for Wila Dildil'di'm (Family Services), Youth on Water, Women on Water, Fire Fighter Recruiters, and Fire Keepers. All were well attended and shared contact info to further the conversations.

As for food, the planning committee organized with HSS Foods teacher and cafeteria staff to cook 6 pots of soup and hired local bakers to make 400 pieces of fried bread. Alongside the food vendors in the cafeteria, Tony's Takeaway food truck and the Bulkley Scoop ice cream truck were invited to set up in the parking lot. The office of Gitanmaax also provided, free of charge, the Bouncy castles and staff to supervise children jumping and having the best time ever.

To encourage attendance, the Indigenous Support Team provided a professional photographer, Sons Photography who set up a photobooth. The pictures are available on his Facebook page; he had 75 visits, between 10-2pm. The Office of Gitanmaax also provided a professional photographer, Beth Larson, to take photos throughout the event and whose pictures are also available for download on her Facebook page. The planning committee also provided, free of charge, someone to braid hair. Kira Jack provided service to people of all ages, and her booth was busy all day.



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Hazelton Secondary School could not be the success it was, without the help of many people...

Thank you to the Office of Gitanmaax – Education Coordinator Pansy Wright-Simms, who provided guidance, bouncy castles, staff, the main door prize of Airpods and contact information for Song & dance groups.

Thank you to K’san O&M staff for setting up the tent, inflatables, and providing 20 extra tables.

Thank you to Gitanmaax Office bus drivers for providing transportation to the local elementary schools and Early Years program.

Thank you to Hagwilget Band for providing \$500 worth of gift cards, which was used for main door prizes.



Thank you to Wila Dilsiltsdi’m for providing gift bags of cups, as well as provide staff to help set up and clean up.



The school groups that assisted us, including Student Leadership, Drama Club, Outdoor Ed class, Foods class, cafeteria staff, Operations & Maintenance staff, Administration staff, and all the teachers who brought their classes to join in the festivities. A special thank you to teacher Carol Bob who handed out fried bread, water and sat with Elders. Thank you also to Mr. Frazer who had his class set up the tables and chairs the day before. Thank you to the HSS Photography class for taking pictures and for taking videos. Thank you to Brad, for setting up the Mic for our MCs.

And finally, thank you to the Indigenous Education Council for approving our 1.31 proposals. The 2nd Annual Cultural Days’ attendance doubled from last year’s event, and there were more pictures posted on social media. The HSS Indigenous Support Worker Team are already thinking of ways to enhance the HSS 3rd Annual Cultural Day in 2027.



“Beautiful to see the community, children and youth come together to celebrate culture, traditional songs and dance. Very uplifting and powerful to see the majagalee being reared in the language and learning this in their respective education facilities. Brought tears to my eyes throughout the day witnessing everything evolve. Hands up to the Indigenous Support Worker team at HSS for coordinating this event. Thank you, Grace Williams, Chate Simms, Adriana Jackson, Alberta Milton, Alisha Wilson, & Andrea Jagoda. Hamiyya ni’ii losim 🍀🙏 such gratitude in my heart to the dance groups for their participation, vendors, knowledge keepers and community for your support”

- Pansy Wright-Simms

- Contributed by Grace Williams, ISW

Suwilaawks Community School – Land-Based Learning at Lakelse Lake

Grade 6 students from Suwilaawks Community School recently enjoyed a memorable day of land-based learning at Lakelse Lake. Surrounded by mountains, water, forests, and sunshine, students had the opportunity to learn outside the classroom while strengthening their connections to the land, to community, and to one another.

Throughout the day, students learned from local role models, explored the natural environment, and participated in Indigenous learning activities that encouraged curiosity, reflection, and appreciation for the land. Through shared experiences, stories, laughter, and time spent outdoors, students developed a deeper understanding of the importance of relationships, stewardship, and learning from the world around them.

The experience provided meaningful opportunities for students to build confidence, strengthen friendships, and engage in learning through Indigenous perspectives and place-based experiences. We are incredibly proud of our Grade 6 students for the respect, kindness, curiosity, and enthusiasm they demonstrated throughout the day.

Land-based learning experiences such as this help foster a sense of belonging while encouraging students to develop a lifelong connection to the lands and communities that support them.

- Contributed by Pam Kawinsky, Principal



Photo credit: Marissa Harris, ISW

Suwilaawks Community School – Mini Feast Fridays

Mini Feast Fridays at Suwilaawks

Learning feasting protocols through setting up, preparing, serving, and honouring



Our Grade 6 role models are taking the lead — helping younger students learn, serve, and honour together.

 Suwilaawks Community School

- Contributed by Pam Kawinsky, Principal

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1.31 Indigenous Targeted Funded Projects 2025-2026

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

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

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Elder & Knowledge Holder Role Model Program 2025-2026

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

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



MEETING AGENDA ITEM #11.1.1

Action: Information: X
Meeting: Regular Meeting Date: June 17, 2026
Topic: **Minutes of the Business Committee Meeting, June 10, 2026**

Background/Discussion:

Minutes as attached.

Recommended Action:

THAT the minutes of the Business Committee Meeting held June 10, 2026, be received for information.

Presented by: Trustee Ed Harrison



BUSINESS COMMITTEE MEETING

Wednesday, June 10, 2026 – 10:30 a.m. to 12:00 p.m.

Virtual via Zoom

Committee Members:

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

Recording Secretary:

Shawna Wilson, Executive Assistant

Guests:

Trustee Margaret Warcup
Trustee Angie Maitland

MEETING MINUTES

Items	Action
<p>The meeting was chaired by Trustee Ed Harrison and called to order at 10:30 a.m. Trustee Harrison acknowledged the school district's business being conducted on the traditional and unceded territories of the Gitksan, Haisla, Nisga'a, and Tsimshian, and the honour to work with their children and privilege to live on their land.</p>	
<p>1. Previous Meeting Minutes - May 13, 2026</p>	<p>1. The minutes of the previous Business Committee Meeting held on May 13, 2026 were accepted as presented.</p>
<p>2. Human Resources 2.1 Grievance Update – CMTF & CUPE</p>	<p>2.1 Human Resources reported that, with fewer than 20 instructional days remaining, vacant teaching positions will no longer be posted for the current school year and will be filled using TTOCs and casual staff. Recruitment for 2026/2027 is progressing, with thirteen (13) external hires confirmed and approximately four (4) in progress, though staffing pressures remain in shop (2 positions) and French Immersion (5 positions), along with ongoing challenges in Indigenous language postings. Labour relations activity includes six (6) grievances at Step 1, two (2) at Step 2, and two (2) at Step 3, no CUPE grievances, forty-one (41) Letter of Permission teachers, and six (6) active investigations, with some grievance meetings cancelled and timelines potentially extended. Information only; no action required</p>
<p>3. Facilities/Transportation/OH&S 3.1 Monthly Facilities Report, June 2026</p>	<p>3.1 Facilities reported that June is focused on final budget work, capital submissions, and active projects, with Suwilaawks and Uplands progressing well and summer work planned. Crews continue seasonal maintenance and site upgrades, custodial staffing remains stable with minor casual challenges in Kitimat, student transportation is reviewing routes for efficiency. An internal transfer will fill a long-vacant painter position, creating a vacancy in Hazelton. Information only; no action required.</p>

<p>3.2 District Joint OH&S Committee Meeting Minutes (Next Meeting September 23, 2026)</p> <p>3.3 2027-2028 Five-Year Plan Intake – Call for Projects</p>	<p>3.2 Secretary Treasurer Fuller presented the May 19, 2026 District Joint OH&S Committee Meeting minutes for information. The committee continues to focus on violent incident reporting, prevention, and response, including efforts to improve processes, timelines, and develop clearer workflows. Information only; no action required.</p> <p>3.3 Facilities reported that major capital submissions are due June 30, with Mount Elizabeth Middle Secondary replacement remaining the top priority. Additional submissions include a Rural Districts Program project at Roy Wilcox, and the replacement of MGA will be added near the end of the five-year plan. Minor Capital submissions are due before September 30th and will include roofs, HVAC, and renovations. Kitchen cooling projects will be submitted under the Food Infrastructure Program, and two accessible playgrounds will be submitted for funding Action: Forward the 2027-2028 Five-Year Plan Intake - Call for Projects with the recommendation for approval of the Annual Five-Year Capital Plan Submission 2027/2028 and approval of the Annual Five-Year Minor Plan Submission 2027/2028 at the next Regular Board Meeting on June 17, 2026.</p>
<p>4. Board Representations 4.1 BCPSEA 4.2 BCSTA</p>	<p>4.1 No Report 4.2 No Report</p>
<p>5. Outstanding Items from Previous Meeting</p>	<p>None</p>
<p>6. Finances 6.1 Monthly Financial Statements, May 31 2026</p>	<p>6.1 Secretary Treasurer Fuller spoke to the monthly financial statements for May 31, 2026 Action: Forward the Monthly Financial Statements for May31 2026 to the next Regular Board Meeting on June 17, 2026</p>
<p>7. Budget Working Committee 7.1 2026-2027 Proposed Preliminary Budget</p>	<p>7. Secretary Treasurer Fuller shared the 2026-2027 Proposed Preliminary Budget, reviewing revenues and expenditures. A balanced budget will be submitted to the Ministry of Education and Child Care by June 30, 2026 Action: Forward the 2026-2027 Proposed Preliminary Budget with the recommendation for approval at the next Regular Board Meeting on June 17, 2026, through bylaw reading.</p>
<p>8. New Business 8.1 Policy 5020 Policy Development 8.2 Policy 2010 Respect and Anti-Harassment 8.3 Policy 1035 Student Records 8.4 Bylaw 5065 Trustee Elections</p>	<p>8. Secretary Treasurer Fuller spoke to the revised Policies – Policy Development, Respect and Anti-Harassment, Student Records and Bylaw: Trustee Elections. Action: Forward for final reading the Policy Development Policy, the Respect and Anti-Harassment Policy, the Student Records Policy and the Bylaw Trustee Elections to the next Regular Board Meeting on June 17, 2026</p>
<p>9. Next Meeting</p>	<p>9. The next Business Committee Meeting is scheduled on Wednesday, September 16, 2026, from 10:30 a.m. to 12:00 p.m. The meeting was adjourned at 11:21 a.m.</p>



MEETING AGENDA ITEM #11.1.2

Action: X Information:
Meeting: Business Committee Meeting Date: June 10, 2026
Topic: **2027-2028 Five-Year Capital Plan Intake – Call for Projects**
Prepared By: Director of Facility Services

Background/Discussion:

Annual Five-Year Capital Plan submissions from boards of education are used by the Ministry of Infrastructure to determine which priority capital projects may be included in the Ministry’s Capital Plan for the following fiscal year.

The Capital Asset Planning System (MyCAPS) enables the Ministry to issue a “Call for Submissions” for school districts’ Five-Year Capital Plans separately for Major Capital projects, Minor Capital projects, Food Infrastructure projects and Building Envelope projects, with different submission deadlines. The submission deadlines for 2027/28 are:

- Major Capital Programs – June 30, 2026
- Minor Capital Programs – September 30, 2026

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

The replacement of Mount Elizabeth Middle Secondary School remains the District’s highest priority project.

Attached is a summary of the school district’s 2027-2028 Five-Year Capital Plan Projects requiring the Board’s approval prior to submission to the Ministry.

Recommended Action:

Recommendation **THAT** the Board approve the 2027-2028 Five-Year Major Capital Plan and the 2026-2027 Five-Year Minor Capital Plan submissions to the Ministry of Education’s Capital Division.

Presented by: Director of Facility Services



2027-2028 Five-Year Plan Intake – Call For Projects

INFORMATION – Board of Education Meeting – June 17, 2026

To: Board of Education
From: Robert Schibli, Director of Facility Services
Subject: **Ministry of Infrastructure Capital Plan Submission 2027-2028**

The following list summarizes the proposed Coast Mountains Board of Education 2027-2028 Capital Plan intakes. The plans shall be submitted to the Ministry of Infrastructure prior to the June 30th Major Capital and, September 30th Minor Capital plan submission deadlines. Separate Board resolutions will be required for both the Major and Minor Capital Plan calls for submission.

There may be changes to the proposed Minor Capital Programs submission prior to its September 30th deadline. Any changes will be presented at the September Business Committee meeting.

<u>Draft - Major Capital Programs (SMP, EXP, REP, RDP, BEP)</u>			
Program	Facility	Project Description	Status
Seismic Mitigation Program (SMP)	Mount Elizabeth Middle Secondary School	Proposed complete replacement of Academic Classroom & Science Wings	Project Definition
Rural Districts Program (RDP)	Roy Wilcox Elementary	Proposed demolition of deteriorated covered area	Project Definition
School Replacement Program (REP)	Majagaleehl Gali Aks Elementary	Proposed school replacement	Concept

Note that Majagaleehl Gali Aks is submitted as a place holder for the 2030-2031 fiscal year to demonstrated ongoing need.



<u>Draft - Minor Capital Programs (SEP, CNCP, BUS, PEP, FIP)</u>			
Program	Facility	Project Description	Status
School Enhancement Program (SEP)	Northwest Trades & Employment Training Centre	Partial Roof Replacement – Roof R02A	Design
School Enhancement Program (SEP)	Thornhill Elementary	Partial Roof Replacement – Roofs 03, 04 & 09	Design
School Enhancement Program (SEP)	Suwilaawks Community School	Complete HVAC Replacement – Phase 3 Hydronic Piping & Unit Ventilators installation	Tender-Ready
School Enhancement Program (SEP)	Caledonia Secondary School	Laboratory Classrooms Renovations	Pre-Design
School Enhancement Program (SEP)	Cassie Hall Elementary School	Building Envelope Replacement Phase 1	Pre-Design
School Enhancement Program (SEP)	Kildala Elementary School	Second Floor Washroom Renovation	Pre-Design
School Enhancement Program (SEP)	Majagaleehl Gali Aks Elementary School	Roof Insulation Classrooms 34 & 36	
Food Infrastructure Program (FIP)	Thornhill Elementary	Kitchen Area Cooling (HVAC)	Pre-Design
Food Infrastructure Program (FIP)	Caledonia Secondary	Kitchen Area Cooling (HVAC)	Pre-Design
Playground Equipment Program (PEP)	Uplands Elementary School	Universal Design Playground	Pre-Design
Playground Equipment Program (PEP)	Nechako Elementary School	Universal Design Playground	Pre-Design

Projects not funded under Minor Capital Programs may be considered for Annual Facility Grant projects.



MEETING AGENDA ITEM 11.1.3

Action:	X	Information:	
Meeting:	Regular	Meeting Date:	June 17, 2026
Topic:	Draft Preliminary 2026-2027 Annual Budget Bylaw		

Background/Discussion:

Reference the attached draft preliminary 2026-2027 Annual Bylaw and Budget Version: 7912-7166-5183.

As directed by the Board, the Budget Working Committee has fulfilled its mandate and has provided a broad opportunity for input into the decision-making regarding the 2026-2027 Preliminary Annual Budget.

The Business Committee reviewed the draft Preliminary Annual Budget at its June 10, 2026, meeting and brings forward for the Board’s consideration and adoption.

Approval is required by the Board to utilize capital replacement dollars through Local Capital Reserves of up to \$250,000 for the purchase of vehicles and equipment for the Facilities and Maintenance Departments for the 2026-2027 fiscal year.

A Bylaw of the Coast Mountains Board of Education School District 82 is required to adopt the annual budget for the fiscal year 2026-2027 pursuant to Section 113 of the *School Act* as detailed in the attached Bylaw.

Recommended Action:

THAT the Board approve the utilization of capital replacement dollars through Local Capital Reserves of up to \$250,000 for the purchase of vehicles and equipment for the Facilities and Maintenance Departments for the 2026-2027 fiscal year.

THAT the 2026-2027 Annual Budget Bylaw and Budget Version: 7912-7166-5183 be read a first time the 17th day of June 2026.

THAT the 2026-2027 Annual Budget Bylaw and Budget Version: 7912-7166-5183 be read a second time the 17th day of June 2026.

Unanimous consent is required to proceed to third reading.

THAT the 2026-2027 Annual Budget Bylaw and Budget Version: 7912-7166-5183 be read a third time, passed and adopted the 17th day of June 2026.

Presented by: Secretary Treasurer

Annual Budget

School District No. 82 (Coast Mountains)

June 30, 2027

School District No. 82 (Coast Mountains)

June 30, 2027

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

ANNUAL BUDGET BYLAW

A Bylaw of THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 82 (COAST MOUNTAINS) (called the "Board") to adopt the Annual Budget of the Board for the fiscal year 2026/2027 pursuant to section 113 of the *School Act*, R.S.B.C., 1996, c. 412 as amended from time to time (called the "Act").

1. The Board has complied with the provisions of the *Act*, Ministerial Orders, and Ministry of Education and Child Care Policies respecting the Annual Budget adopted by this bylaw.
2. This bylaw may be cited as School District No. 82 (Coast Mountains) Annual Budget Bylaw for fiscal year 2026/2027.
3. The attached Statement 2 showing the estimated revenue and expense for the 2026/2027 fiscal year and the total budget bylaw amount of \$83,437,377 for the 2026/2027 fiscal year was prepared in accordance with the *Act*.
4. Statement 2, 4 and Schedules 2 to 4 are adopted as the Annual Budget of the Board for the fiscal year 2026/2027.

READ A FIRST TIME THE 17th DAY OF JUNE, 2026;

READ A SECOND TIME THE 17th DAY OF JUNE, 2026;

READ A THIRD TIME, PASSED AND ADOPTED THE 17th DAY OF JUNE, 2026;

(Corporate Seal)

Chairperson of the Board

Secretary Treasurer

I HEREBY CERTIFY this to be a true original of School District No. 82 (Coast Mountains) Annual Budget Bylaw 2026/2027, adopted by the Board the 17th DAY OF JUNE, 2026.

Secretary Treasurer

School District No. 82 (Coast Mountains)

Statement 2

Annual Budget - Revenue and Expense

Year Ended June 30, 2027

	2027 Annual Budget	2026 Amended Annual Budget
Ministry Operating Grant Funded FTE's		
School-Age	4,168,000	4,169,304
Adult		0.250
Total Ministry Operating Grant Funded FTE's	4,168,000	4,169,554
Revenues	\$	\$
Provincial Grants		
Ministry of Education and Child Care	66,728,435	67,736,418
Other	100,000	126,050
Tuition	1,524,700	709,687
Other Revenue	8,945,241	9,220,691
Rentals and Leases	725,000	725,000
Investment Income	161,000	151,000
Amortization of Deferred Capital Revenue	2,435,055	2,384,688
Total Revenue	80,619,431	81,053,534
Expenses		
Instruction	63,855,241	63,783,121
District Administration	2,945,983	3,269,141
Operations and Maintenance	13,750,488	13,571,742
Transportation and Housing	2,835,665	2,888,371
Total Expense	83,387,377	83,512,375
Net Revenue (Expense)	(2,767,946)	(2,458,841)
Budgeted Allocation (Retirement) of Surplus (Deficit)	1,800,000	1,503,692
Budgeted Surplus (Deficit), for the year	(967,946)	(955,149)
Budgeted Surplus (Deficit), for the year comprised of:		
Operating Fund Surplus (Deficit)		
Special Purpose Fund Surplus (Deficit)		
Capital Fund Surplus (Deficit)	(967,946)	(955,149)
Budgeted Surplus (Deficit), for the year	(967,946)	(955,149)

School District No. 82 (Coast Mountains)

Annual Budget - Revenue and Expense

Year Ended June 30, 2027

	2027 Annual Budget	2026 Amended Annual Budget
Budget Bylaw Amount		
Operating - Total Expense	66,710,230	66,497,571
Special Purpose Funds - Total Expense	13,174,146	13,588,367
Special Purpose Funds - Tangible Capital Assets Purchased	50,000	36,600
Capital Fund - Total Expense	3,503,001	3,426,437
Total Budget Bylaw Amount	83,437,377	83,548,975

Approved by the Board

Signature of the Chairperson of the Board of Education

Date Signed

Signature of the Superintendent

Date Signed

Signature of the Secretary Treasurer

Date Signed

School District No. 82 (Coast Mountains)

Annual Budget - Changes in Net Financial Assets (Debt)

Year Ended June 30, 2027

	2027 Annual Budget \$	2026 Amended Annual Budget \$
Surplus (Deficit) for the year	<u>(2,767,946)</u>	<u>(2,458,841)</u>
Effect of change in Tangible Capital Assets		
Acquisition of Tangible Capital Assets		
From Operating and Special Purpose Funds	(50,000)	(36,600)
From Deferred Capital Revenue	<u>(3,514,469)</u>	<u>(8,062,184)</u>
Total Acquisition of Tangible Capital Assets	<u>(3,564,469)</u>	<u>(8,098,784)</u>
Amortization of Tangible Capital Assets	<u>3,503,001</u>	<u>3,426,437</u>
Total Effect of change in Tangible Capital Assets	<u>(61,468)</u>	<u>(4,672,347)</u>
	<u>-</u>	<u>-</u>
(Increase) Decrease in Net Financial Assets (Debt)	<u><u>(2,829,414)</u></u>	<u><u>(7,131,188)</u></u>

School District No. 82 (Coast Mountains)

Annual Budget - Operating Revenue and Expense
Year Ended June 30, 2027

	2027 Annual Budget	2026 Amended Annual Budget
	\$	\$
Revenues		
Provincial Grants		
Ministry of Education and Child Care	55,836,683	56,452,898
Other	100,000	126,050
Tuition	1,524,700	709,687
Other Revenue	6,613,847	6,880,244
Rentals and Leases	725,000	725,000
Investment Income	110,000	100,000
Total Revenue	<u>64,910,230</u>	<u>64,993,879</u>
Expenses		
Instruction	51,105,098	50,630,757
District Administration	2,910,983	3,222,141
Operations and Maintenance	9,938,164	9,835,982
Transportation and Housing	2,755,985	2,808,691
Total Expense	<u>66,710,230</u>	<u>66,497,571</u>
Net Revenue (Expense)	<u>(1,800,000)</u>	<u>(1,503,692)</u>
Budgeted Prior Year Surplus Appropriation	<u>1,800,000</u>	<u>1,503,692</u>
Budgeted Surplus (Deficit), for the year	<u>-</u>	<u>-</u>

School District No. 82 (Coast Mountains)

Annual Budget - Schedule of Operating Revenue by Source
Year Ended June 30, 2027

	2027 Annual Budget	2026 Amended Annual Budget
	\$	\$
Provincial Grants - Ministry of Education and Child Care		
Operating Grant, Ministry of Education and Child Care	59,793,733	60,341,557
ISC/LEA Recovery	(6,469,852)	(6,469,852)
Other Ministry of Education and Child Care Grants		
Pay Equity	1,160,795	1,160,795
Funding for Graduated Adults	1,067	1,067
Student Transportation Fund	557,786	557,786
Foundation Skills Assessment (FSA) Scorer Grant	8,187	8,187
Child Care Funding		230,000
ICY Clinical Counsellor Funding	496,701	496,701
Indigenous Education Councils (IEC) Funding	72,489	
Next Generation Network (NGN)	24,737	24,737
Increased Funding after Enrollment Counts	191,040	101,920
Total Provincial Grants - Ministry of Education and Child Care	55,836,683	56,452,898
Provincial Grants - Other	100,000	126,050
Tuition		
International and Out of Province Students	1,524,700	709,687
Total Tuition	1,524,700	709,687
Other Revenues		
Funding from First Nations	6,469,852	6,469,852
Miscellaneous		
Grant in Aid - District of Kitimat	76,992	76,992
Concert Series Art Starts		15,000
City of Terrace	12,000	12,000
Theatre Levy Fees	5,000	5,000
Shared Service Agreements		23,400
Miscellaneous	50,003	278,000
Total Other Revenue	6,613,847	6,880,244
Rentals and Leases	725,000	725,000
Investment Income	110,000	100,000
Total Operating Revenue	64,910,230	64,993,879

School District No. 82 (Coast Mountains)

Schedule 2B

Annual Budget - Schedule of Operating Expense by Object
Year Ended June 30, 2027

	2027 Annual Budget	2026 Amended Annual Budget
	\$	\$
Salaries		
Teachers	22,762,945	21,965,507
Principals and Vice Principals	4,892,960	5,281,220
Educational Assistants	5,760,555	6,052,235
Support Staff	6,218,496	6,206,885
Other Professionals	2,581,830	2,733,246
Substitutes	2,272,913	2,245,461
Total Salaries	44,489,699	44,484,554
Employee Benefits	10,320,325	10,191,342
Total Salaries and Benefits	54,810,024	54,675,896
Services and Supplies		
Services	2,790,059	2,598,381
Student Transportation	2,638,424	2,700,590
Professional Development and Travel	817,368	996,605
Rentals and Leases	1,500	1,500
Dues and Fees	128,650	98,150
Insurance	311,780	273,880
Interest	3,589,624	3,510,569
Supplies	1,622,801	1,642,000
Total Services and Supplies	11,900,206	11,821,675
Total Operating Expense	66,710,230	66,497,571

School District No. 82 (Coast Mountains)

Annual Budget - Operating Expense by Function, Program and Object

Year Ended June 30, 2027

	Teachers Salaries	Principals and Vice Principals Salaries	Educational Assistants Salaries	Support Staff Salaries	Other Professionals Salaries	Substitutes Salaries	Total Salaries
	\$	\$	\$	\$	\$	\$	\$
1 Instruction							
1.02 Regular Instruction	16,765,311	740,809		447,142		1,315,934	19,269,196
1.03 Career Programs	210,530						210,530
1.07 Library Services	822,474	60,584		295,468		35,456	1,213,982
1.08 Counselling	1,121,421	246,623					1,368,044
1.10 Inclusive Education	2,825,530	67,472	4,041,639	55,703	391,588	483,768	7,865,700
1.31 Indigenous Education	1,017,679	217,029	1,718,916	55,703	173,164	139,869	3,322,360
1.41 School Administration		3,560,443		991,709		49,090	4,601,242
1.62 International and Out of Province Students					147,390		147,390
Total Function 1	22,762,945	4,892,960	5,760,555	1,845,725	712,142	2,024,117	37,998,444
4 District Administration							
4.11 Educational Administration					467,042		467,042
4.40 School District Governance					115,000		115,000
4.41 Business Administration				318,556	676,505		995,061
Total Function 4	-	-	-	318,556	1,258,547	-	1,577,103
5 Operations and Maintenance							
5.41 Operations and Maintenance Administration				54,055	458,941		512,996
5.50 Maintenance Operations				3,790,498	138,014	248,796	4,177,308
5.52 Maintenance of Grounds				163,399			163,399
5.56 Utilities							-
Total Function 5	-	-	-	4,007,952	596,955	248,796	4,853,703
7 Transportation and Housing							
7.41 Transportation and Housing Administration				13,514	14,186		27,700
7.70 Student Transportation				32,749			32,749
Total Function 7	-	-	-	46,263	14,186	-	60,449
9 Debt Services							
Total Function 9	-	-	-	-	-	-	-
Total Functions 1 - 9	22,762,945	4,892,960	5,760,555	6,218,496	2,581,830	2,272,913	44,489,699

School District No. 82 (Coast Mountains)

Annual Budget - Operating Expense by Function, Program and Object

Year Ended June 30, 2027

	Total Salaries	Employee Benefits	Total Salaries and Benefits	Services and Supplies	2027 Annual Budget	2026 Amended Annual Budget
	\$	\$	\$	\$	\$	\$
1 Instruction						
1.02 Regular Instruction	19,269,196	4,323,331	23,592,527	1,133,223	24,725,750	24,147,337
1.03 Career Programs	210,530	52,633	263,163	296,800	559,963	481,823
1.07 Library Services	1,213,982	295,222	1,509,204	45,000	1,554,204	1,624,786
1.08 Counselling	1,368,044	339,545	1,707,589		1,707,589	1,717,649
1.10 Inclusive Education	7,865,700	1,855,443	9,721,143	594,495	10,315,638	11,432,963
1.31 Indigenous Education	3,322,360	811,083	4,133,443	1,187,487	5,320,930	4,892,282
1.41 School Administration	4,601,242	1,064,412	5,665,654	108,500	5,774,154	5,732,403
1.62 International and Out of Province Students	147,390	35,374	182,764	964,106	1,146,870	601,514
Total Function 1	37,998,444	8,777,043	46,775,487	4,329,611	51,105,098	50,630,757
4 District Administration						
4.11 Educational Administration	467,042	116,760	583,802	208,177	791,979	962,902
4.40 School District Governance	115,000	6,325	121,325	154,989	276,314	405,170
4.41 Business Administration	995,061	248,765	1,243,826	598,864	1,842,690	1,854,069
Total Function 4	1,577,103	371,850	1,948,953	962,030	2,910,983	3,222,141
5 Operations and Maintenance						
5.41 Operations and Maintenance Administration	512,996	128,249	641,245	365,150	1,006,395	1,013,611
5.50 Maintenance Operations	4,177,308	987,221	5,164,529	1,478,190	6,642,719	6,382,972
5.52 Maintenance of Grounds	163,399	40,850	204,249	292,000	496,249	617,399
5.56 Utilities	-	-	-	1,792,801	1,792,801	1,822,000
Total Function 5	4,853,703	1,156,320	6,010,023	3,928,141	9,938,164	9,835,982
7 Transportation and Housing						
7.41 Transportation and Housing Administration	27,700	6,925	34,625		34,625	33,103
7.70 Student Transportation	32,749	8,187	40,936	2,680,424	2,721,360	2,775,588
Total Function 7	60,449	15,112	75,561	2,680,424	2,755,985	2,808,691
9 Debt Services						
Total Function 9	-	-	-	-	-	-
Total Functions 1 - 9	44,489,699	10,320,325	54,810,024	11,900,206	66,710,230	66,497,571

School District No. 82 (Coast Mountains)

Annual Budget - Special Purpose Revenue and Expense
 Year Ended June 30, 2027

	2027 Annual Budget	2026 Amended Annual Budget
	\$	\$
Revenues		
Provincial Grants		
Ministry of Education and Child Care	10,891,752	11,283,520
Other Revenue	2,331,394	2,340,447
Investment Income	1,000	1,000
Total Revenue	13,224,146	13,624,967
Expenses		
Instruction	12,750,143	13,152,364
District Administration	35,000	47,000
Operations and Maintenance	309,323	309,323
Transportation and Housing	79,680	79,680
Total Expense	13,174,146	13,588,367
Net Revenue (Expense)	50,000	36,600
Net Transfers (to) from other funds		
Tangible Capital Assets Purchased	(50,000)	(36,600)
Total Net Transfers	(50,000)	(36,600)
Budgeted Surplus (Deficit), for the year	-	-

School District No. 82 (Coast Mountains)

Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2027

	Annual Facility Grant	Learning Improvement Fund	School Generated Funds	Strong Start	Ready, Set, Learn	OLEP	CommunityLINK	Classroom Enhancement Fund - Overhead	Classroom Enhancement Fund - Staffing
	\$	\$	\$	\$		\$	\$	\$	\$
Deferred Revenue, beginning of year			1,650,000						
Add: Restricted Grants									
Provincial Grants - Ministry of Education and Child Care	308,323	203,466		136,000	26,950	132,781	655,464	350,741	7,769,266
Other			1,500,000	42,025					
Investment Income	1,000								
	309,323	203,466	1,500,000	178,025	26,950	132,781	655,464	350,741	7,769,266
Less: Allocated to Revenue	309,323	203,466	1,500,000	178,025	26,950	132,781	655,464	350,741	7,769,266
Deferred Revenue, end of year	-	-	1,650,000	-	-	-	-	-	-
Revenues									
Provincial Grants - Ministry of Education and Child Care	308,323	203,466		136,000	26,950	132,781	655,464	350,741	7,769,266
Other Revenue			1,500,000	42,025					
Investment Income	1,000								
	309,323	203,466	1,500,000	178,025	26,950	132,781	655,464	350,741	7,769,266
Expenses									
Salaries									
Teachers									6,215,413
Principals and Vice Principals						31,852			
Educational Assistants		162,773		137,460			486,811		
Support Staff	210,382						38,216	28,381	
Other Professionals								68,568	
Substitutes								163,472	
	210,382	162,773	-	137,460	-	31,852	525,027	260,421	6,215,413
Employee Benefits	52,596	40,693		34,365		7,963	130,437	65,105	1,553,853
Services and Supplies	46,345		1,500,000	6,200	26,950	92,966		25,215	
	309,323	203,466	1,500,000	178,025	26,950	132,781	655,464	350,741	7,769,266
Net Revenue (Expense) before Interfund Transfers	-	-	-	-	-	-	-	-	-
Interfund Transfers									
Tangible Capital Assets Purchased	-	-	-	-	-	-	-	-	-
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

School District No. 82 (Coast Mountains)

Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2027

	First Nation Student Transportation	Mental Health in Schools	Changing Results for Young Children (CR4YC)	Seamless Day Kindergarten	JUST B4	ECL Early Care & Learning	Feeding Futures Fund	National School Food Program	Work Experience Enhancement
	\$	\$	\$	\$	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year	41,230	15,000							50,000
Add: Restricted Grants									
Provincial Grants - Ministry of Education and Child Care	38,450	55,000	6,750			218,866	571,968	172,630	
Other				272,520	44,013				
Investment Income									
	38,450	55,000	6,750	272,520	44,013	218,866	571,968	172,630	-
Less: Allocated to Revenue	79,680	70,000	6,750	272,520	44,013	218,866	571,968	172,630	50,000
Deferred Revenue, end of year	-	-	-	-	-	-	-	-	-
Revenues									
Provincial Grants - Ministry of Education and Child Care	79,680	70,000	6,750			218,866	571,968	172,630	50,000
Other Revenue				272,520	44,013				
Investment Income									
	79,680	70,000	6,750	272,520	44,013	218,866	571,968	172,630	50,000
Expenses									
Salaries									
Teachers									44,000
Principals and Vice Principals						151,965			
Educational Assistants				136,842	34,210				
Support Staff							416,376		
Other Professionals								23,790	
Substitutes							20,819		
	-	-	-	136,842	34,210	151,965	437,195	23,790	44,000
Employee Benefits				34,211	8,553	37,991	100,872	5,353	6,000
Services and Supplies	79,680	70,000	6,750	101,467	1,250	28,910	33,901	143,487	
	79,680	70,000	6,750	272,520	44,013	218,866	571,968	172,630	50,000
Net Revenue (Expense) before Interfund Transfers	-	-	-	-	-	-	-	-	-
Interfund Transfers									
Tangible Capital Assets Purchased	-	-	-	-	-	-	-	-	-
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

School District No. 82 (Coast Mountains)

Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2027

	K-12 Literacy Suppot Initiative Grant	District of Kitimat	Principals and Vice Principals Joint Trust	Other Grants	LNG/RTA	TOTAL
	\$	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year	138,867	73,665	58,037	100,000	75,079	2,201,878
Add: Restricted Grants						
Provincial Grants - Ministry of Education and Child Care						10,646,655
Other		45,477	15,000	112,757	100,000	2,131,792
Investment Income						1,000
	-	45,477	15,000	112,757	100,000	12,779,447
Less: Allocated to Revenue	138,867	50,000	35,000	212,757	175,079	13,224,146
Deferred Revenue, end of year	-	69,142	38,037	-	-	1,757,179
Revenues						
Provincial Grants - Ministry of Education and Child Care	138,867					10,891,752
Other Revenue		50,000	35,000	212,757	175,079	2,331,394
Investment Income						1,000
	138,867	50,000	35,000	212,757	175,079	13,224,146
Expenses						
Salaries						
Teachers						6,259,413
Principals and Vice Principals						183,817
Educational Assistants						958,096
Support Staff						693,355
Other Professionals						92,358
Substitutes						184,291
	-	-	-	-	-	8,371,330
Employee Benefits						2,077,992
Services and Supplies	138,867		35,000	212,757	175,079	2,724,824
	138,867	-	35,000	212,757	175,079	13,174,146
Net Revenue (Expense) before Interfund Transfers	-	50,000	-	-	-	50,000
Interfund Transfers						
Tangible Capital Assets Purchased		(50,000)				(50,000)
	-	(50,000)	-	-	-	(50,000)
Net Revenue (Expense)	-	-	-	-	-	-

School District No. 82 (Coast Mountains)

Annual Budget - Capital Revenue and Expense
 Year Ended June 30, 2027

	2027 Annual Budget			2026 Amended Annual Budget
	Invested in Tangible Capital Assets	Local Capital	Fund Balance	
	\$	\$	\$	\$
Revenues				
Investment Income		50,000	50,000	50,000
Amortization of Deferred Capital Revenue	2,435,055		2,435,055	2,384,688
Total Revenue	2,435,055	50,000	2,485,055	2,434,688
Expenses				
Amortization of Tangible Capital Assets				
Operations and Maintenance	3,503,001		3,503,001	3,426,437
Total Expense	3,503,001	-	3,503,001	3,426,437
Net Revenue (Expense)	(1,067,946)	50,000	(1,017,946)	(991,749)
Net Transfers (to) from other funds				
Tangible Capital Assets Purchased	50,000		50,000	36,600
Total Net Transfers	50,000	-	50,000	36,600
Other Adjustments to Fund Balances				
Total Other Adjustments to Fund Balances	-	-	-	
Budgeted Surplus (Deficit), for the year	(1,017,946)	50,000	(967,946)	(955,149)



MEETING AGENDA ITEM #11.1.4

Action: X Information:
Meeting: Regular Meeting Date: June 17, 2026
Topic: **Revised Policy 5020: Policy Development (Final Reading)**

Background/Discussion:

Revised Policy 5020: Policy Development received first reading at the October 29, 2025 Regular Meeting of the Board of Education.

The revised policy was reviewed by the Policy Review and Development Committee at its March 12, 2026, meeting. Feedback received from school district partner groups was reviewed, and no further revisions were made.

The revised policy was brought forward to the Business Committee and is now being presented to the Board for second and final reading at the June 17, 2026, Regular Meeting of the Board of Education.

Recommended Action:

THAT the Board give second and final reading to Revised Policy 5020: Policy Development.

Presented by: Secretary Treasurer

Policy: Policy Development

Policy Section: Governance
Policy No. 5020
Adopted: March 30, 2016
Revised: June 16, 2021



Policy Intent

To guide the development of education policies that reflect the governance responsibilities of Boards of Education as mandated by provincial legislation. These policies aim to ensure fiscally responsible leadership, promote student success and equity, align with community values and provincial standards, and support continuous improvement in teaching, learning, and accountability. Policy development is grounded in the shared vision, mission, and goals of the Coast Mountains School District, with a focus on quality education, inclusive support, and collaborative community engagement.

Policy

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

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

References:

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



MEETING AGENDA ITEM # 11.1.5

Action: X Information:
Meeting: Regular Meeting Date: June 17, 2026
Topic: **Revised Policy 2010: Respect and Anti-Harassment (Final Reading)**

Background/Discussion:

Revised Policy 2010: Respect and Anti-Harassment received first reading at the April 29, 2026, Regular Meeting of the Board of Education.

Feedback received from the school district's partner groups was reviewed by the Policy Review and Development Committee at its June 1, 2026, meeting, and revisions were made.

The revised policy was brought forward to the Business Committee and is now being presented to the Board for second and final reading at the June 17, 2026, Regular Meeting of the Board of Education.

Recommended Action:

Recommendation **THAT** the Board give second and final reading to Revised Policy 2010: Respect and Anti-Harassment.

Presented by: Secretary Treasurer

Policy: Respect and Anti-Harassment

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



Policy Intent

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

Policy

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

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

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

Responsibilities:

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

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



Definitions

Bullying and Harassment

Any inappropriate conduct or comment that a reasonable person would know could cause humiliation, intimidation, or harm. Properly discharged supervisory responsibilities, including disciplinary action, are not harassment. Properly discharged union responsibilities, including the filing of grievances, is not harassment.

Discrimination

All employees have the right to work without discrimination. Discrimination refers to negative treatment that is based on a personal characteristic that is protected by the [Human Rights Code](#).

Workplace Violence

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

Retaliation

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

Unauthorized Recording

Any audio, video, or photographic recording created, captured, or distributed without authorization as outlined in District policy, applicable law, or without informed consent. When there is use of personal digital devices or wearable technologies there must be compliance with CMSD technology policies and procedures.

Personal Digital Device

Are defined as those electronic devices that can be used to communicate or to access the internet.

Wearable Technologies

Electronic devices designed to be worn on the body that collect, process, or transmit data, often through sensors and wireless connectivity.

References:

- British Columbia Human Rights Code s.7, s.13, s.21
- Freedom of Information and Protection of Privacy (FOIPPA) s.26, s.27, s.30
- Public Interest Disclosure Act, SBC, c.22 (British Columbia) (Whistleblower Protection)
- Office of the Information and Privacy Commissioner for British Columbia (OIPC BC) – Public Sector Surveillance Guidelines
- WorkSafe BC Policy D3-115-2 (Employer Duties: Prevention of Workplace Bullying & Harassment)
- Workers Compensation ACT S.115
- BC Teachers Federation Code of Ethics
- Respectful Workplace and Anti-Harassment Procedure 2010
- CMSD Policy 1025: Student Code of Conduct
- CMSD Policy 1090: Bring Your Own Technology

Respect and Anti-Harassment



- CMSD Policy 5010: Trustee Code of Ethics
- Ministry Document
 - Safe, Caring, and Orderly Schools
 - Diversity in BC Schools



Policy

Policy Intent

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

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

Policy

Establish and maintain student records in accordance with current Ministry of Education and Child Care and Coast Mountains School District requirements.

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

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

Retain student records according to legislated requirements.

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

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

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

Definitions

Student Record

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

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

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

References:

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

DRAFT

Policy: Trustee Elections Bylaw

Policy Section: 5000
Policy No. 5065
Adopted: June 13, 2012
Revised: (Housekeeping Revisions)



Policy Intent

The Board of Education for School District 82 (Coast Mountains) establishes this bylaw to ensure that trustee elections are conducted in a fair, transparent, and consistent manner, in accordance with the School Act, the Local Government Act, and the Trustee Electoral Area Order M304/96 (as amended). This bylaw clarifies the authority, procedures, and requirements governing trustee elections within each Trustee Electoral Area, supporting public confidence, equitable representation, and effective local governance.

Policy

In Coast Mountains School District 82, Under section 37 of the School Act, trustee elections in the following trustee electoral areas are the responsibility of the Coast Mountains Board of Education, pursuant to Trustee Electoral Area Order M304/96, as amended by Ministerial Order 73/2018 (effective March 1, 2018).

Trustee Electoral Area (TEA):	Number of Trustees	Authority
Trustee Electoral Area 1 (Kitimat)	Two	Board of Education
Trustee Electoral Area 2 (Terrace)	Two	Board of Education
Trustee Electoral Area 3 (Thornhill)	One	Board of Education
Trustee Electoral Area 4 (Stewart/Meziadin)	One	Board of Education
Trustee Electoral Area 5 (Hazelton)	One	Board of Education

Regulations

The Board wishes to establish procedures and requirements under the authority of the School Act for trustee elections. The Board of Education, in an open meeting of the Board, enacts as follows:

Application

This bylaw applies to both general elections and by-elections, except as otherwise indicated.

Order of Names on the Ballot

The order of names of candidates on the ballot will be alphabetical by surname.

Resolution of Tie Votes after Judicial Recount

In the event of a tie vote after a judicial recount, the tie vote will be resolved by lot in accordance with the Local Government Act.

Number of Nominators Required

The minimum number of qualified nominators for a trustee candidate is two for all trustee electoral areas in Coast Mountains School District 82.

Nomination Deposits

No nomination deposit is required for trustee candidates.

Elections conducted by the Board of Education

The following provisions apply to those trustee elections which the Board of Education conducts on its own behalf.

Voter Lists

Pursuant to Section 69 of the Local Government Act, in the case of a trustee by election that is not held in conjunction with other local government elections, the Board authorizes limiting registration of electors to registration at the time of voting. This registration is effective only for the election for which the voting is being conducted at that time.

Mandatory Advance Voting Opportunities

Unless exempted by Order of the Minister, the mandatory advance voting opportunities are established as follows:

- a. On the tenth day before general voting day; and
- b. A second advance voting opportunity must be held on the third (3rd) day before general voting day in trustee electoral areas with a population greater than 5,000.

Additional Advance Voting Opportunities

The Chief Election Officer is authorized to establish additional advance voting opportunities for each election and to designate the voting places, establish the date and the voting hours for these voting opportunities.

Additional General Voting Opportunities

The Chief Election Officer is authorized to establish additional general voting opportunities for general voting day for each election and to designate the voting places and voting hours, within the limits set out in Section 106(2) of the Local Government Act, for such voting opportunities.

Special Voting Opportunities

- a) In order to give electors who may otherwise be unable to vote an opportunity to do so, special voting opportunities are established for each election for patients of Ksyen Regional Hospital, Wrinch Memorial Hospital and Kitimat General Hospital.
- b) The Chief Election Officer is authorized to establish the location, date and voting hours within the limits set out in the Local Government Act, for each special voting opportunity.
- c) The Chief Election Officer is authorized to limit the number of candidate representatives who may be present at the special voting opportunity.

Mail Ballot Voting Opportunities

- a) The Chief Election Officer, subject to the Local Government Act, is authorized to establish procedures and time limits in relation to voting by mail ballot.
- b) The following procedures for voting and registration must apply:
 - i. Sufficient record will be kept by the Chief Election Officer so that challenges of the elector's right to vote may be made in accordance with the intent of Section 126 of the Local Government Act;
 - ii. A person exercising the right to vote by mail under the provisions of Section 110 may be challenged in accordance with, and on the grounds specified, in Section 126 of the Local Government Act, until 4:30 p.m. two days before general voting day.
- c) As provided in the Local Government Act, a mail ballot must be received by the Chief Election Officer before the close of voting on general voting day in order to be counted for an election.

Public Access to Election Documents

The Board authorizes posting of nomination documents of trustee candidates on the website of Coast Mountains School District 82 for public access until 30 days after declaration of the election results at www.cmsd.bc.ca.

Title

This bylaw may be cited as the Coast Mountains Board of Education of School District 82 Trustee Elections Bylaw.

Definitions

The terms used shall have the meanings assigned by the School Act and the Local Government Act, except as the context indicates otherwise.

By-election

Means a trustee election other than one conducted as part of a general school election, to fill a vacancy on the Board in any of the circumstances described in section 36 of the School Act.

Election

Means a trustee election.

Board or School Board

Means the Board of Education of Coast Mountains School District 82.

Chief Election Officer

Means the person appointed to perform the duties of chief election officer as set out in the School Act, Local Government Act and Local Elections Campaign Financing Act.

Minister

Means the Minister of Education and Child Care.

References:

- School Act Section 30(4), Section 37
- Trustee Electoral Area Order M304/96, as amended by Ministerial Order 73/2018



MEETING AGENDA ITEM #11.2.1

Action: Information: X
Meeting: Regular Meeting Date: June 17, 2026
Topic: **Minutes of the Education Committee Meeting, June 10, 2026**

Background/Discussion:

Minutes as attached.

Recommended Action:

THAT the minutes of the Education Committee Meeting held June 10, 2026, be received for information.

Presented by: Trustee Karen Jonkman



EDUCATION COMMITTEE MEETING

Wednesday, June 10, 2026 – 4:00 p.m. to 5:30 p.m.

Microsoft Teams Virtual Meeting

Committee Members:

- Trustee Karen Jonkman (Chairperson)
- Tracey MacMillan, Superintendent of Schools
- Julia Nieckarz, Director of Instruction, Inclusive Education
- Phillip Barron, Director of Instruction, Learning Services
- Donna Mortimer, Director of Instruction, Indigenous Education
- Tina McDonald, District Principal, Curriculum Support
- Jocelynn Drew, Principal, Bear Valley School (CMAA representative)
- Stacey Rodrigues, Vice-Principal, Mount Elizabeth Middle Secondary School (CMAA representative)
- Annette McAlpine, Principal, Uplands School (CMAA representative)
- Michele Sutherland, Teacher, Mount Elizabeth Middle Secondary School (CMTF representative)

Guests:

- Cynthia Bohn, Councillor, Kitsumkalum Band (First Nation representative)

Regrets:

- Trustee Julia Sundell
- Trustee Wayne Jones

Recording Secretary:

- Lindsay Harder, Executive Assistant

MEETING MINUTES

Items	Action
The virtual meeting was called to order at 4:00 p.m. chaired by Trustee Karen Jonkman, Committee Chairperson.	
<p>1. Acknowledgement of the Territories, Introductions & Welcome</p>	<p>Chairperson Jonkman acknowledged with respect the school district’s business being conducted on the traditional and unceded territories of the Gitxsan, Haisla, Nisga’a and Ts’mysen Peoples. We are honoured to work with their children and privileged to live, learn, work, and play on these lands.</p> <p>Chairperson Jonkman welcomed committee members, guests, and school administrators participating in the meeting. Committee members, district staff, school administrators, and student representatives introduced themselves.</p> <p>Superintendent MacMillan noted the many graduation, awards, and celebration events taking place across the district and expressed appreciation for the work of school staff and district staff in supporting students and school communities during this busy time of year.</p> <p>Committee members shared brief updates from their respective schools and areas, including upcoming year-end activities, school celebrations, field trips, music performances, scholarship events, Indigenous learning activities, and graduation-related events.</p> <p>Superintendent MacMillan also expressed appreciation to Principals, Vice-Principals, teachers, and school staff for submitting school stories, curriculum</p>

<p>1. Acknowledgement of the Territories, Introductions & Welcome (continuation)</p>	<p>updates, and highlights throughout the year for the Superintendent's Report and Indigenous Education Report. It was noted that representation from every school across the district had been included throughout the year, helping to celebrate and share student learning, school initiatives, and positive district stories.</p> <p>Trustee Jonkman acknowledged the following observances, events, and recognitions:</p> <p><u>National Indigenous History Month</u>, observed throughout the month of June, was acknowledged as an important opportunity to honour, learn about, and celebrate the rich histories, cultures, languages, traditions, and contributions of First Nations, Inuit, and Métis Peoples. Trustee Jonkman recognized that Coast Mountains School District is privileged to live, work, learn, and play on the traditional and unceded territories of the Gitksan, Haisla, Nisga'a and Ts'msyen Peoples, and reaffirmed the district's ongoing commitment to learning, reconciliation, and strengthening relationships with Indigenous communities.</p> <p><u>National Indigenous Peoples Day</u>, observed on June 21st, was also recognized as an important time to celebrate and honour the diverse cultures, voices, experiences, and contributions of Indigenous Peoples. Trustee Jonkman acknowledged the many school and community events taking place throughout the district in recognition of this day and extended appreciation to the staff, students, families, Elders, Knowledge Holders, Indigenous communities, and community members who support this meaningful learning and celebration.</p> <p><u>Pride Month</u>, observed throughout the month of June, was recognized as a time to support inclusion, dignity, respect, and belonging for 2SLGBTQIA+ students, staff, families, and community members. Trustee Jonkman acknowledged the importance of continuing to foster safe, caring, respectful, and inclusive school communities where all students and staff feel valued and supported.</p> <p>Trustee Jonkman also recognized the many year-end celebrations, transition activities, award ceremonies, field trips, outdoor learning opportunities, music performances, scholarship events, and graduation events taking place across the district. Graduation was acknowledged as an important milestone for students, families, and school communities, and sincere congratulations were extended to all graduates throughout Coast Mountains School District.</p> <p>Appreciation was expressed to staff, volunteers, families, Indigenous communities, and community organizations who continue to support, enrich, and celebrate student learning and school community experiences across the district.</p>
<p>2. Previous Meeting Minutes, May 13, 2026</p>	<p>The meeting minutes of the previous Education Committee Meeting held May 13, 2026, were received.</p> <p>Information only; no action required.</p>
<p>3. Updates</p>	<p>Superintendent MacMillan advised that several district updates would be combined with the Strategic Plan Year End Update, as many of the updates aligned with the work outlined in the Strategic Plan.</p> <p>Superintendent MacMillan noted that June is a very busy time across schools and the district, with awards ceremonies, graduation events, retirement recognitions, long-term service recognitions, play days, outdoor excursions, music performances, year-end reporting, report cards, school-based administrative reports, district reports, and Ministry reporting underway.</p>

<p>3. Updates (continuation)</p>	<p>An update was also provided regarding Indigenous Education Council (IEC) work. It was noted that an in-person Indigenous Education Council gathering had taken place earlier that day, and that a regional Indigenous Education Council gathering had recently taken place in Prince George. Appreciation was expressed for the ongoing participation and contributions of Indigenous Education Council members and district staff.</p> <p>Superintendent MacMillan highlighted the recent Kildala Elementary School track and field event, noting that the event has been re-established after many years. Students participated in activities including javelin, shot put, long jump, track, and relays. It was noted that the event was a positive experience for students and that there is hope it will continue to grow in future years.</p>
<p>4. 2022–2027 Strategic Plan Year End Update</p>	<p>Superintendent MacMillan provided an overview of the 2022–2027 Strategic Plan Year End Update. Committee members received the written report in advance of the meeting. Superintendent MacMillan expressed appreciation to the District Education Team, schools, staff, and committee members who contributed to the work outlined in the update.</p> <p>Superintendent MacMillan noted that, when reviewing the year-end update, it was encouraging to see the progress made across a number of district priority areas throughout the 2025/26 school year. She shared that several initiatives and structures are now in place that were not yet established at the beginning of the school year, including continued work on literacy frameworks, expansion of literacy supports into the middle years, development of a French Immersion literacy framework, and the establishment of a district numeracy committee.</p> <p>Superintendent MacMillan shared an AI-assisted visual summary of the Strategic Plan update. It was noted that learning about artificial intelligence is one of the areas of focus within the district, and that the visual provided an opportunity to explore how AI may be used as a communication and engagement tool.</p> <p>Superintendent MacMillan spoke to the importance of continuing to learn about AI, including how it may be used ethically, responsibly, and thoughtfully in educational settings.</p> <p>Superintendent MacMillan reviewed the three goals of the Strategic Plan and highlighted key areas of progress.</p> <p>Goal 1: All students will realize their full potential.</p> <p>Superintendent MacMillan highlighted progress in literacy, numeracy, artificial intelligence, digital learning, technology, and career pathways. The Kindergarten to Grade 6 Literacy Framework was implemented this year, and Acadience assessment is being expanded to Grades 7 and 8. It was noted that middle years literacy data is showing positive trends, and work is underway on the development of a Kindergarten to Grade 9 Literacy Framework.</p> <p>In numeracy, a district-wide numeracy working group has been established. The group is reviewing resources and developing common approaches to support greater consistency in numeracy instruction across schools. This work has been supported through external funding from LNG Canada.</p> <p>Superintendent MacMillan also highlighted the establishment of an AI steering committee, with staff and parent learning opportunities being planned for the fall. Digital learning and technology supports, including D2L Brightspace, were also noted. Career pathway opportunities continue to grow across the district,</p>

4. 2022–2027 Strategic Plan Year End Update (continuation)

including Maker Days, Adventures in Healthcare, the new Adventures in First Responders/Emergency Services pilot, career fairs, and dual credit opportunities.

Goal 2: We will honour and respect culture, diversity, and inclusion.

Superintendent MacMillan highlighted progress in Indigenous Education, Inclusive Education, anti-racism, equity, diversity, and inclusion. The establishment of the Indigenous Education Council was noted as an important area of progress, with funding proposals now flowing through the Council. A number of larger purchases and student projects have been supported, including work with Elders, Knowledge Holders, and land-based learning opportunities.

It was noted that culturally grounded learning continues to increase across schools. Superintendent MacMillan also highlighted the establishment of an anti-racism working group, which connects with broader district priorities related to equity, inclusion, belonging, and respectful learning environments.

Goal 3: We will facilitate well-being across the district.

Superintendent MacMillan highlighted work related to safety, mental health, mentorship, community partnerships, compassionate systems leadership, and wraparound supports for students. Examples included Crisis Prevention Intervention training, safer schools work, ongoing Compassionate Systems Leadership learning, and continued efforts to strengthen partnerships with community organizations.

It was noted that the district is moving into year three of its Mental Health Plan, which will require review and refreshing following the next school year. Superintendent MacMillan spoke to the importance of continuing to support student well-being through coordinated district and community-based approaches.

Committee members responded positively to the AI-assisted visual summary and commented that it was engaging and helped draw attention to the information in a different way. Superintendent MacMillan noted that AI may provide opportunities to communicate information visually and support different ways of learning and understanding, while continuing to ensure responsible and ethical use.

Committee members were invited to ask questions regarding the Strategic Plan Year End Update and were reminded that they may also follow up with district staff after the meeting should additional questions arise.

5. Strategic Plans Update Discussions

Committee members were invited to reflect on the Strategic Plan Year End Update and discuss which initiatives or accomplishments had the greatest impact on students during the 2025/26 school year.

Numeracy was identified as an important area of impact and continued focus. Committee members noted that the numeracy working group has generated meaningful conversations in schools and that numeracy remains an important priority alongside literacy. Director Barron shared that the numeracy focus group has identified two math program options that will be offered to interested primary and elementary teachers as pilots during the 2026/27 school year. It was noted that professional learning, support, and teacher feedback will be included as part of the pilot process. The district has also completed an inventory of numeracy materials and manipulatives in schools to help identify resource needs and support effective classroom instruction.

**5. Strategic Plan Update Discussions
(continuation)**

Career pathway learning was also discussed as a positive area of impact. Committee members shared that students who participated in Adventures in Healthcare had a very positive experience and appreciated the opportunity to take part in hands-on career exploration. It was noted that career pathway opportunities, including Maker Days, Adventures in Healthcare, career fairs, and related learning experiences, continue to provide meaningful opportunities for students across the district.

Director Nieckarz highlighted the impact of Empower Reading and shared an example of how consistent literacy intervention can support student confidence, attendance, self-esteem, and identity as a learner. The committee noted the importance of celebrating student success stories and the significant impact that targeted literacy supports can have on students.

Student engagement opportunities were also discussed. Committee members noted that the Student Voice work and district Student Voice Summit were meaningful for students and provided valuable opportunities for students to share their experiences, perspectives, and ideas. Discussion included the importance of continuing to create opportunities for student voice within schools and at the district level, including opportunities for students to provide feedback on school culture, well-being, safety, belonging, course planning, school schedules, and learning environments.

Director Mortimer spoke to the Indigenous Education portions of the Strategic Plan and highlighted the increased cultural and language learning taking place in schools. This included an increase in school-based proposals, cultural activities, involvement of local Nations, Knowledge Holders, Elders, and role models, and positive feedback from participants. It was noted that the establishment of the Indigenous Education Council and its goal-setting work will support continued growth in this area next year.

District Principal McDonald provided an update regarding literacy data and framework development. It was noted that Acadience has now been used for three years and that more teachers are using UFLI to support literacy instruction. The district is seeing an upward trend in student literacy results. French Immersion screening was also implemented this year, and positive progress was noted in French literacy learning. District Principal McDonald further shared that the Grades 7 to 9 literacy focus group has completed its work, resulting in a Kindergarten to Grade 9 Literacy Framework that will be updated and posted on the district website.

Committee members were also invited to consider priorities moving forward into the 2026/27 school year. Anti-racism education was identified as an important area for continued focus and deepening. Committee members discussed the importance of building staff capacity, supporting belonging and inclusion, strengthening culturally responsive practices, and helping students feel welcome, respected, and supported in schools.

Superintendent MacMillan noted that many of the district's priority areas are ongoing areas of work rather than one-time accomplishments. Literacy, numeracy, wellness, Indigenous Education, Inclusive Education, anti-racism, and related district frameworks and working groups will continue to require ongoing learning, capacity-building, training, support, and refinement. Director Barron also noted that the work across the Strategic Plan is interconnected and that continued momentum will be important as the district moves forward.

6. Next Meeting & Adjournment

Superintendent MacMillan noted that this was the final Education Committee meeting of the 2025/26 school year and expressed appreciation to committee members, partner representatives, staff, and trustees for their participation and contributions throughout the year. Appreciation was also extended to Chairperson Jonkman for chairing the committee.

Chairperson Jonkman also expressed appreciation to committee members for their ongoing participation, perspectives, and contributions to the work of the committee.

The next Education Committee meeting date is to be determined.

The meeting was adjourned at approximately 4:53 p.m.

DRAFT



MEETING AGENDA ITEM #11.2.2

Action:	X	Information:	
Meeting:	Regular	Meeting Date:	June 17, 2026
Topic:	Strategic Plan Year-End Report – 2025-2026		

Background/Discussion:

Included in the Board’s Annual Work Plan for the month of June is the Year-End Update on the progress made towards achieving the goals of 2022-2027 Strategic Plan for the Board’s information. Again, this school year the Board’s Strategic Plan is guiding the work of our District Team.

Throughout the year and monthly, the District Education Team members track their progress on implementing their action plan commitments, speaking to their work and its impact regularly in district, Committee and Board meetings. In June, the same District Education Team members provide their final progress reports to the Superintendent, which have been collated and shared with the Board for review.

The District Education Team presents the attached 2022-2027 Strategic Plan Mid-Year Update to the Board, on the progress being made in relation to the Strategic Plan’s three goal areas for 2025-2026. Specifically, those goals include:

- All students will realize their full potential.
- We will honour and respect culture, diversity and inclusion.
- We will facilitate well-being across the district.

The Strategic Plan Year-End Update provides information on key areas of district work, including literacy, numeracy, French language learning, artificial intelligence, Brightspace, early learning, pathways and transitions, anti-racist education, student voice, inclusive education, Indigenous education, mentorship, compassionate systems leadership, mental health and well-being, and student and staff safety.

Recommended Action:

THAT the Board receive for information the Year-End Update for the 2025-2026 Strategic Plan as presented.

Presented by: Superintendent of Schools

Strategic Plan 2022-2027

Engage, Ignite, Empower – Year End Update June 2026

2025-2026 Action Plan Commitments



Goal 1: All students will realize their full potential.

Commitment	Year End Update: Actions and Evidence
<p>Literacy (Student Learning): Strengthen literacy learning across all grades with a continued focus on the five pillars of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension) and writing.</p>	<ul style="list-style-type: none"> • Structured literacy instruction continued across schools, supported by the new District Literacy Framework (K-6) and the use of Acadience for assessment and progress monitoring. • Empower Reading (Tier 3) continued to support students requiring intensive literacy intervention. • Writing initiatives, including SRDS (Self-Regulated Strategy Development), <i>Know Your Code</i> (Grades 3–4) and <i>Know Your Words</i> (Grades 5–6) were implemented and expanded in several elementary schools to strengthen decoding, spelling, and word-level literacy skills. There will be 5 trainers located in our communities to support our teachers interested in SRSD writing. The training will be completed by the end of June 2026. • REWARDS was piloted at Hazelton Secondary School (HSS) and Mount Elizabeth Middle Secondary School (MEMSS) to support intermediate and secondary learners requiring targeted literacy intervention. We will focus on supporting 7-9 with the creation of the K-9 Literacy Framework. • Skeena Middle School and Hazelton Secondary School participated in an Acadience pilot for Grades 7 and 8, supporting intermediate literacy assessment and planning. In the 2026-27 school year, all grade 7 and 8 students across the district will be assessed by Acadience.

	<ul style="list-style-type: none"> • Work began on the development of a <i>Grades 7–9 Literacy Framework</i> to strengthen alignment and transitions for learners.
<p>Literacy (Professional Learning): Strengthen professional learning in literacy for educators and support staff to support effective instruction and learner success.</p>	<ul style="list-style-type: none"> • Targeted Acadience training was provided to new and previously untrained Kindergarten to Grade 6 teachers to support consistent literacy assessment and instructional planning. Training was also provided to several grade 7 and 8 teachers in the Acadience reading assessment tool. • Teachers now have digital access to resources supporting the 90-minute literacy block aligned with the K–3 and 4–6 Literacy Block Frameworks. • Literacy-focused professional learning was provided through district sessions, principal and vice-principal forums, and school-based collaboration. • District literacy staff provided coaching and support to schools implementing UFLI Foundations (University of Florida Literacy Institute), Know Your Code, Know Your Words, and REWARDS.
<p>Literacy (Data & Evidence): Strengthen the use of literacy data to inform instruction, monitor progress, and support student learning.</p>	<ul style="list-style-type: none"> • Acadience screening and progress monitoring remained in place across Kindergarten to Grade 6. Data collection shows that district student reading results continue to rise. We are hopeful that more teachers utilize the Framework to support their instruction. There is a definite correlation with UFLI and effective Tier 2 instruction and improved Acadience results. • Literacy assessment data from Acadience K–6 and pilot Grades 7–8 were reviewed at school and district levels to inform instruction and intervention. • School teams used literacy data to identify students requiring additional support and to monitor progress over time. • District teams supported schools in aligning literacy data with school growth planning and targeted support. The District Education Team will continue to support schools with literacy support and in establishing groups for the upcoming school year. The District has provided school administration teams with an MTSS (multi-tiered system of support) resource to effectively implement support plans in their schools.

<p>Literacy (French): Support French language learning and programming to strengthen student engagement, proficiency, and access to bilingual opportunities.</p>	<ul style="list-style-type: none"> • Work began on the development of a Kindergarten to Grade 9 French Immersion Framework to strengthen coherence across French programming. The District Working Group (which includes teachers and Literacy Leads) are progressing well in the development and anticipate that the K-9 Framework is completed by spring 2027. • A K–6 French literacy assessment was under development and piloted in Fall 2025 to support early identification of learner needs. This resource was implemented this year, 2025-26, and all K-6 French Immersion teachers participated in both the fall and spring assessments. Data indicates that students have made good progress in the acquisition of reading, writing, and speaking skills in French as a second language. • French Immersion programming continues in the communities of Terrace, Hazelton, and Kitimat, with enrolment and sustainability monitored.
<p>Numeracy: Strengthen numeracy learning across all grades through a district-wide focus on student understanding and confidence in mathematics.</p>	<ul style="list-style-type: none"> • A district-wide <i>Numeracy Working Group</i> was established with representation from Kindergarten through Grade 12, including classroom teachers and district leaders, meeting several times throughout the year to support the development of a district-wide <i>Numeracy Framework</i>, with a focus on coherence across grade levels and alignment with classroom practice. • Numeracy work was informed by student achievement data, classroom observations, and feedback from educators across the district. • External funding support was secured through LNG Canada to assist with numeracy planning, professional learning, and resource development. • Early conversations and feedback from across the district focused on strengthening foundational numeracy skills, mathematical thinking, and student confidence in mathematics. • Planning emphasized the importance of consistent language, approaches, and expectations in numeracy instruction across schools.

	<ul style="list-style-type: none"> • Numeracy was identified as a priority area within school growth planning, supporting alignment between district and school-level goals. • The group has been working on a scope and sequence for the elementary grades to help support consistency in numeracy instruction across schools. • The focus group also completed an inventory of numeracy materials and manipulatives currently available in elementary schools. This inventory will help identify areas of need and support the goal of providing classroom teachers with hands-on materials to strengthen numeracy instruction. • The work of the focus group continues to support a coordinated and thoughtful approach to improving numeracy learning for students across the district. • Considerable time was spent reviewing numeracy programs and resources available to school districts – we are pleased to share that teachers in elementary schools will be invited to pilot one of two numeracy programs this Fall, that the district is interested in exploring further.
<p>Artificial Intelligence (AI): Build district awareness and shared understanding of the responsible use of artificial intelligence in education.</p>	<ul style="list-style-type: none"> • District leaders and educators took part in professional learning focused on Artificial Intelligence in education, including opportunities to explore emerging tools and consider the implications for teaching and learning. • AI-related learning emphasized ethical considerations, digital responsibility, and the importance of professional judgment when using AI tools in educational settings. • Discussions about AI have been included in PVP leadership forums and district learning sessions to help support shared understanding and consistency across schools. • Early conversations focused on how AI may impact assessment practices, student learning, and instructional design, particularly in relation to academic integrity and equity.

	<ul style="list-style-type: none"> • The district began working with a consultant from Advanced Learning Partnerships (ALP) to support the development of a shared understanding of AI in education. • This work includes planning for staff and parent information sessions focused on the responsible and ethical use of AI, anticipated early in the Fall of 2026. • The district will also be seeking input from staff across the district to help inform next steps and support a thoughtful, practical approach to AI in education. • Consideration of Artificial Intelligence is being integrated into the review and development of district policies and administrative procedures to help ensure expectations related to privacy, security, ethics, and responsible technology use remain current and relevant.
<p>D2L / Brightspace: Support the consistent use of D2L/Brightspace to strengthen communication, learning continuity, and access to resources.</p>	<ul style="list-style-type: none"> • Brightspace (D2L/Desire2Learn) is being implemented in alignment with the North Coast Distance Education Program (NCDES), which supports full-time online learners, blended learning, and credit recovery. • The North Coast Distance Education Program continues to serve as a district-wide resource for teachers, including new teachers and those working under Letters of Permission, by providing access to course content, instructional resources, and consistent learning structures through D2L. • The transition to D2L was identified as a strategic support for district priorities related to literacy, numeracy, inclusion, student well-being, and equitable access across geographically remote communities. • The transition to Brightspace (D2L) has gone well, with staff continuing to build familiarity and confidence with the platform. • As implementation continues, the district looks forward to increased exposure to D2L across schools and programs. • Expanded use of D2L will help provide additional support for learners by improving access to course materials, resources, and flexible learning opportunities. • The platform will also support greater consistency for students and staff, particularly for learners accessing online, blended, or credit recovery options.

	<ul style="list-style-type: none"> Continued implementation of D2L will strengthen the district’s ability to support students across a range of learning needs and geographic locations.
<p>Early Learning: Strengthen early learning opportunities to support strong foundations for children and smooth transitions into school.</p>	<ul style="list-style-type: none"> Detailed information about district early learning programs was shared with schools, families, and the broader community, outlining available programs and supports listed i.e. in the Superintendent’s Report and district website. An Early Years Community Fair was held in October 2025, bringing together district early learning educators and community partners to share information with families about early learning programs, supports, and pathways into school. We look forward to hosting another fair in the fall of 2026 to support families with access to outside agencies. District staff continued to work with early years partners to support family access to early learning programs and services. This work was ongoing throughout the year. The district will continue to work on supporting families with StrongStart (Kildala, Suwilaawks Community School, Cassie Hall, Thornhill Primary); Preschool at Cassie Hall, and Seamless Day Childcare at Cassie Hall Elementary, Ecole Mountainview, and Suwilaawks Community School.
<p>Pathways and Transitions: Strengthen graduation pathways, career development, and transitions to post-secondary education, training, and employment.</p>	<ul style="list-style-type: none"> NTETC (Northwest Trades and Employment Training Centre) career programming supported more than 4,000 K–12 students district-wide, ensuring equitable access to career exploration opportunities across all communities. Discovery (K–9) programming engaged nearly 2,000 students through hands-on career exploration experiences, supported through a partnership with LNG Canada. Youth Trades Explore (Grade 10) was delivered through both college-taught and teacher-taught models, engaging students from Caledonia, Hazelton Secondary School, Mount Elizabeth Middle Secondary School, Stewart, Parkside, and Kitimat City High. Train in Trades dual-credit programs supported 49 Grade 12 students in 2025, an increase from 36 students in 2024. Tuition costs were fully covered, and additional

	<p>academic dual-credit pathways are being explored. To date, 55 students have been accepted for next year, 2026-27, with a small number of students currently on a waitlist.</p> <ul style="list-style-type: none"> • Work in Trades apprenticeships supported 14 students in Grades 10–12 by facilitating registration with employers and SkilledTradesBC, enabling students to earn graduation credits while accumulating apprenticeship hours. • Career Maker Day events in Terrace (which includes Hazelton & Kitwanga), Kitimat, and Stewart engaged more than 450 intermediate students, providing hands-on exposure to trades, post-secondary pathways, and local career opportunities. These events were made possible through strong partnerships with industry, community organizations, and employers, strengthening connections between students and the workforce. • Career Life Connections 12 (CLC 12) was delivered through North Coast Distance Education School (NCDES) for approximately 220–250 Grade 12 students annually, supporting flexible graduation pathways and post-secondary transition planning. • Student career pathway opportunities were strengthened through partnerships with Coast Mountain College, Piping Industry College, University of Northern BC, LNG Canada, SkilledTradesBC, Northern Health, Rio Tinto, Rotary, the RCMP, and numerous industry and community partners. • Career fairs were hosted in Hazelton, Terrace, and Kitimat, connecting students with post-secondary institutions, trades training opportunities, and potential employers. • Student fairs showcased Career Life Connections (CLC) Capstone projects, strengthening community engagement while highlighting student voice and achievement. • Adventures in Healthcare, Industry, and First Responders events were successfully delivered throughout the year, providing students with experiential learning
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	<p>opportunities in high-demand sectors. First Responders will be expanded to other communities next year.</p> <ul style="list-style-type: none"> • NTETC supported school-based learning initiatives by providing resources for a school garden and facilitating connections with Terrace Volunteers, creating opportunities for students to engage with local seniors. • Career counselling services at each high school provided individualized support for graduation planning, career exploration, and post-secondary transitions. • Peer-to-peer mentorship opportunities enabled older students to support younger learners through role modelling, guidance, and shared experiences. • Through strategic partnerships and targeted funding, students transitioning from secondary school to post-secondary education, training, and employment received additional support and opportunities. • NCDES is transitioning to Brightspace, a provincially supported learning management system. This transition will provide enhanced resources for teachers and, as online programming expands, may increase access and opportunities for students facing barriers to participation. • Academic dual-credit programming has already supported several students, and ongoing work is focused on expanding these opportunities. Potential future pathways under exploration include teacher training programs.
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Goal 2: We will honour and respect culture, diversity and inclusion.

Commitment	Year End Update: Actions and Evidence
<p>Anti-Racist Education: Engage students, staff, and community partners in advancing Anti-Racist Education across the district.</p>	<ul style="list-style-type: none"> • Anti-Racist Education continued to be advanced through district and school-based learning and dialogue focused on inclusion, belonging, and respectful learning environments. • Opportunities for student voice and reflection supported conversations about lived experience, identity, and equity within schools. • Anti-racism learning was reinforced through connections to Indigenous Education, student well-being, and community engagement, supporting a coordinated and relational approach. • District leadership continued to emphasize Anti-Racist Education as part of broader efforts to strengthen equity and culturally responsive practice across the system. • Principals and vice-principals will work alongside the District Education Team to develop school-based and district-wide plans that increase awareness, build understanding, and provide support for anti-racism education. • Opportunities for student voice and reflection continued to support important conversations about lived experience, identity, equity, inclusion, and school culture. • Feedback from students has helped identify areas of strength, as well as areas where further learning, support, and action are needed to ensure students feel safe, valued, and respected. • Anti-racism learning continued to be reinforced through connections to Indigenous Education, student well-being, inclusive education, and community engagement. • This work reflects a coordinated and relational approach, recognizing that anti-racism education is connected to broader district priorities around belonging, wellness, student success, and equity.

	<ul style="list-style-type: none"> • We are preparing to bring together a working group to begin intentional anti-racism work. This group will support dialogue, learning, and action as we continue to strengthen inclusive practices across our schools.
<p>Student Voice: Create meaningful opportunities for student voice to inform learning, well-being, and decision-making.</p>	<ul style="list-style-type: none"> • As part of district engagement efforts, students at middle and secondary schools were invited to share their perspectives on learning, school culture, well-being, and their overall school experience. • Student voice continues to be an important part of district planning, helping us better understand students’ experiences, priorities, and ideas for improving schools. • Hearing directly from students is essential. When student voices are centered, district and school decisions can be more responsive, relevant, and impactful. • Student voice work is intentionally aligned with existing data sources such as the MDI (Middle Years Development Instrument), YDI (Youth Development Instrument), and student satisfaction surveys. • This alignment allows the district to look for common themes, validate trends, and deepen our understanding of student experiences beyond survey results alone. • By combining survey data with authentic student dialogue, we are strengthening planning, supporting student well-being, and ensuring actions reflect what truly matters to learners. • In May 2026, a Student Voice Summit was held with students from high schools and middle schools across the district. • The summit provided an interactive opportunity for students to connect with one another, share ideas, and speak openly about what is working well in their schools and where improvements could be made. • Students were highly engaged throughout the summit and offered valuable insights related to learning, school culture, student well-being, inclusion, anti-racism, and sense of belonging.

	<ul style="list-style-type: none"> • The summit created space for meaningful dialogue on topics such as mental health and wellness, inclusive and supportive learning environments, assessment and feedback, student leadership, and what helps students feel connected and successful at school. • Students also shared thoughtful ideas about how schools and the district can continue to improve the learning experience for young people. • Feedback from the Student Voice Summit will be reviewed alongside other sources of student data to help identify themes and inform future planning at both the school and district levels. • This work reinforces the district’s commitment to listening to students, valuing their lived experiences, and including their voices in decisions that impact their learning and school communities.
<p>Inclusive Education: Strengthen inclusive education practices to improve access, equity, and outcomes for all learners.</p>	<ul style="list-style-type: none"> • Inclusive education practices continued to support students with diverse learning needs across schools. • Equine Therapy programming at Parkside and Kitimat City High continued to support students with complex social-emotional and self-regulation needs, providing experiential, relationship-based learning opportunities that build confidence, communication, and emotional connection. This program is in collaboration with Northern Health. • The district implemented Hanen “Learning Language and Loving It – Teacher Talk” professional learning in Terrace and Kitimat, supporting educators and Education Assistants to strengthen communication, language development, and early Augmentative and Alternative Communication (AAC) strategies for non-speaking and minimally speaking students. • District and school teams continued to strengthen understanding of Universal Design for Learning (UDL) as a framework to support access, engagement, and flexibility for all learners.

	<ul style="list-style-type: none"> • We continue to support and promote the use of the following programs EASE, Uplands Healthy Habits, WITS (a violence-prevention and social responsibility program) and The Zones of Regulation. • Inclusive Education staff work in partnership with schools in strengthening early communication and language by supporting the use of Heggerty, Empower Reading, Talking Tables including intentional use of play-based and interaction-focused strategies to meet diverse learner needs. The "Talking Tables" program is a structured oral language and phonological awareness interventions utilized primarily in Kindergarten and early primary school. Teachers and parent volunteers work with small groups of through game-like, interactive scripts to improve auditory processing, vocabulary, fluency, and early reading skills • The district hosted representatives from the Office of the B.C. Ombudsperson as part of a province-wide Inclusive Education review, providing an opportunity to share district practices, discuss system challenges, and reaffirm the district's commitment to access, equity, and belonging. • Inclusive Education teams continued to collaborate closely with schools, families, Indigenous partners, and community agencies to support students with diverse and complex needs. • The district continued to advocate for a more responsive provincial Inclusive Education funding model, recognizing the increasing complexity of student needs and the limitations of current assessment-based funding structures. • The ImpAACT program has been supporting primary and elementary students this year. This program supports students who use AAC (Augmentative and Alternative Communication) aka iPads, supported by their educational assistants. The program focuses on increasing communication opportunities, building AAC competence, and supporting staff in embedding AAC use within meaningful activities and routines
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Indigenous Language Revitalization and Cultural Continuity:

Support Indigenous language revitalization and cultural continuity through immersive, land-based, and community-led learning opportunities.

- Support Indigenous language revitalization through programs such as the Gitksan Immersion Program (Majagaleehl Gali Aks) and initiating the Gitksan Immersion Working Group, to help support the development of Gitksan language curriculum and resources.
- Students engaged in daily language and culture learning embedded across subject areas in the immersion program.
- The Indigenous Education Department staff continued collaboration with Gitksan partners to support program sustainability and capacity building.
- Strengthened cultural continuity across the district by providing students with opportunities to learn from Elders, Knowledge Holders, Language and Culture Teachers, and Indigenous Support Workers through storytelling, drumming, songs, traditional teachings, and cultural protocols.
- Learning-on-the-Land experiences in the Nass Valley supported Indigenous language use, cultural teachings, and place-based learning connected to local territory and seasonal knowledge.
- Expanded land-based learning experiences that connect students to local territories, including learning about traditional harvesting, medicines, local plants, food systems, and environmental stewardship.
- The Kitselas Totem Pole Raising provided students with a community-led cultural learning experience that reinforced language, history, and cultural continuity.
- Summer Indigenous Literacy and Culture Camps were delivered in communities including Gitanmaax, Gitsegukla, Hagwilget, Haisla, Kitselas, and Sik-e-Dakh, combining reading, oral storytelling, journaling, and cultural activities grounded in local language and identity.
- Schools participated in National Day for Truth and Reconciliation / Orange Shirt/Red Dress Day learning, with language, storytelling, and Nation-specific teachings embedded throughout the year.

	<ul style="list-style-type: none"> • Hands-on cultural workshops (e.g., Cedar weaving, drumming, beading, regalia work, traditional food preparation) provided opportunities for students to engage with Indigenous language and cultural practices in meaningful, lived contexts. • Community-led cultural learning events and workshops supported oral language development and intergenerational knowledge sharing through the involvement of Elders and Knowledge Holders. • School Drumming Groups – practicing and performing using language and cultural practices
<p>Indigenous Elders, Knowledge Holders, and Role Models: Embed the knowledge of Elders, Knowledge Holders, and cultural role models into schools to strengthen identity, belonging, and intergenerational learning.</p>	<ul style="list-style-type: none"> • Elders and Knowledge Holders worked regularly with students across elementary and secondary schools, supporting cultural teachings, oral storytelling, language learning, and intergenerational connection. • Elders in Residence programming continued at Hazelton Secondary School, providing students with regular access to cultural guidance, mentorship, and relational support. • Cultural role models supported learning at all schools including Caledonia Secondary School, Majagaleehl Gali Aks, Kitwanga Elementary School, Suwilaawks Community School, Kitimat City High, Ecole Mountainview, and Cassie Hall, Skeena Middle school, through drumming, regalia work, traditional food preparation, and cultural arts. • Students participated in intergenerational learning experiences, including storytelling, language lessons, and cultural teachings, strengthening identity, belonging, and connection to community. • Elder- and Knowledge Holder-led activities supported learning connected to English First Peoples courses and school-wide cultural learning initiatives. • Ongoing collaboration with Elders and community members ensured cultural teachings reflected local Nations, protocols, and ways of knowing. • Community welcoming feast honouring Gitxsan language, culture, feast protocols, drumming, and intergenerational learning with Elders and community members.

	<ul style="list-style-type: none"> • Students participated in learning feast protocols through local role models, Elders, and knowledge holders, including local school Language and Culture teachers. • Students learned about seasonal teachings, traditional food gathering, moose hunting traditions, respect for Mother Earth, and the cultural importance of sharing food with Elders and community. • Indigenous design and art workshops with Knowledge Holders, exploring the significance of drums, Indigenous artistic traditions, and cultural protocols. •
<p>Indigenous Culturally Grounded Learning and Engagement: Expand culturally grounded, place-based learning experiences that strengthen Indigenous student engagement, identity, and connection to community.</p>	<ul style="list-style-type: none"> • Students participated in Learning-on-the-Land experiences in the Nass Valley, engaging in place-based learning connected to local history, land stewardship, and cultural teachings. • Schools hosted hands-on cultural learning activities such as beading, drum-making, bannock making, regalia work, and cultural arts, supporting student engagement through experiential learning. • Students celebrated Hoobiyee through traditional songs, dances, storytelling, and cultural teachings that deepened understanding of Nisga’a identity, history, and seasonal traditions. • Create opportunities for students to participate in Truth and Reconciliation learning, cultural celebrations, and Indigenous community events that promote understanding, respect, and belonging, such as Indigenous photo shoots, the Elder-in-Residence programs, Indigenous youth groups, and the Indigenous outreach program. • The Kitselas Totem Pole Raising provided a community-led learning experience that connected students to Ts’msyen cultural history, protocol, and collective responsibility. • Expanded opportunities for students to engage in traditional harvesting, food preparation, medicine making, and seasonal cultural teachings that connect learning to local territories and Indigenous ways of knowing.

	<ul style="list-style-type: none"> • Seasonal and community-based cultural events were embedded into school learning, reflecting local Nations’ teachings and strengthening students’ sense of identity and belonging. • Indigenous students engaged in school-based cultural gatherings, circles, and celebrations that supported relationship-building, participation, and connection to community. • Culturally grounded learning experiences were supported through collaboration with local Nations, community members, and Indigenous Education staff, ensuring learning reflected local context and knowledge systems. • Traditional harvesting, oolichan and sea lion processing, medicine walks, cedar gathering, Devil’s Club harvesting, and traditional wellness teachings in the Nass Valley and Tea Creek. • Creation of opportunities for students to participate in Truth and Reconciliation learning, cultural celebrations, and Indigenous community events that promote understanding, respect, and belonging, such as Indigenous photo shoots, the Elder-in-Residence programs, Indigenous youth groups, and the Indigenous outreach program. • With the addition of a Director of Indigenous Education, students benefited from more consistent, coordinated on-site support, as Indigenous Support Workers (ISWs) received increased guidance and connection across schools. • The Director of Indigenous Education provided increased coaching, guidance, and presence in schools, strengthening the effectiveness and alignment of ISW supports for students and families. • The Director of Indigenous Education provided engagement with local Nations to begin collaborative and partnered discussions to supporting student success and engagement.
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<p>Indigenous Student Well-Being, Belonging and Success: Support Indigenous student well-being, belonging, and success through culturally safe spaces, relationships, and wraparound supports.</p>	<ul style="list-style-type: none"> • An in-person Indigenous Support Worker (ISW) Forum was held in October 2025, providing dedicated time for connection, professional learning, and shared problem-solving focused on Indigenous student well-being and success. Monthly support/collaboration meetings established. • Monthly check-ins and collaboration with schools to best support Indigenous students. • Indigenous Support Workers continued to provide relationship-based support for students and families across schools, strengthening connections to learning, attendance, and well-being. • Expand opportunities for students to participate in Dudes Groups, Girls Groups, Connections Rooms (Caledonia High School), cultural leadership activities, and peer support programs that foster positive identity, confidence, and engagement. • Expand opportunities for student voice, belonging, and community connection through events such as the Caledonia Secondary Indigenous Education Engagement Night, where students, families, Elders, educators, and community partners came together to celebrate Indigenous learner success, cultural identity, and the collective responsibility for supporting student achievement. • Supported student wellness through access to Elders, Knowledge Holders, Indigenous Role Models, cultural mentors, and community leaders who provide guidance, encouragement, and cultural teachings. • Fostering resilience, self-confidence, and cultural pride through participation in drumming, beading, art, land-based learning, cultural activities, and identity-focused programming. • The district continued to use an Indigenous Student Data Dashboard to monitor attendance, engagement, achievement, and learning progress, supporting early identification of needs and timely support.
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	<ul style="list-style-type: none">• Dashboard data informed collaborative conversations among school teams, Indigenous Education staff, and district leadership to strengthen student success and reduce barriers to learning.• Culturally grounded supports and ceremonies, including circles and community-led practices, supported students through transitions, grief, and periods of increased need.• Promote student voice and leadership by creating opportunities for Indigenous learners to share their stories, participate in cultural events, mentor peers, and contribute to school and community initiatives.• Relationship-based outreach with families and communities supported shared understanding of student needs, access to supports, and continuity between home, school, and community.• The district created a new Graduation Success Outreach Coordinator position to strengthen targeted, relationship-based support for students who are disengaged or at risk of not completing graduation.• The Indigenous Graduation Success Advisor Coordinator worked alongside schools, Indigenous Education staff, families, and community partners to support attendance, engagement, credit completion, and successful transitions, with a focus on culturally responsive and student-centered approaches.• Indigenous Outreach Worker positions created to support schools, students, and families in each community to reengage students with high absenteeism and support families.
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Goal 3: We will facilitate well-being across the district.

Commitment	Year Update: Actions and Evidence
<p>Mentorship: Strengthen mentorship opportunities for educators and school leaders to support growth, connection, and success.</p>	<ul style="list-style-type: none"> • New Principals and Vice-Principals participated in BCPVPA Summer Leadership Sessions, supporting leadership development and transition into administrative roles. • In-person meetings were held for new principals and vice-principals to provide ongoing mentorship, connection, and leadership support. • Mentorship support for new teachers begins at hiring and onboarding, providing early, practical assistance to support a successful transition into the district. • New teachers were paired with experienced mentor teachers, supporting instructional practice, classroom management, and professional growth. • Release time was provided to enable new teachers and their mentors to meet, collaborate, and engage in purposeful mentoring activities. • In addition to one-to-one mentorship, new teachers accessed targeted professional learning focused on classroom management, curriculum and assessment, inclusive practices, and understanding local school and community contexts. • Mentorship structures supported staff well-being, retention, and capacity-building, particularly within the district’s rural and remote school contexts. • Feedback and participation data show that mentorship supports are positively supporting a significant number of teachers, including LOP educators.
<p>Compassionate Systems Leadership: Continue to grow school and district leadership capacity through Compassionate Systems Leadership practices.</p>	<ul style="list-style-type: none"> • District and school leaders continued to engage in Compassionate Systems Leadership (CSL) learning to strengthen relational practice, self-awareness, and thoughtful decision-making. • CSL principles were reinforced through leadership forums, professional learning sessions, and team meetings, supporting consistency in leadership approaches across the district.

	<ul style="list-style-type: none"> • Leaders applied CSL practices to support staff well-being, problem-solving, and collaboration, particularly in complex or high-stress situations. • CSL continued to inform district approaches to communication, conflict navigation, and systems-level thinking, supporting healthier school and workplace environments. • The Superintendent, all Directors, and several Principals and Vice-Principals continue to engage in focused learning in Compassionate Systems Leadership (CSL), strengthening shared leadership practice and system coherence. • Joanne Schroeder, CSL Practitioner, worked directly with staff at Uplands Elementary School, supporting the application of CSL principles to strengthen relationships, well-being, and learning environments. • Joanne Schroeder delivered a professional development session for educators across the district on Compassionate Systems. The session supported shared understanding and practical application of compassionate, relationship-centered approaches in schools.
<p>Mental Health & Well-Being: Implement the District Mental Health and Well-Being Plan across all schools, in partnership with community agencies and service providers.</p>	<ul style="list-style-type: none"> • The <i>District Mental Health and Well-Being Plan</i>, developed in partnership with BC Children’s Hospital, was finalized, approved, and shared with schools. • The plan was presented at Principal and Vice-Principal forums and is posted on the district website to support shared understanding and implementation. • Schools began aligning school-based mental health goals with assessment data and student needs, supporting consistency across the district. • Ongoing collaboration continued with <i>BC Children’s Hospital Practice Support Coaching</i> to support health promotion and implementation planning. • We are now in Year 2 of the plan. The Inclusive Education Teachers have been providing supports to classroom teachers and supporting the implementing of a variety of programming to support inclusive practices and emotional wellbeing for youth.

<p>Mental Health & Well-Being: Strengthen student voice and engagement in shaping mental health and wellness supports, in collaboration with key partners.</p>	<ul style="list-style-type: none"> • Youth-Informed Mental Health Pathways Poster: In response to MDI data showing students were unsure where to access support, a youth-friendly mental health resource poster was developed to clearly share local services available to students. • Student-Led Safety Awareness: Following student concerns related to online grooming and sexual exploitation, Children of the Street presentations were delivered in classrooms to amplify student voice, build awareness, and support youth safety. • Student Photovoice Project: Students shared their feelings about school through photos and short phrases, which were transformed into a travelling poster that invites ongoing student reflection and voice across schools. • Youth Outreach & Re-Engagement: The outreach program connects daily with priority youth, centering their voice to build trusting relationships, coordinate wrap-around community supports, and support re-engagement with school. • Student Voice to Action Feedback Loop: Student feedback gathered through surveys, Photovoice, and outreach is shared back with students to demonstrate how their voices directly inform mental health and well-being initiatives. • Skeena Level Up Mental Health conference: bringing grade 6 students together that are transitioning to Skeena Middle School to learn about mental health and community supports, presenters from Kermode, Ksan, Foundry, ICY (Integrated Child and Youth Team), Volunteer Terrace, CYMH (Child and Youth Mental Health) and Skeena Middle School.
<p>Mental Health & Well-Being: Build district and community capacity to support student mental health, safety, and well-being, in partnership with local and provincial partners.</p>	<ul style="list-style-type: none"> • Integrated Child and Youth Teams (ICYT) continued to support students across the district, including those experiencing complex mental health and social-emotional needs. • Staff participated in Crisis Prevention Institute (CPI) Nonviolent Crisis Intervention training, strengthening trauma-informed, person-centred responses to student distress.

	<ul style="list-style-type: none"> • Schools continued to use Open Parachute, an evidence-based K–12 mental health and well-being resource, to support classroom practice and family engagement. • District collaboration continued with Northern Health, MCFD (Ministry of Children and Family Development), RCMP, and community agencies to strengthen coordinated pathways and access to supports. • Community resource mapping and pathway development work continued to reduce barriers and improve access to services for youth and families.
<p>Student and Staff Safety: Strengthen student and staff safety through district-wide prevention, training, and coordinated response practices.</p>	<ul style="list-style-type: none"> • District staff participated in Crisis Prevention Institute (CPI) Nonviolent Crisis Intervention training, strengthening trauma-informed, preventative, and responsive approaches to safety. • Over 40 district employees completed Critical Incident Stress Management (CISM) training with Bruce Ramsay, Registered Traumatologist, building district capacity to respond to critical incidents and support staff well-being. • New Vice-Principals received Safer Schools Together training, supporting leadership capacity in threat assessment, prevention, and response. • In response to requests from school staff and union representatives, the district developed and shared a “Respect Our Staff” poster to reinforce expectations for respectful conduct by parents, caregivers, and other visitors to school sites, while beginning work to strengthen policies and guidelines that support staff safety. • The district worked collaboratively with RCMP, Northern Health, and MCFD to support coordinated safety and response practices.



MEETING AGENDA ITEM #12.1.1

Action: X Information:
Meeting: Regular Meeting Date: June 17, 2026
Topic: **2026-2027 Annual Facilities Grant Expenditure Plan**

Background/Discussion:

The 2026-2027 Annual Facility Grant (AFG) allocation for Coast Mountains School District 82 totals \$2,379,771 as referenced in the attached AFG Expenditure Grant Allocation issued by the Ministry of Infrastructure.

The allocation of a school district's AFG is calculated by the Ministry of Infrastructure using a formula based on student enrolment and average age of facilities, with an adjustment made for unique geographic factors.

To comply with the Treasury Board direction, each school district must annually provide the Ministry of Infrastructure with an AFG project and spending plan prior to the allocation of AFG funding. Specifically, each school district's plan will include a list of AFG projects and expenditures expected to be undertaken during the fiscal year (April 1 to March 31). At the end of each fiscal year, Boards of Education must report on actual AFG expenditures as part of their audited financial statements. The Ministry may request further details with respect to annual facility projects and annual facility expenditures for a given school year.

Attached for information is the 2026-2027 AFG Project Summary List for Coast Mountains School District 82 as submitted to the Ministry of Infrastructure. The 2026-2027 AFG Ministry Expenditure Grant Allocation and Project Summary List are being forwarded directly to the Board for information.

Recommended Action:

THAT the Board receive for information the 2026-2027 Annual Facilities Grant (AFG) Ministry Expenditure Grant Allocation and the Project Summary List for Coast Mountains School District.

Presented by: Secretary Treasurer



AFG 2026-2027 Project Summary List

Subject: AFG Ministry of Education Submission 2026-2027

From: Robert Schibli, Director of Facility Services

The following list summarizes the proposed 2026-2027 Annual Facility Grant (AFG) Project Summary List for Coast Mountains School District 82 as submitted to the Ministry of Infrastructure’s Capital Management Branch.

Annual Facility Grant Project Summary List

Project Number	Facility/Site	Project Type	Project Description
172051	Nechako Elementary	Plumbing (AFG)	Washroom Upgrades - 2 Storey Wing
172052	Kildala Elementary	Interior Construction (AFG)	Gym & Multi-Purpose Room Upgrades
172053	Caledonia Secondary	Interior Construction (AFG)	Lecture Theatre Renovation
172054	Kitimat City High	Interior Construction (AFG)	Flooring Replacements
172055	Hazelton Secondary	Interior Construction (AFG)	Library & Gym Entrance Flooring
172056	Kildala Elementary	Interior Construction (AFG)	Music Room & Room 213 Flooring
172057	Caledonia Secondary	Interior Construction (AFG)	Gym Entrance Flooring
172066	Nechako Elementary	HVAC (AFG)	Gym Air Handler & Multi-Purpose Rm UV's
172067	ET Kenney	Roofing (AFG)	Additional Costs - R1S Replacement
172068	Caledonia Secondary	HVAC (AFG)	Air Handler VFDs & Balancing
172069	Kitwanga Elementary	Exterior Wall Systems (AFG)	Main Entrance Stair Replacement
172070	Hazelton Secondary	Plumbing (AFG)	Main Water Service Valve Replacement
172071	Hazelton Secondary	Plumbing (AFG)	Woodshop Sprinkler System Replacement
172072	Skeena Middle	Site Upgrades	Asphalt Repair & Drainage Replacement
172073	Suwilaawks Community	Site Upgrades	Asphalt Repair & Drainage Replacement
172074	Ecole Mountainview	Exterior Wall Systems (AFG)	Entrance Canopies Completion
172075	Various Sites	HVAC (AFG)	Consulting for Future Projects
172077	Kitimat City High	Plumbing (AFG)	Replace Domestic Water Lines



MEETING AGENDA ITEM #11.1.2

Action:	X	Information:	
Meeting:	Regular	Meeting Date:	June 17, 2026
Topic:	2025 Carbon Neutral Action Report		

Background/Discussion:

The B.C. Government and B.C. Public Sector Organizations (PSOs) - including Crown Corporations, universities and colleges, health authorities, health affiliates, and school districts have been legislated to be carbon neutral since 2010 as part of the Greenhouse Gas Reduction Targets Act and Carbon Neutral Government Regulation.

Requirements for offsets purchased from Pacific Carbon Trust by PSOs are legislated under the Emission Offsets Regulation. Annually, Coast Mountains School District 82 must report the amount of total emissions, offsets, and its ongoing and future actions to reduce emissions through its Climate Change Accountability Report (CCAR, previously CNAR) and the Clean Government Reporting Tool (CGRT). Emissions are derived from stationary (buildings), mobile (fleet), and procurement (paper) sources.

School District 82 serves the communities of Hazelton, Kitimat, Kitwanga, Terrace, Thornhill and Stewart in the North West region of British Columbia and is signatory to and supports the Climate Action Charter in the province of British Columbia. The School District supports and practices sustainable initiatives to conserve energy and resources with the goal to reduce carbon emissions; reduce utility costs; and promote a cleaner environment for all students and staff.

The attached 2025 Carbon Neutral Action Report for Coast Mountains Schools District, as submitted June 3, 2026, is being forwarded directly to the Board for information. This report will be posted to the School District’s website in accordance with the report requirements.

Recommended Action:

THAT the Board receive for information the 2025 Carbon Neutral Action Report as presented.

Presented by: Secretary Treasurer

1) PSO CCAR Template

2025 PSO Climate Change Accountability Report

Title: 2024 PSO Climate Change Accountability Report

Organization: [Coast Mountains Board of Education School District 82]

PART 1. Legislative Reporting Requirements

Declaration statement: This PSO Climate Change Accountability Report for the period January 1, 2025 to December 31, 2025 summarizes our greenhouse gas (GHG) emissions profile, the total offsets to reach net-zero emissions, the actions we have taken in 2025 to minimize our GHG emissions, and our plans to continue reducing emissions in 2026 and beyond.

Emission Reductions: Actions & Plans

A. Stationary Sources (e.g., buildings, power generation)

The Coast Mountains Board of Education School District 82 focuses on emissions reductions through maximizing efficiencies of all systems and prioritizing capital projects that reduce emissions by electrification or increased efficiency. Projects completed in 2025 include:

- *Replaced Air Handler Unit for school gymnasium*
- *Continued work on existing HVAC project at a Secondary School*
- *Continued DDC system enhancements to improve energy efficiency.*
- *Building envelope improvements and additional insulation at an elementary school.*
- *LED Lighting installations for school classrooms and user spaces.*
- *Replaced Domestic Hot Water tanks with high-efficiency models*
- *Energy monitoring software improvements.*
- *Installed electric heat pumps for heating and cooling a daycare centre.*
- *Prioritize emission reduction capital projects in capital planning.*

B. Mobile Sources (e.g., fleet vehicles, off-road/portable equipment)

- *Purchase of vehicles with best fuel economy*
- *Carpool when appropriate*
- *Use virtual meetings whenever feasible to reduce unnecessary travel*
- *Prioritize EV integration into mobile fleet and busing.*

C. Paper Consumption

Coast Mountains School District 82 reduces paper usage by:

- ***using electronic documents when possible***
- ***using 2-sided printing when possible***
- ***sources the most cost-effective recycled content paper when possible***

2024 GHG Emissions and Offsets Summary Table

Coast Mountains School District 82 2025 GHG Emissions and Offsets Summary	
GHG emissions for the period January 1 - December 31, 2025	
[See Appendix 1 for instructions on how to access your 2024 emissions data from CGRT. Cells A and B below are identified in Figure 1 ; cells C and D are identified in Figure 2 .]	
Total BioCO ₂	45.7
Total Emissions (tCO ₂ e)	2625
Total Offsets (tCO ₂ e)	2565
Adjustments to Offset Required GHG Emissions Reported in Prior Years	
Total Offsets Adjustment (tCO ₂ e)	0
Grand Total Offsets for the 2024 Reporting Year	
Grand Total Offsets to be Retired for 2024 Reporting Year (tCO ₂ e) [must round to a whole number (no decimal places)]	2565
Offset Investment (\$) [Grand Total Offsets to be Retired for 2024 Reporting Year x \$25 per tCO ₂ e]	(Cell C + Cell D) x \$25(1987+0) x 25=\$64125.00

- i. [Note, BioCO₂ is included in Total Emissions but not Total Offsets. For K-12 and post-secondary organizations, and BC Transit, Total Offsets might not equal Total Emissions minus Total BioCO₂ because offset exempt emissions for buses are included within Total Emissions.
- ii. Emissions and offset investment amounts will be validated by CAS prior to distributing invoices.
- iii. You must round "Grand Total Offsets to be Retired" to a whole number (no decimal places) before multiplying by \$25 (e.g., 43.2 is rounded to 43, while 43.5 is rounded 44).]

Retirement of Offsets:

In accordance with the requirements of the *Climate Change Accountability Act* and the Carbon Neutral Government Regulation, **Coast Mountains School District 82 (the Organization)** is responsible for arranging for the retirement of the offsets obligation reported above for the 2024 calendar year, together with any adjustments reported for past calendar years (if applicable). The Organization hereby agrees that, in exchange for the Ministry of Energy and Climate Solutions (**the Ministry**) ensuring that these offsets are retired on the Organization's behalf, the Organization will pay within 30 days, the associated invoice to be issued by the Ministry in an amount equal to \$25 per tonne of offsets retired on its behalf plus GST.

PART 2. Public Sector Climate Leadership

2A. Climate Risk Management

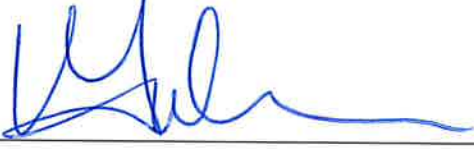
1. Consideration given to building cooling in HVAC systems due to increased heatwaves during the school year.
2. Prioritizing geothermal or heat pump systems for all HVAC upgrades.
3. Participate in Provincial information sessions on flood & wildfire forecast and situations.
4. Review and analyze flood mapping information to determine any changes in risk to facilities.

2B. Additional Sustainability Initiatives

1. Carpool whenever possible.
2. Every facility we operate has a recycling and composting program in effect. Materials not able to go into our regular recycling program are recycled at appropriate facilities in our region, including batteries.
3. Use virtual meeting means whenever feasible to reduce unnecessary travel.

2C. Success Stories

Executive Sign-off:


Signature _____ Date JUNE 2, 2026

GINGER FULLER
Name (please print) _____ Title SECRETARY - TREASURER

[Please email your signed report to Carbon.Neutral@gov.bc.ca by no later than May 31, 2026.



MEETING AGENDA ITEM #12.1.3

Action: X Information:
Meeting: Regular Meeting Date: June 17, 2026
Topic: **Draft 2026-2027 Internal Administrative Calendar**

Background/Discussion:

Reference the attached draft Internal Administrative Calendar for the 2026-2027 school year.

- The draft calendar includes proposed dates for Regular Board Meetings, Business Committee Meetings, Education Committee Meetings, Teacher-Trustee Meetings, school/statutory holidays, and key provincial education sector events for Trustees' information and planning purposes.
- The draft calendar also reflects that no Committee or Board Meetings are scheduled during the months of December and March. This is consistent with previous calendar planning considerations, including the winter break period in December and spring break period in March.
- The draft calendar notes that dates may be subject to change. While Regular Board Meetings are generally scheduled near the end of each month on Wednesdays, some dates may require adjustment due to statutory holidays, school breaks, provincial education sector events, or other scheduling considerations.
- Once the 2026-2027 Internal Administrative Calendar has been reviewed and accepted by the Board, a finalized and properly formatted version will be prepared and distributed for reference.
- The draft 2026-2027 Internal Administrative Calendar is being presented to the Board for review and consideration.

Recommended Action:

THAT the Board accept the 2026-2027 Internal Administrative Calendar.

Presented by: Superintendent of Schools



DRAFT 2026-2027 Internal Administrative Calendar Coast Mountains Board of Education School District 82

September 2026

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Sept 7: Labour Day
 Sept 8: First Day of School
 Sept 16: Business Committee Mtg.
 Sept 16: Education Committee Mtg.
 Sept 29: Board Meetings (Terrace)
 Sept 30: National Truth & Reconciliation

October 2026

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Oct 12: Thanksgiving Day
 Oct 14: Business Committee Mtg.
 Oct 14: Education Committee Mtg.
 Oct 28: Teacher Trustee (Hazelton)
 Oct 28: Board Meetings (Hazelton)

November 2026

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Nov 11: Remembrance Day
 Nov 12: Business Committee Mtg.
 Nov 12: Education Committee Mtg.
 Nov 23: Teacher Trustee (Terrace)
 Nov 24: Board Meetings (Terrace)

December 2026

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Dec 21-Jan 1: Winter Break
 Dec 25: Christmas Day
 Dec 26: Boxing Day (Observed Dec. 28)
Note: There are no Committee or Board Meetings for the month of December

January 2027

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Jan. 1: New Year's Day
 Jan 4: Back to School
 Jan 13: Business Committee Mtg.
 Jan 13: Education Committee Mtg.
 Jan 27: Board Meetings (Terrace)

February 2027

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

Feb 10: Business Committee Mtg.
 Feb 10: Education Committee Mtg.
 Feb 15: Family Day
 Feb 24: Teacher Trustee (Kitimat)
 Feb 24: Board Meetings (Kitimat)

March 2027

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

March 22 - April 2: Spring Break
 March 26: Good Friday
 March 29: Easter Monday
Note: There are no Committee or Board Meetings in March

April 2027

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

March 22-April 2: Spring Break
 April 5: Back to School
 April 14: Business Committee Mtg.
 April 14: Education Committee Mtg.
 April 22: Teacher Trustee (Terrace)
 April 28: Board Meetings (Terrace)

May 2027

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

May 12: Business Committee Mtg.
 May 12: Education Committee Mtg.
 May 24: Victoria Day
 May 26: Teacher Trustee (Stewart)
 May 26: Board Meetings (Stewart)

June 2027

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

June 9: Business Committee Mtg.
 June 9: Education Committee Mtg.
 June 16: Board Meetings (Terrace)
 June 21: National Indigenous Peoples
 June 23: Board Mtgs. (if required)
 June 28: Last Day of School

LEGENDS:

- School/Statutory Holidays
- Business Committee Meetings
- Education Committee Meetings
- Teacher Trustee Meetings (October, November, February, April & May)
- Board of Education Meetings
- BCSTA & BCPSEA Symposium
- Trustee Academy & AGMs:

Dates may be subject to change

- BCSSA Fall Conference: November 5-6, 2026
- BCSTA Trustee Academy: November 26-28, 2026 & November 25-27, 2027
- BCPSEA Symposium & Virtual AGM: November 30-December 1, 2026 & February 5, 2027
- BCSTA Provincial Council: February 27, 2027 (virtual)
- BCSTA AGM: April 15-17, 2027
- BCSTA Board Chairs Mtgs. and BCSTA & MOECC Liason Mtgs.: Dates TBD
- CMSD New Teacher & Teacher On-Call Orientation Sessions: Dates TBD

