



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

**BOARD OF EDUCATION
REGULAR BOARD MEETING**

BEAR VALLEY SCHOOL

**WEDNESDAY, MAY 27, 2026
5:30 P.M.**

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



COAST MOUNTAINS BOARD OF EDUCATION SCHOOL DISTRICT 82
REGULAR MEETING OF THE BOARD OF EDUCATION
WEDNESDAY, MAY 27, 2026, at 5:30 P.M. (HYBRID)
BEAR VALLEY SCHOOL

A G E N D A

1. ACKNOWLEDGEMENT OF THE TERRITORY & CALL TO ORDER			
2. DECLARATION OF QUORUM			
3. APPROVAL OF AGENDA			
4. APPROVAL OF MINUTES OF PRIOR MEETING	Motion		
4.1 Regular Meeting of the Board, April 29, 2026	Motion	Attachment	Pages 2-11
5. RECEIPT OF RECORDS OF IN CAMERA MEETING			
5.1 Summary of In Camera Meeting, April 29, 2026	Motion	Attachment	Pages 12-13
6. PRESENTATION: Bear Valley School - Music Performance			
7. CORRESPONDENCE			
7.1 Ombudsperson Quarterly Report (October – December 2025) dated March 31, 2026 (rec'd April 21, 2026)	Information	Attachment	Pages 14-20
7.2 Letter regarding Mount Elizabeth Middle Secondary School dated May 14, 2026, from Minister Bowinn Ma	Information	Attachment	Pages 21-23
8. SUPERINTENDENT OF SCHOOLS' MONTHLY REPORT	Information	Attachment	Pages 24-42
9. INDIGENOUS EDUCATION REPORT	Information	Attachment	Pages 43-60
10. INDIGENOUS EDUCATION COUNCIL (IEC) - Updates	Information	Verbal	
11. STANDING COMMITTEE REPORTS			
11.1 <u>Business Committee Report (Trustee Ed Harrison)</u>			
11.1.1 Business Committee Meeting Minutes, May 13, 2026	Information	Attachment	Pages 61-63
11.1.2 Quarterly Financial Statements, March 31, 2026	Information	Attachment	Pages 64-68
11.1.3 Ministry Adjusted Funding Allocations, February 2026	Information	Attachment	Pages 69-70
11.1.4 New Policy 1120 – Response to Unexpected Health Emergencies (Final Reading)	Information	Attachment	Pages 71-73
11.1.5 Expenditure of Indigenous Education Targeted Funding (Policy 3040)	Motion	Attachment	Pages 74
11.2 <u>Education Committee Report (Trustee Karen Jonkman)</u>			
11.2.1 Education Committee Meeting Minutes, May 13, 2026	Information	Attachment	Pages 75-80
12. NEW BUSINESS			
12.1 Request to Establish Parent Advisory Committee (PAC) – Kitwanga Elementary	Motion	Attachment	Pages 81-83
13. TRUSTEE REPORTS			
13.1 Board Chair Report – May 2026	Information	Attachment	Pages 84-85
13.2 Provincial Council Delegate Report	Information	Verbal	
13.3 Trustee Reports			
14. QUESTION PERIOD			
15. ADJOURNMENT			

*Next Regular Meeting of the Board of Education, Coast Mountains School District:
 Wednesday, June 17, 2025, 5:00 p.m. – Hybrid Meeting – Board of Education Office, Terrace*

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

**WEDNESDAY, APRIL 29, 2026 – 5:00 P.M.
BOARD OF EDUCATION OFFICE - TERRACE
HYBRID MEETING (IN PERSON OR VIRTUAL)**

PRESENT WERE:

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

- Superintendent of Schools - T. MacMillan
- Secretary Treasurer - G. Fuller
- Recording Secretary (virtual) - L. Harder

- Indigenous Education Council (IEC) Vice-Chair - K. Robinson

DISTRICT STAFF PRESENT:

- Director of Instruction, Inclusive Education - J. Nieckarz
- Director of Instruction, Human Resources - P. Barron
- Director of Instruction, Indigenous Education - D. Mortimer
- Director of Facility Services - R. Schibli

Board Chair Warcup acknowledged with respect the school District’s business being conducted on the unceded traditional territories of the Gitksan, Haisla, Nisga’a, and Ts’mSYen Peoples. She further 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:

Spring Break and Easter Weekend, recognized throughout April, providing an opportunity for rest, renewal, and time with family and community. Board Chair Warcup expressed hope that students, staff, and families had an opportunity to recharge during the spring season.

National Indigenous Languages Day, recognized at the end of March, provided an opportunity to recognize and celebrate the importance of Indigenous languages. Board Chair Warcup noted that this work continues to be an important part of supporting identity, culture, and learning across the District in partnership with local Nations.

Earth Day, recognized throughout April across District schools and communities, highlighted environmental stewardship and responsibility through student learning opportunities and community clean-up initiatives. Board Chair Warcup acknowledged the participation of students, staff, families, and community members in activities supporting environmental awareness and community connection.

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 5:02 p.m.

2. DECLARATION OF QUORUM

A quorum was declared.

3. APPROVAL OF AGENDA

Motion #8935

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

Carried
All in Favour

4. APPROVAL OF MINUTES OF PRIOR MEETING

4.1 Regular Meeting of the Board, February 25, 2026

Motion #8936

THAT the minutes of the Regular Meeting of the Board held February 25, 2026, be approved.

Carried
All in Favour

4.2 Special Regular Meeting of the Board, March 2, 2026

Motion #8937

THAT the minutes of the Special Regular Meeting of the Board held March 2, 2026, be approved.

Carried
All in Favour

4.3 Special Regular Meeting of the Board, March 30, 2026

Motion #8938

THAT the minutes of the Regular Meeting of the Board held March 30, 2026, be approved.

Carried
All in Favour

5. RECEIPT OF RECORDS OF IN CAMERA MEETING

5.1 Summary of In Camera Meeting, February 25, 2026

Motion #8939

THAT the Summary of the In Camera Meeting of the Board held February 25, 2026, be approved.

Carried
All in Favour

6. PRESENTATION: 2024/25 Aboriginal Report – How Are We Doing (HAWD)

Director Mortimer, presented highlights from the Ministry of Education and Child Care Aboriginal “How Are We Doing?” (HAWD) Report for 2024/2025. The presentation included information regarding Indigenous student achievement data, literacy and numeracy

assessment outcomes, graduation and transition rates, and trends related to Indigenous student self-identification and residency.

Ms. Mortimer highlighted District participation rates and achievement data from the Foundation Skills Assessment (FSA) and Graduation Assessments, noting areas of progress as well as ongoing challenges in literacy and numeracy outcomes for Indigenous learners. Discussion also included the importance of culturally responsive instructional practices, targeted supports, and the District's commitment to developing a comprehensive Numeracy Framework to strengthen instructional practices and improve student outcomes.

Trustees thanked Director Mortimer for the presentation and ongoing work supporting Indigenous student success.

Received
(No motion required)

7. CORRESPONDENCE

7.1 Letters received from Kaye Krishna, Deputy Minister:

- i) 2025 Enhancing Student Learning Report (FESL), dated March 17, 2026
- ii) 2024/25 Aboriginal "How Are We Doing?" (HAWD), dated March 31, 2026

THAT the Board receive for information the letters dated March 17, 2026 and March 30, 2026, from Kaye Krishna, Deputy Minister for the Ministry of Education and Child Care.

Received for information
(No motion required)

8. SUPERINTENDENT OF SCHOOLS' MONTHLY REPORT – April 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 – February 2026

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

Received
(No motion required)

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

Kim Robinson, Vice-Chair of the Indigenous Education Council (IEC), provided a verbal report regarding recent IEC meetings held throughout February, March, and April 2026. The report included discussion regarding ongoing collaboration with District staff to support Indigenous learners, review of the IEC Terms of Reference, and priorities related to student supports, attendance, mental health, family inclusion, and culturally responsive services across the District.

Vice-Chair Robinson also highlighted ongoing discussions regarding Indigenous Support Worker (ISW) supports and alignment across the District, the recruitment process for an IEC Secretariat position, participation in upcoming Indigenous Education Council capacity-building opportunities, and discussions regarding Indigenous Peoples Day activities and professional development initiatives.

The IEC further discussed the French Immersion program relocation in Hazelton and the importance of supporting consistency and programming for Indigenous learners currently enrolled in the program. Following the Indigenous Education Council (IEC) update, Vice-Chair Robinson excused herself from the meeting.

11. STANDING COMMITTEE REPORTS

11.1 Business Committee Report (Board Chair Warcup)

11.1.1 Business Committee Meeting Minutes, April 15, 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 Ministry Estimated Operating Grants 2026/2027 Announcement

Motion #8940

THAT the Board receive for information the Ministry Estimated Operating Grants 2026/2027 Announcement.

Carried
All in Favour

**11.1.3 Ministry Response to Annual Five-Year Capital Plan Submission
2026/2027 & Capital Bylaw 2026/2027-CPSD82-01**

Secretary Treasurer Fuller presented the Ministry response to the Board's Annual Five-Year Capital Plan Submission for 2026/2027, including approved minor capital projects and the associated Annual Programs Funding Agreement.

Motion #8941

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

Carried
All in Favour

Motion #8942

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

Carried
All in Favour

Unanimous consent was obtained to proceed to third reading.

Motion #8943

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

Carried
All in Favour

**11.1.4 Review Revised Policy 2010 – Respectful School Community, Workplace
& Anti-Harassment (First Reading)**

Board Chair Warcup presented *Revised Policy 2010 – Respectful School Community, Workplace & Anti-Harassment* for first reading. Trustees were advised that the revised policy has been updated to align with current Ministry of Education and Child Care requirements and combines previous respectful workplace and harassment policies into one policy framework. It was further noted that the policy will proceed through the District's consultation process following first reading.

Motion #8944

THAT the Board approve Revised Policy 2010 – Respectful School Community, Workplace & Anti-Harassment for first reading.

Carried
All in Favor

11.2 Education Committee Report (Trustee Karen Jonkman)

11.2.1 Education Committee Meeting Minutes, April 15, 2026

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

Received
(No motion required)

11.2.2 Final Board Approval: Out-Of-Province Field Trip (Level 5):

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

Motion #8945

THAT the Board grant final approval for the Out-of-Province UNESCO Leadership field trip for Hazelton Secondary School students to Ottawa, Ontario, from May 25–30, 2026, subject to all requirements of Policy 1080 – Field Trips & Outdoor Education.

Carried
All in Favour

12. TRUSTEE REPORTS

12.1 Board Chair Report – April 2026

Board Chair Warcup presented the Board Chair Report for April, highlighting recent BCSTA Annual General Meeting and Provincial Council activities. She noted discussion regarding provincial educational programming reviews, financial pressures facing school districts, and the importance of continued advocacy and long-term planning for public education throughout British Columbia.

Board Chair Warcup further noted the ongoing collaboration between trustees in the Northwest and Northeast regions and advised that trustees have agreed to continue meeting together to discuss shared issues and learning opportunities. Appreciation

was extended to district staff for their continued support assisting with BCSTA and regional trustee activities.

Received
(No motion required)

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

Trustee Harrison provided an update regarding the recent BCSTA Annual General Meeting and Provincial Council activities. Trustees were advised that information and materials related to BCSTA matters and the Trustee Election process would continue to be shared through BCSTA communications and the Board Office.

Trustee Harrison further noted that two of the Board's motions brought forward to the BCSTA Annual General Meeting were successful. He advised that the third motion, related to a broader review of the provincial educational program and curriculum framework, did not pass. Discussion included the importance of continued evaluation of educational programming, curriculum direction, and associated financial implications throughout British Columbia.

Received
(No motion required)

13.3 Trustee Reports

Board Chair Warcup invited Trustees to provide reports.

Trustee Jonkman shared information regarding the upcoming Mount Elizabeth Middle Secondary School performance of Peter Pan Goes Wrong, scheduled for April 24–25 and May 1–2, 2026.

Trustee Maxim noted that he was unable to attend the BCSTA conference due to family obligations; however, he attended a separate governmental event.

Trustee Maitland advised that she continues to attend the Advisory Planning Committee for the District of Kitimat and noted that there was no further news to share at this time.

Trustee Jones reported that Trustees from the Northeast and Northwest regions have agreed to continue meeting to discuss shared issues and learning opportunities, likely in fall 2027.

Received
(No motion required)

14. QUESTION PERIOD

Members of the public provided comments and questions regarding the Ministry response to the Annual Five-Year Capital Plan Submission and the lack of approval for major capital projects within the district, including seismic upgrade considerations for Mount Elizabeth Middle Secondary School.

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, May 27, 2026, at 5:30 p.m. at Bear Valley School located in Stewart.

The meeting was adjourned at 6:54 p.m.

Board of Education Chair

Secretary Treasurer

DRAFT



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

The Board of Education:

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



MEETING AGENDA ITEM #7.1

Action:		Information:	X
Meeting:	Regular	Meeting Date:	May 27, 2026
Topic:	Correspondence – Office of the Ombudsperson Quarterly Report		

Background/Discussion:

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

The correspondence provides summary information regarding complaint files closed relating to School District No. 82 (Coast Mountains) during the reporting period, including files closed with and without investigation. The report also includes provincial sector-wide complaint topic trends for school districts.

The Office of the Ombudsperson notes that no action is required by the District at this time and provides the information for awareness purposes only.

This correspondence is provided for the Board's information.

Recommended Action:

For information only; no action required.

Presented by: Board Chair



**OMBUDSPERSON
BRITISH COLUMBIA**

The *Ombudsperson Act* requires that investigations be conducted in private. Ombudsperson investigation documents are not available through the *Freedom of Information and Protection of Privacy Act* and may be subject to rules preventing their use in court and tribunal proceedings. **Please contact the Office of the Ombudsperson before disclosing this document, or any responses, to any third parties.**

March 31, 2026

Margaret Warcup
Board Chairperson
School District 82 (Coast Mountains)
3211 KENNEY ST

TERRACE BC V8G 3E9

Dear Margaret Warcup:

**Re: Office of the Ombudsperson Quarterly Report for the period covering
October 1 - December 31, 2025**

This package of documents details the complaint files the Office of the Ombudsperson closed for School District 82 (Coast Mountains) between October 1 and December 31, 2025. Though no action is required on your part, we hope that you will find this information useful and share it within your organization.

These reports provide information about the complaint files we closed regarding your organization within the last quarter, including both files we investigated and files we closed without investigation. Files currently open with the office are not included in these reports.

If you would like further information about the complaints our office received about your organization, or you have identified inaccuracies in the data, please contact our office's Policy, Research and Continuous Improvement team. They can provide further details upon request and can be reached at PRCI@bcombudsperson.ca or by phone at 250-953-4171.

Enclosed you will find detailed reports containing the following:

- A one-page report listing the number of files closed and the category under which they were closed. The categories we use to close files are based on the sections of the *Ombudsperson Act*, which gives the Ombudsperson the authority to investigate complaints from the public regarding authorities under our jurisdiction. A more detailed description of our closing categories is available on our website



**OMBUDSPERSON
BRITISH COLUMBIA**

at: <https://bcombudsperson.ca/assets/media/QR-Glossary.pdf>.

- If applicable: Copies of closing summaries written about the complaint files we investigated. These summaries provide an overview of the complaint received, our investigation and the outcome. Our office produces closing summaries for investigated files only, and not for enquiries or those complaints we chose not to investigate.
- If applicable: A summary of the topics identified in the complaint files closed during the quarter. We track general complaint topics for all complaints we receive, and when applicable, we include authority-specific and/or sector-specific topics for your organization and/or sector. Our office tracks the topics of complaints we investigate and those we close without investigation, but not for enquiries. Because complaints to our office are confidential, we do not share complaint topic information if we received too few complaints to preserve the complainants' anonymity.

If you wish to update your organization's contact information, please contact us by email at info@bcombudsperson.ca.

To learn more about educational opportunities on administrative fairness provided by our office, or if you wish to consult with our office to enhance fairness within your organization's policies or procedures, our Public Authority Consultation and Training (PACT) Team can assist you. Please contact them by phone at 250-508-2950 or by email at consult@bcombudsperson.ca.

Yours sincerely,

Sandy Hermiston
Ombudsperson
Province of British Columbia

Enclosures



OMBUDSPERSON
BRITISH COLUMBIA

Quarterly Report for 1 October - 31 December, 2025
School District 82 (Coast Mountains)

Type of complaint closure for Authority: School District 82 (Coast Mountains)	# closed
Enquiries – Many people who contact us are not calling to make a complaint, but are seeking information or advice. These contacts are classified as <i>Enquiries</i> to distinguish them from <i>Complaints</i> , which are requests that our office conduct an investigation.	0
Complaints with No Investigation – Our office does not investigate every complaint it receives. First, we determine whether we have authority to investigate the complaint under the <i>Ombudsperson Act</i> . We also have discretion to decline to investigate for other reasons specified in the <i>Ombudsperson Act</i> .	1
Early Resolution Investigations – Early Resolution investigations provide an expedited process for dealing with complaints when it appears that an opportunity exists for the authority to take immediate action to resolve the issue. Typical issues that are addressed through Early Resolution include timeliness, communication, and opportunities for internal review.	0
Complaint Investigations – When we investigate a complaint we may conclude with a determination that a complaint is not substantiated, or with a negotiated settlement of the complaint, or with public findings and recommendations. We may also exercise discretion to cease investigation for a number of other reasons specified in the <i>Ombudsperson Act</i> .	0
Reason for closing an Investigation	
Pre-empted by existing statutory right of appeal, objection or review.	0
Investigation ceased with no formal findings under the <i>Ombudsperson Act</i> .	
More than one year between event and complaint	0
Insufficient personal interest	0
Available remedy	0
Frivolous/vexatious/trivial matter	0



**OMBUDSPERSON
BRITISH COLUMBIA**

Can consider without further investigation	0
No benefit to complainant or person aggrieved	0
Complaint abandoned	0
Complaint withdrawn	0
Complaint settled in consultation with the authority – When an investigation leads us to conclude that action is required to resolve the complaint, we try to achieve that resolution by obtaining the voluntary agreement of the authority to settle the complaint. This allows matters to be resolved fairly for the complainant and authority without requiring a formal finding of maladministration.	0
Complaint substantiated with formal findings under the <i>Ombudsperson Act</i> .	0
Complaint not substantiated under the <i>Ombudsperson Act</i> .	0
Ombudsperson Initiated Investigations – The Ombudsperson has the authority to initiate investigations independently from our process for responding to complaints from the public. These investigations may be ceased at the discretion of the Ombudsperson or concluded with formal findings and recommendations.	0



OMBUDSPERSON BRITISH COLUMBIA

Complaints Closed from 1 October - 31 December, 2025
School District 82 (Coast Mountains)

The tables below summarize the complaint topics we are tracking for your sector and/or authority and the number of times this topic was identified in the files (investigated and non-investigated complaints) that were closed in the most recent quarter.

If you would like more information on the types of complaints we receive, please contact our Public Authority Consultation and Training Team: email us at consult@bcombudsperson.ca or call us at 250-508-2950.

Sector-Specific Complaint Topics – All School Districts

Enrolment/Registration	3	6%
Other	17	32%
Special Education	18	34%
Student Safety	7	13%
Student Suspension or Exclusion	8	15%

General Complaint Topics – All School Districts

Accessibility	7	8%
Administrative Error	1	1%
Communication	12	14%
Delay	2	2%
Disagreement with Decision or Outcome	21	25%
Discrimination	4	5%
Employment or Labour Relations	1	1%
Other	1	1%
Process or Procedure	23	27%
Review or Appeal Process	5	6%
Treatment by Staff	7	8%



OMBUDSPERSON
BRITISH COLUMBIA



MEETING AGENDA ITEM #7.2

Action:		Information:	X
Meeting:	Regular	Meeting Date:	May 27, 2026
Topic:	Correspondence – Ministry of Infrastructure (Mount Elizabeth Middle/Secondary School Replacement Project)		

Background/Discussion:

The Board has received correspondence dated May 14, 2026, from the Honourable Bowinn Ma, Minister of Infrastructure, regarding the Mount Elizabeth Middle/Secondary School replacement project.

In the correspondence, Minister Ma acknowledges the District's disappointment that funding for the Mount Elizabeth Middle/Secondary School replacement project was not confirmed as part of Budget 2026.

The Minister further acknowledges significant concerns regarding the condition of the school and the importance of ensuring a safe and supportive learning environment for students and staff.

The correspondence notes that the Ministry of Infrastructure considers the project a top priority for replacement and expresses a commitment to continue working with the District to advance planning work on the project.

This correspondence is provided for the Board's information.

Recommended Action:

For information only; no action required.

Presented by: Board Chair



May 14, 2026
Our Ref. 27255

Margaret Warcup
Chair, Board of Education
School District No. 82 (Coast Mountains)
3211 Kenney Street
Terrace BC V8G 3E9

Email Address: Margaret.warcup@cmsd.bc.ca

Dear Margaret Warcup:

By now, you will have received your Capital Letter for the 2026-27 fiscal year. I want to acknowledge that it was likely disappointing for the Board, students, families and staff of the Coast Mountains School District to learn that funding for the Mount Elizabeth Middle/Secondary School replacement was not confirmed as part of *Budget 2026*.

Thank you for taking my call earlier this week. I was grateful for the opportunity to express that the critical nature of your request for this school has not escaped me. I appreciate the very real concerns about the condition of the school and the importance of ensuring a safe, supportive learning environment for the community.

The Ministry of Infrastructure considers this school a top priority for replacement, and we are committed to working with your District to advance planning work on this important project as soon as possible.

Thank you for your ongoing dedication to the students of the Coast Mountains School District. I look forward to continuing to work closely together to achieve the much-needed replacement of Mount Elizabeth Middle/Secondary School.

Sincerely,

Honourable Bowinn Ma
Minister of Infrastructure

.../2

cc: Bobbi Plecas
Deputy Minister

Amy Miller
Assistant Deputy Minister
Community Capital Development

Tracey MacMillan
Superintendent of Schools & CEO
School District No. 82 (Coast Mountains)



MEETING AGENDA ITEM #8

Action:		Information:	X
Meeting:	Regular	Meeting Date:	May 27, 2026
Topic:	Superintendent of Schools' Monthly Report – May 2026		

Background/Discussion:

Attached for reference is the Superintendent of Schools' Monthly Report for presentation at the May 27, 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



A Message from the Superintendent

Ama Sah / Good Day,

May is always a busy month across the school district. Teachers and staff are in the process of completing year-end assessments, projects, field experiences, and celebrations of learning, while also preparing students for the transition into the next school year. With only five weeks of school remaining, our secondary schools are also busy preparing for graduation ceremonies and celebrations as we look forward to recognizing the accomplishments of the graduating Class of 2026.

One of the most important events I had the opportunity to attend this month was the District Student Voice Summit. I had the privilege of meeting with and hearing directly from students representing Mount Elizabeth Middle Secondary School, Kitimat City High School, Hazelton Secondary School, Caledonia Secondary School, Parkside Secondary School, and Skeena Middle School. As Superintendent, it is important to hear directly from students about what matters most to them, their experiences within our schools, and their ideas for strengthening learning environments and student well-being. You will read more about the Student Voice Summit later in this report.

I would like to thank Phillip Barron, Director of Learning Support, for taking the lead in organizing this meaningful event, as well as our Principals and Vice Principals for supporting this important initiative and creating opportunities for students to participate in meaningful and authentic ways. I would also like to acknowledge Board Chair Margaret Warcup, who joined us to ensure student voices were heard not only by senior staff, but also by Trustees. Providing space for student voice and leadership is essential as we continue working together to support positive, inclusive, and engaging learning environments for all students.



Superintendent MacMillan congratulates BCSSA Scholarship Recipient Paige Gerrath

Celebrating Student Leadership: BCSSA Scholarship Recipient

During the District Student Voice Summit, I had the pleasure of presenting the British Columbia School Superintendents Association, Northern Chapter, Scholarship Award in the amount of \$1,500 to Paige Gerrath from Caledonia Secondary School. This scholarship recognizes a student who demonstrates strong academic achievement, leadership, school involvement, and a meaningful commitment to volunteerism and service within their school and community.

Paige has demonstrated exceptional leadership through organizing a school-wide food drive supporting local churches and the food bank in Terrace, serving as Master of Ceremonies for Caledonia's Remembrance Day ceremony, and leading as President of the Student Council. In addition to involvement in performing arts, athletics, and fundraising initiatives, Paige's application reflected a strong commitment to inclusion and community connection, sharing that, *"Each volunteer opportunity is an outlet for making new connections and diversifying one's school and education for people to be introduced to new cultures and identities."*

It was a privilege to recognize such an outstanding young leader, and we congratulate Paige on also being accepted into the Bachelor of Arts (Honours) / Bachelor of Education Program at Queen's University.



Local Education Agreement Partnership Meeting

On May 1, Donna Mortimer, Director, Indigenous Education, and I had the opportunity to begin the month by meeting on Kitselas Traditional Territory with Chief Bennett and several members of Council. During our conversation, we discussed the shared Local Education Agreement and explored ways we can continue strengthening our partnership to further enhance learning opportunities and success for students.

The discussion reflected our collective commitment to working together in support of children, families, and community, while continuing to strengthen relationships grounded in respect, collaboration, and shared responsibility. More information regarding this meeting will be shared in the Indigenous Education Report.

Red Dress Day: Walking Together in Honour of MMIWG2S+



Darlene Williams (Indigenous Support Worker) and Kassia Nameth (Principal)

On May 5, Tina McDonald (District Principal, Curriculum Support) and I spent the morning with students and staff at Kitwanga Elementary School and participated in their Red Dress Day walk and ceremony acknowledging Missing and Murdered Indigenous Women, Girls, and Two-Spirit People (MMIWG2S+). The event provided an important opportunity for learning, reflection, and remembrance while honouring



Superintendent MacMillan & Tina McDonald, District Principal

the voices, experiences, and lives of Indigenous women, girls, families, and communities.



I would like to thank lead organizers Kassia Nameth (Principal) and Darlene Williams (Indigenous Support Worker), as well as the staff and volunteers for making this important event so meaningful.

The student drumming was beautiful and added to the power and significance of the ceremony.

The day was also recognized across the district, including by staff at the Board Office, who wore red in solidarity and remembrance.

Left to Right: Vanessa Shirey (Administrative Assistant, Indigenous Education) and Tina McDonald, District Principal, Curriculum Support)



Superintendent's Report to the Board May 2026



District Board Staff

Front Row (left to right): Shawna Wilson (Executive Assistant), Jodi Williamson (HR Assistant)

Second Row (left to right): Teri Davey, (Administrative Assistant), Michelle Abercrombie (Facility Coordinator), Lindsay Harder (Executive Assistant), Palak Sidhu (Payroll Technician), Kiran Bath (Director of HR), Kyla Magnusson (Manager of HR), Lynda Lang (Manager of Finance), Chantal Callbreath (Manger of Custodial)

Third Row (left to right): Jennifer Connor (Payroll Technician), Tina McDonald (District Principal, Curriculum Support), Donna Mortimer (Director of Indigenous Education), Roberta Taylor (HR Officer), Phillip Barron (Director of Learning Services), Lynn Lindstrom (Accounts Receivable), Julia Nieckarz (Director of Inclusive Learning), Tracey MacMillan (Superintendent)

Peter Pan Goes Right at Mount Elizabeth Middle Secondary School



The skills and talents of students across the district continue to amaze me. Recently, I had the pleasure of attending the Mount Elizabeth Middle Secondary School production of *Peter Pan Goes Wrong*, produced and directed by Rick Jones. The entire cast delivered an incredible performance filled with humour, energy, and creativity. From the rotating centre stage and numerous set changes to the technical production, props, lighting, and sound, it was evident that many hours of preparation and collaboration went into making the production such a success. The performance showcased not only the remarkable talents of students, but also the strong sense of teamwork and dedication that exists within the school community. I would like to sincerely thank and recognize all students, staff, volunteers, and community members who contributed to this outstanding performance.



MET Tech Club: Olarinre Yussuf, Tanay Kesam Reddy, William Fisher



Peter Pan (Noah Goffinet-Forward) is congratulated by Superintendent Tracey MacMillan



Rick Jones (Department Head, Fine Arts) and Maryka Rypma (DL/CLC/ Careers Outreach Teacher / Volunteer)



Building Pathways Through Partnership with UNBC

I recently had the opportunity to meet with Dr. Bill Owen, Interim Vice President Academic and Provost, from the University of Northern British Columbia to continue strengthening partnerships and discussing shared priorities supporting students and communities across the District and beyond. During our conversation, Dr. Owen expressed appreciation for the sharing of the NTETC space in Terrace to support UNBC programming. We also discussed the benefits of dual credit opportunities, pathways for Educational Assistants interested in entering the teaching profession, and the importance of accessible teacher education and training opportunities delivered within northern and rural communities.



Space Pirates Takes Off at Uplands Elementary

This month, we had the opportunity to attend the Uplands Elementary School musical performance *Space Pirates*, directed by music teacher Robin Hollett. It was incredible to see such young actors and singers perform with such confidence, talent, and enthusiasm. The performances, spread over two evenings, were funny, engaging, and showcased the tremendous creativity and dedication of the students involved. Once again, this was a collaborative event, with staff, parents, and community volunteers all working together behind the scenes to help make the production such a success. My congratulations and appreciation go out to everyone involved for creating such a memorable experience for students, families, and the broader school community. Here are a few photos from the event:



Director / Teacher Robin Hollett recognizes volunteers Marilyn Earl (costumes) and Lisa Strydom (set/prop designer) for the many hours of work and dedication they contributed to the production's success.





Principals & Vice-Principals Forum Brings Leaders Together

During the May Non-Instructional Day, Principals and Vice Principals from across the district came together for the annual Principals and Vice-Principals Forum at the Northwest Trades & Employment Training Centre (NTETC), while new school-based administrators also participated in a dedicated orientation and leadership session the previous day. The sessions focused on collaboration, leadership development, and supporting positive learning environments across the district. Topics included Compassionate Systems Leadership, anti-racism learning, Indigenous Education, the Aboriginal Report 2024/25: How Are We Doing (HAWD), Local Education Agreements, literacy and numeracy updates, school growth planning, and human resources processes. The forums also provided valuable opportunities for dialogue, reflection, relationship building, and sharing successful practices occurring throughout our schools.

I would like to thank all presenters, organizers, Elders, Principals, and Vice Principals for their ongoing leadership and commitment to supporting students, staff, and school communities across Coast Mountains School District.

New PVP Forum Meeting



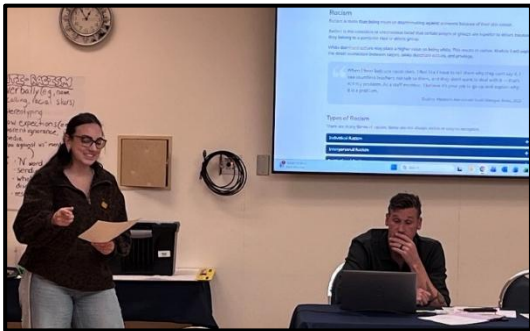
← We appreciate the contributions from New Principal Zack Frankel (Parkside School) and new Vice Principal Shelley Klassen (Skeena Middle School), who always greets us with a smile.

Superintendent's Report to the Board May 2026



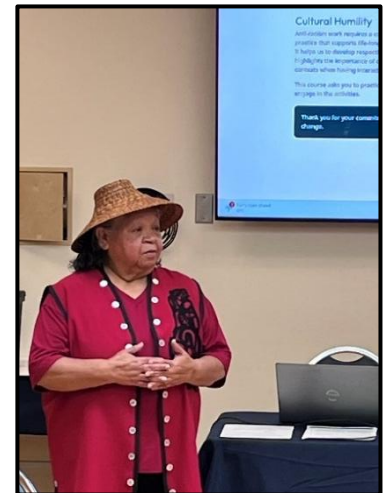
Kate Doan (Vice Principal) and Surinder Dhaliwal (Principal) Thornhill Elementary share their perspectives.

Mark Newbery (Principal) and Taylor Murrell (Vice Principal) New Hazelton Elementary made thoughtful contributions to the conversations about Anti-Racist Education



Thank you Kassia Nameth (Principal, Kitwanga Elementary) and Joel Ewald (Vice Principal, Skeena Middle School) for facilitating a learning session about Anti-Racist Education.

As part of the PVP Forum that was held at Northwest Trades & Employment Training Centre (NTETC), Elder Anne McDames provided a *“Welcome to Kitselas Territory”*, grounding the gathering in the importance of place, culture, and relationships. Later in the day, Lindsay Harder, Executive Assistant, took a moment to recognize and shared with the Principals and Vice-Principals the honour of Elder Anne McDames singing the *“Peace Song”* in the British Columbia Legislature during the introduction of the Kitselas Treaty Act. Following the recognition Elder Anne McDames graciously performed the *“Peace Song”* for those in attendance, creating a meaningful and memorable moment for forum participants. The recognition reflected the District’s appreciation for Elder Anne McDames’ ongoing guidance, support, and contributions to students, staff and schools throughout Coast Mountains School District.



Elder Anne McDames was gifted a book in gratitude for her contributions to the PVP Forum.
Left to Right: Lindsay Harder (Executive Assistant to the Superintendent and Board of Education); Elder Anne McDames; Donna Mortimer (Director, Indigenous Education); and Tracey MacMillan (Superintendent).

Kitselas Elder, Anne McDames, singing the *“Peace Song”*

Superintendent's Report to the Board May 2026



Olé, Olé, Olé, Olé! - Bringing Canadiens Spirit to the Workplace

District staff, Donna Mortimer (Director, Indigenous Education) and Phillip Barron (Director, Learning Services) showed their positive spirit and team pride by wearing Montreal Canadiens jerseys, bringing smiles, energy, and a little friendly hockey spirit to the workplace.



As we move toward the final weeks of the school year, I would like to thank all teachers, support staff, administrators, custodians, and district staff for their ongoing dedication and care for students. May and June are incredibly busy months in schools, and staff continue to go above and beyond to support learning, celebrations, field trips, athletics, performances, graduations, and year-end activities, while also ensuring students remain engaged, connected, and successful right through to the last day of school.

Positive relationships, encouragement, and a caring presence make a significant difference for students at this time of year, and those efforts are deeply appreciated across our district communities.

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)



Bear Valley Students Celebrate First Hydroponic Harvest



Grade 8 Student, Zane Lanteigne

This exciting project blends traditional growing knowledge with innovative technology, supporting Indigenous ways of learning and strengthening students' connection to the land.

Students are learning that food doesn't just appear on store shelves. Excess produce from the tower garden will be sold, with funds reinvested into purchasing more seeds and supplies, helping the project become sustainable and student-driven. The fresh greens and herbs are also being used in our school lunch program, and it's been a joy to have fresh herbs right at our fingertips.

Mr. Drew, alongside our Indigenous Support Worker, Myra McMillan, is using the garden as a hands-on learning space, supporting students in applying real-life math skills through measuring growth, tracking harvests, and planning next steps.

Most importantly, students are developing pride in growing their own food and a deeper understanding of why food security, self-sufficiency, and caring for the land matter.

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



Eric Drew, Teacher, and Myra McMillan, Indigenous Support Worker at Bear Valley School.

Ama Sah – Welcome to Cassie Hall



Cassie Hall would like to extend sincere thanks to Kurtis Bremner and the Caledonia students in his woodshop class for creating three beautiful signs for the school. Their craftsmanship and care are greatly appreciated, and the school is excited to have these signs proudly displayed throughout the building.

Jamie Noel designed the new Cassie Hall logo last year, and the school is thrilled to see it come to life in such a meaningful way.



Our new sign, *Ama Sah – Welcome*, is especially meaningful to us, as we see Cassie Hall as a community school where everyone is valued, included, and welcomed. We take great pride in creating a space where students, families, and staff feel a strong sense of belonging and connection.

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



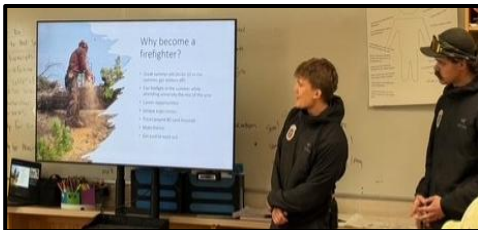


Building Partnerships and Opportunities Hazelton Secondary School



A big focus at Hazelton Secondary School is building and strengthening relationships and partnerships with people and organizations that provide support, mentorship, and educational and employment opportunities for learners. HSS is fortunate to have many organizations wanting to engage with students to support their future goals, along with dedicated teachers and support staff who help coordinate these opportunities.

Over the past couple of months, students participated in a full day of sessions with MineralsEd, Cambria Gold Mine, and Brucejack Mine, featuring mining stations, career information, and a silver bar door prize. Students also attended presentations from Vancouver Film School, UBC Medical School, ICBC Road Safety, Skeena Gold and Silver, Kispiox Rainmakers, the Gitanyow Hereditary Chiefs Office, and the Gitanyow Education and Training Institute.



Through sponsorship and support from Firekeepers, the Gitxan Watershed Authority, Gitxan Development Corporation, and others, students accessed valuable training opportunities, including chainsaw safety, firefighting, cultural burning, swift water rescue, first aid, and transportation endorsement training, providing many dozens of hours of hands-on training and certification opportunities.

Additional highlights included Skeena Energy Solutions and Sik-e-Dakh hosting 34 HSS learners at an energy conference, where students had the opportunity to build solar panels, and education coordinators from Gitwangak, Gitanmaax, Sik-e-Dakh, and Anspayaxw meeting with Grade 12 students to support post-secondary planning and funding applications.



Hazelton Secondary School is also grateful for a generous \$25,000 donation from the Brucejack Community Investment Committee to support the Bears' Lair Youth Dream Camp this fall. In addition, 35 students have applied for local scholarship and bursary opportunities, and at least 33 students have already been accepted into post-secondary institutions so far.

(With appreciation to Jan Thorburn, Vice-Principal at Hazelton Secondary for this contribution.)



Exploring Skilled Trades Pathways at Kitimat City High School

Kitimat City High School recently hosted the UA Piping Industry College of BC Six-Week Trades Exploration Program, providing students with valuable hands-on learning experiences while earning a Grade 12 elective credit. The program is designed to help students build confidence, teamwork, and practical life skills while exploring future career pathways in the skilled trades.

Throughout the six-week program, students gained exposure to a variety of trades, including carpentry, drywall and painting, welding, electrical, piping, and cement masonry. The program provided practical, hands-on experience while helping students explore apprenticeship and post-secondary opportunities and discover which trades may be a good fit for their future goals.



Grade 11 Student,
Arlene Amos

Students shared positive feedback about the experience and the supportive learning environment created by the instructors and staff.

Arlene shared:

"I feel that this opportunity has provided hands-on learning and real-world experience that will help prepare me for the future. I have really enjoyed learning how to use tools safely. Carpentry has taught me about building, while welding has allowed me to be creative by designing and building things. I would like to thank the instructors for being patient and understanding with the students. They are all invested in our learning and growth in these areas. I would also like to thank Kevin and the school for providing this program and for investing the time and money to give us these valuable experiences."



Grade 12 Student, Vaan
Chretien

Vaan shared:

"I feel fortunate to have had the opportunity to participate in this program. When I first heard about it, I was excited about being able to take part. Although we have only completed Carpentry, Drywall, Painting, and Electrical so far, I am going to wait and see how Piping and Cement Masonry go before deciding which trade path I would like to pursue as my future career."

The program continues to provide meaningful opportunities for students to develop practical skills, build confidence, and explore future careers in the trades.

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

Connecting Learning, Culture and the Land at Kildala School

This spring, Mrs. Metz's Grade 2/3 class and Ms. Nicholson's Grade 2 class at Kildala School have been teaming up to learn about local plants and traditional plant knowledge. Supported by Language and Culture Teacher, Shelley Bolton, students have been learning both the English and Haisla names for local plants, along with their traditional and medicinal uses.



Superintendent's Report to the Board

May 2026



Through plant walks and hands-on learning experiences, students explored topics such as sustainably harvesting and preparing wild greens, identifying local berries, and learning about important plants including Devil's Club and Cottonwood. Students also learned about the importance of respectfully harvesting plants to ensure the ongoing health and sustainability of the environment.

This month, students focused on Cottonwood trees and the medicinal use of Cottonwood buds. They learned how to sustainably harvest buds from windfallen branches and respectfully collect buds from living trees. Students then participated in creating Cottonwood oil, learning about its traditional skincare uses while being involved in every step of the process. The buds were steeped in olive oil over several weeks to extract the natural resins before being bottled into roller bottles for students to take home as part of their summer first aid kits for bug bites, sunburns, bumps, and bruises.

As the season continues, students will keep exploring and appreciating the natural environment while strengthening connections to Haisla culture, the land, and environmental stewardship.

(With appreciation to Shawny Metz, Teacher, Kildala School, for this contribution.)



Shawny Metz, Teacher at Kildala School with Grade 2/3 Classes

Middle School Band Shines at Con Brio Music Festival



For 22 years, Con Brio has turned Sun Peaks into a Band, Jazz Band and Choir camp culminating in massed choir and massed band performances. The village provides a safe, walkable festival environment for all participants.

From April 30 to May 4, Mr. Robert Clark, SMS Band Teacher, along with parent/caregiver chaperones and Skeena Middle School's Grade 7, 8, and 9 Jazz Band and Grade 8 and 9 Concert Band students, travelled to Sun Peaks, British Columbia, just outside of Kamloops, to participate in the Con Brio Music Festival.

Both groups proudly represented Skeena Middle School and the Terrace community, impressing festival organizers with their passion for music, musical knowledge, and preparedness. In addition to participating in several performances, students also attended workshops where they had opportunities to further develop their musical skills and grow as performers.

Experiences such as the Con Brio Music Festival provide valuable learning opportunities that extend beyond the classroom. Students are encouraged to build new relationships, express themselves creatively, and recognize the importance of teamwork, collaboration, and supporting one another.

Competing alongside close to 60 schools from across British Columbia and beyond, Skeena Middle School's Concert Band earned a Silver standing in their category, while the Jazz Band earned Bronze. Skeena Middle School is extremely proud of how well students conducted themselves and represented their school and community throughout the festival.

We would like to extend our thanks and appreciation to the parent/caregiver chaperones who travelled to Sun Peaks with the Band. We appreciate your time and energy to volunteer to make this trip possible.

Superintendent's Report to the Board May 2026



Front Row (left to right): Iain Reid, Brynn Dando, Olivia King, Mya Fregin, Aurora Morgan, Darien Santamaria, Annie Elgert, David Brooks, Gavin Kester, Rudy Barton, Kayden Barnett, Justin Lee, Holden Miller, **Second Row** (left to right): Noah Reid, Ozzie Stephen, Ava Snelling, Neisha Carpenter, Susanna Robinson, Meredith Acal, Skye Kiraly, Scarlett Russell, Melia Barnett, **Third Row** (left to right): Zemira Marasigan, Anna Doyle, Sophia Furmanek, Brooklyn Wallington, Arianna Laforest, Sloane Motz, Koya Flynn

(With appreciation to Cory Kiloran, Principal, for Skeena Middle School for this contribution.)

Good News from Thornhill Elementary School

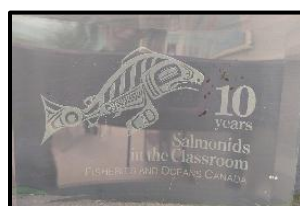
We have officially broken ground on the new trail in the forest behind our schools in Thornhill. We have been working with the Terrace Regional District to create a student-friendly outdoor learning environment. The trail will be used for walking, running, and biking, while also creating opportunities for outdoor learning and connection with nature. Students will help create signage to identify plants and showcase artwork and learning. In addition, a gathering space will be cleared to support outdoor lessons and activities.



Students recently released the salmon fry they helped hatch after caring for the eggs and learning about the salmon life cycle. This hands-on project gave students the opportunity to deepen their understanding of local ecosystems and environmental stewardship. We are also proud to share that one of our teachers was awarded a plaque in recognition of her tenth year of dedication and contribution to this important project.



Deborah Bailey, Teacher at Thornhill Elementary



Good news continues at Thornhill as our secretary worked incredibly hard, alongside our students, to organize and successfully pull off an epic Krispy Kreme donut fundraiser. Thanks to their dedication, teamwork, and school spirit, we raised enough money to cover all school supplies for our students next year instead of asking families

to contribute financially. This is a wonderful example of our school community coming together to support one another and help make every student feel included and prepared for learning.



(With appreciation to Kate Doane, Vice-Principal & Surinder Dhaliwal, Principal at Thornhill Elementary School, for this contribution.)



Bear Valley School Maker/ Career Day

The Northwest Trades and Employment Training Centre team, including Dan Hamel, Stephanie Vossen, and Kim Hoekstra, recently travelled to Bear Valley School to host Stewart Maker and Trades Day on April 30.

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. A special thank you to Lisa Scott and the BC Construction Foundation for supporting the event.

Trades Sampler Program Builds Hands-On Skills for Kitimat City High Students



Students from Kitimat City High School have 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.

Inspires Future Apprentices

On April 28, 2026, Maryka Rypma and Kasha Vedan from Northwest Trades and Employment Training Centre 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.

The event gave students the opportunity to ask questions, explore different trades, and gain valuable insight into future career pathways within the trades industry.

(With appreciation to Kim Hoekstra, Teacher, and Dan Hamel, Principal at NTETC & NCDES, for this contribution.)

Superintendent's Report to the Board

May 2026



Student Voice Summit

The Student Voice Summit brought together middle school and high school students from across the district for an interactive and engaging day focused on listening, learning, and sharing ideas. Students from different schools and communities had the opportunity to connect with one another, participate in meaningful discussions, and provide feedback on their experiences in school. The summit created an important space for students to share what is working well for them, what helps them feel connected and supported, and what they believe could be improved to strengthen the learning experience for all students.



Throughout the day, students were highly engaged in a variety of activities, small-group conversations, and whole-group sharing opportunities. The summit focused on important topics such as mental health and wellness, inclusion, anti-racism, artificial intelligence, school culture, belonging, and the overall student learning experience. Students spoke thoughtfully about the parts of school they value, including positive relationships with staff and peers, access to engaging courses and extracurricular activities, opportunities to participate in sports, arts, leadership, music, and other school-based programs, and the importance of feeling safe, included, and respected at school.

Students provided valuable insights into areas where schools and the district can continue to grow. They shared ideas about improving learning environments, strengthening school culture and community, increasing opportunities for student input, supporting mental health and well-being, addressing racism and discrimination, and ensuring students feel a strong sense of belonging. Students also offered thoughtful perspectives on artificial intelligence, including how it is being used by students, how it may support learning, and the importance of having clear guidance and conversation around responsible use.



A key strength of the summit was the openness and honesty students brought to the conversations. Their feedback reflected both appreciation for the positive work happening in schools and a sincere desire to help make schools even better. Students demonstrated that they care deeply about their schools, their peers, and the future of education in the district. Their ideas were practical, thoughtful, and grounded in their lived experiences.

Superintendent's Report to the Board

May 2026



The information gathered through the Student Voice Summit will help inform future planning at both the school and district level. Student feedback provides an important source of evidence as schools continue to reflect on culture, learning, inclusion, engagement, student well-being, and emerging topics such as artificial intelligence. The summit reinforced the importance of continuing to create regular opportunities for students to share their voices and to see their ideas reflected in actions and decisions.

The Student Voice Summit was a very positive and meaningful experience. It was a strong reminder that students have important perspectives to share and that their voices are essential in shaping welcoming, inclusive, and engaging schools across the district.

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

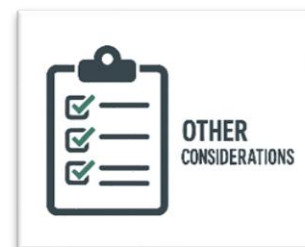
Superintendent's Report to the Board

May 2026



Ongoing Considerations: May 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.



Mount Elizabeth Middle Secondary School (MEMSS) – NEW Information

This month, the district received encouraging news from the Ministry of Infrastructure that Mount Elizabeth Middle Secondary School is now considered a top capital priority, and that there is a commitment to work collaboratively with the district to advance planning for this important project as soon as possible. This request has been included in the Board of Education's Capital Plan submissions to the Ministry of Education and Child Care, and now the Ministry of Infrastructure, for more than ten years. While the facility continues to remain safe for students and staff, it is an aging building requiring significant renewal and modernization.

The Board will continue to advocate for major upgrades and/or replacement to ensure the school can support both current and future learning needs. This long-standing capital priority has been referenced in previous Ongoing Considerations sections of the Superintendent's Reports and remains an important focus for the district and community.

Policy and Administrative Procedure Updates

The district is currently engaged in an ongoing process of reviewing and updating Board policies and administrative procedures to ensure they remain current, relevant, and aligned with provincial legislation, Ministry expectations, and district practices. Several existing policies and procedures are outdated and require revisions to better reflect current operational, educational, and governance needs. This work will continue over the coming months as part of the district's commitment to continuous improvement, clarity, and effective governance.

Student Voice and Leadership

Building meaningful opportunities for student voice and leadership continues to be an important focus across the district. Schools and district staff are exploring additional ways for students to share perspectives, contribute to decision-making processes, and help shape positive and inclusive school communities.

Inclusive Education (Ministry Audit)

The district participated in an Inclusive Education Audit during the week of May 4, 2026. We are currently awaiting the results, which will be provided by the Ministry of Education and Child Care. I would like to thank the Inclusive Education Department, Principals, Vice Principals, and Learning Support Teachers for their diligence and professionalism in ensuring student files were complete, accurate, and up to date throughout the process.

The results of the audit will help inform future practices and continue to strengthen the supports and services provided to students across the district.

Student Attendance

Student attendance continues to be an area of focus across the district, with ongoing concerns identified by teachers, school administrators, and support staff. Regular attendance plays an important role in student achievement, well-being, connection, and overall success at school. The district remains committed to working collaboratively with families, students, First Nations partners, and community agencies to better understand and address the factors impacting attendance.

Superintendent's Report to the Board

May 2026



As part of this work, the district continues to engage with education partners, including through Local Education Agreement (LEA) discussions and ongoing collaboration with schools and communities, to gather perspectives, strengthen shared understanding, and review attendance practices. This work will help inform the development of updated district attendance procedures and supports aimed at promoting student engagement, belonging, and success for all learners.

Artificial Intelligence (AI)

Work related to Artificial Intelligence (AI) in the district continues to move forward. A district working group has been established to build shared understanding and begin exploring both the opportunities and considerations related to AI in education. This work includes discussions regarding ethical and responsible use, student learning, staff capacity building, privacy, academic integrity, and the evolving role of AI within schools and society.

During the recent District Student Voice Summit, students also identified Artificial Intelligence as an area of interest and concern, particularly related to its impact on learning, academic honesty, and future readiness. Hearing directly from students reinforced the importance of ensuring thoughtful, balanced, and informed approaches as this work continues.

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

Recruitment - Update

Recruitment and retention continue to remain important priorities for Coast Mountains School District as planning for the 2026/27 school year progresses. District staff continue to participate in recruitment fairs and partnership opportunities across Canada to attract qualified educators and reduce reliance on Letters of Permission (LOP).

While challenges continue in specialty areas such as Inclusive Education, French Immersion, Counselling, and Trades, the district remains committed to proactive recruitment efforts, mentorship, and strengthening partnerships with post-secondary institutions to support practicum placements and future hiring opportunities. The district's ongoing focus is to build and retain a stable, qualified workforce in support of students, schools, and communities across CMSD82.

Gitksan Language Immersion Program – Majagaleehl Gali Aks Elementary

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

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

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](#)

Superintendent's Report to the Board

May 2026



Early Learning Programs

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

Numeracy Framework

This year marks the launch of a district-wide Numeracy Framework—an important next step in strengthening student achievement in mathematics. While dedicated Ministry funding has not currently been identified to support this initiative, the district has been notified that LNG Canada has made a substantial contribution to support this work. This external support will enable planning, foundational development, and staff leadership to move forward in a more meaningful and coordinated way.

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

Literacy Initiative

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



MEETING AGENDA ITEM #9

Action:		Information:	X
Meeting:	Regular	Meeting Date:	May 27, 2026
Topic:	Indigenous Education Report – May 2026		

Background/Discussion:

Attached for reference is the Indigenous Education Monthly Report for presentation at the May 27, 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



May 2026





Table of Contents

Gratitude and Acknowledgment	3
<hr/>	
Message from the Director of Indigenous Education Strengthening Partnerships	3
<hr/>	
Caledonia Secondary School Connections, Culture, and Identity Learning	5
<hr/>	
Kitwanga Elementary School Language, Culture and Artistic Learning	8
<hr/>	
Kitimat City High Honouring Red Dress Day	12
<hr/>	
Bear Valley School Paddle Painting and Cultural Art	13
<hr/>	
Hazelton Secondary School Elder in-Residence Program	14
<hr/>	
1.31 Indigenous Targeted Funds Approvals to support language, culture, land-based learning, and student wellness initiatives	15
<hr/>	

This report reflects learning, cultural connection, and relationship-based initiatives that took place across the district 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.

A Message from the Director of Instruction, Indigenous Education

Strengthening Partnerships

Ama Sah, Good Day,

Coast Mountain School District continues to strengthen its partnership with Kitselas First Nation through ongoing collaboration, relationship building, and a shared commitment to supporting Kitselas students, families, and community members.

A recent leadership meeting brought together representatives from Kitselas First Nation and Coast Mountains School District to discuss positive next steps in building stronger relationships, enhancing educational supports for learners, and aligning efforts to improve student success and well-being. The meeting created space for open dialogue, shared learning, and the

development of a common vision centered on student achievement, belonging, and community connection.

Discussions focused on continued collaboration, strengthening communication, and identifying opportunities to further support Kitselas learners and their families. Both organizations acknowledged the importance of working together in respectful partnership to ensure students feel supported academically, culturally, socially, and emotionally throughout their educational journey. There was a shared recognition



Freda Wright, Education Coordinator; Victor Wright, Councillor; Linda Morven, CAO; Cheryl Campbell, Councillor; Gerald Nyce, Councillor; Donna Mortimer, Director of Instruction, Indigenous Education; Tracey MacMillan, Superintendent; Glen Bennett, Chief.



Indigenous Education Report

May 2026

that student success is strongest when schools, families, and community partners work together with common goals and shared responsibility.

Leaders also discussed the importance of developing coordinated supports that respond to the unique strengths and needs of Kitselas learners. This includes strengthening attendance supports, expanding pathways for student engagement, supporting literacy and numeracy development, and creating culturally responsive learning environments where students feel connected, valued, and empowered. The conversation emphasized the importance of early intervention, ongoing communication, and wraparound supports that are grounded in relationships and community voice.

The meeting reflected a collective commitment to aligning priorities and developing a shared vision that honours Kitselas values, perspectives, and aspirations for learners. Through ongoing collaboration and shared leadership, both Kitselas First Nation and Coast Mountains School District are working toward creating learning environments where students can thrive and experience success in ways that are meaningful to them and their families.

This meeting marks the beginning of many future conversations and partnerships with local First Nations communities throughout the region, including the Ts'msyen, Gitksan, Haisla, and Nisga'a Nations. Coast Mountains School District remains committed to working alongside Indigenous communities to strengthen educational opportunities, honour relationships, and support student success through meaningful collaboration, mutual respect, and shared leadership.

Both Kitselas First Nation and Coast Mountains School District look forward to continuing this important work together to support student success, well-being, cultural connection, and positive outcomes for all learners.

T'oyaxsut 'nüün, I Thank you

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

Donna Mortimer

Caledonia Secondary School – Connections, Culture, and Identity Learning

Caledonia Secondary School continues to create meaningful opportunities for students to strengthen cultural identity, wellness, leadership, and connection through land-based learning, traditional teachings, and relationship-centered support. Throughout April and May, students engaged in a wide range of culturally grounded experiences that supported learning both inside and outside of the classroom.

Cultural Identity Through Art, Regalia, and Creative Learning



Students participated in several hands-on cultural arts initiatives that supported identity development, creativity, and pride in Indigenous culture. Grade 12 students took part in cedar hat weaving workshops with **Artist Val Morgan**, creating meaningful cultural items to carry with them into graduation ceremonies as symbols of identity, learning, and belonging. This work also laid the foundation for future regalia-making opportunities within the school community.



Caledonia Secondary also welcomed **Artist-in-residence Erica Davis**, who worked with Art 11 and 12 students to explore Northwest Coast formline design, including ovoid forms and traditional design principles. Students

also participated in cedar weaving activities while learning about the cultural significance of Indigenous art practices. Erica shared examples of her own carving work, helping inspire students to explore artistic expression as a pathway toward cultural reconnection and self-identity.



In addition, students in the Girls Group spent time creating ribbon skirts for the upcoming Indigenous student photoshoot. Through sewing, design, and collaborative learning, students developed practical skills while creating garments that represent cultural pride, identity, and visibility within the school community.

Role Model Program – Beading with Gladys Radek

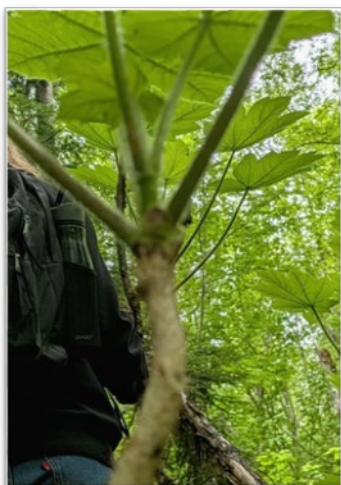
Students in Grades 11 and 12 participated in traditional beading workshops with **Indigenous artist and Knowledge Keeper Gladys Radek**, a Freda Diesing School of Northwest Coast Art graduate. Through hands-on learning, students explored the cultural significance of beadwork in Indigenous communities, including its connection to regalia, ceremony, storytelling, and identity.

Students developed foundational beading skills while learning about cultural protocols, respectful design practices, and the importance of intergenerational knowledge sharing through the arts. This experience supported creativity, cultural identity, and meaningful connection to Indigenous artistic traditions.



Land-Based Learning and Traditional Knowledge

Land-based learning continued to be a central part of programming at Caledonia Secondary. Students participated in a field experience to the Nass Valley where they learned traditional harvesting and food preparation practices, including smoking sealion and oolichan alongside Knowledge Keepers and community members. These experiences provided direct access to cultural teachings rooted in territory, seasonal practices, and intergenerational knowledge sharing.



Students also participated in several additional field experiences throughout May, including trips to Nass Valley Hot Springs and Tea Creek. These opportunities supported learning connected to Indigenous worldviews, environmental stewardship, food systems, and cultural sustainability while strengthening students' relationships to land and community. Traditional medicine teachings were also an important focus throughout the spring months. Students participated in medicine walks and harvesting activities where they learned to respectfully gather cedar, cottonwood, and Devil's Club. Guided by role models and Knowledge Keeper Jolene Wesley, students created salves and herbal teas while learning about traditional wellness practices, healing properties of local medicines, and cultural harvesting protocols.



These experiences supported students in developing a deeper understanding of Indigenous approaches to wellness while reinforcing the importance of respect, reciprocity, and relationship to the land.

Truth and Reconciliation Learning

Students and staff participated in an ongoing Truth and Reconciliation learning series facilitated by Arlene Roberts. Through classroom discussions and presentations, students explored the Truth and Reconciliation Commission Calls to Action, the impacts of residential schools, intergenerational trauma, and the importance of reconciliation within schools and communities.

The learning series encouraged students to reflect on practical and meaningful ways they can contribute to reconciliation as future leaders and community members. Staff also engaged in collaborative discussions focused on embedding these teachings into ongoing classroom practice and school culture. This work continues to strengthen awareness, empathy, and culturally responsive learning across the school community.

Classroom Collaboration and Two-Eyed Seeing Approaches

Collaboration between Indigenous Support Workers, teachers, role models, and community partners remained a strong focus throughout April and May. Staff worked closely with teachers to connect Indigenous perspectives and land-based learning opportunities to classroom curriculum through a Two-Eyed Seeing approach that values both Indigenous and Western ways of knowing.

These partnerships helped create meaningful classroom extensions and hands-on learning opportunities that supported student engagement, cultural understanding, and cross-curricular learning.

Wellness, Mentorship, and Student Support

Connections programming continued to support students through mentorship, cultural learning, and relationship-based support systems. The Dudes Group participated in sacred fire teachings and spirit bath practices, creating opportunities for young men to explore spiritual wellness, cultural responsibilities, and traditional teachings in a supportive environment.



Alongside cultural programming, the Indigenous Support Worker team continued to provide regular academic assistance, one-on-one support, and advocacy for students identified as at risk. Staff participated in case management meetings and worked collaboratively to ensure wraparound supports remained in place to help students succeed academically, socially, and emotionally. - **Contributed by Stephanie Louie, ISW**

Strengthening Community and Future Learning

The work taking place at Caledonia Secondary reflects a strong commitment to creating culturally safe and welcoming learning environments where Indigenous students feel connected, valued, and supported. Through land-based learning, cultural teachings, mentorship, wellness initiatives, and collaborative partnerships, students continue to strengthen their identity, confidence, leadership, and sense of belonging within the school community.

Kitwanga Elementary School – Language, Culture, and Artistic Learning

Kitwanga Elementary School continues to provide rich cultural learning experiences that strengthen students' connection to language, identity, community, and traditional knowledge through hands-on learning and intergenerational teaching. Throughout the spring months, students participated in a variety of artistic, cultural, and land-connected activities led by Language and Culture Teacher Rhonda Morgan alongside local Knowledge Keepers and Role Models.

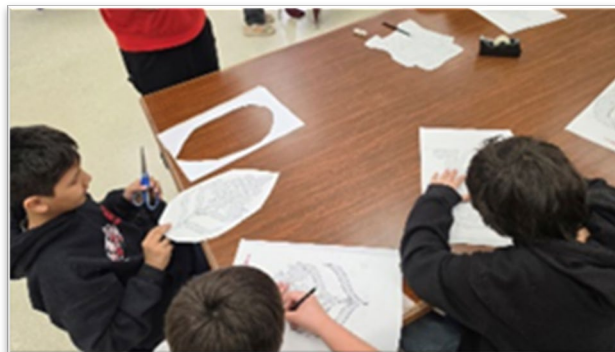
Formline Art and Appliqué Learning with Darryl Moore

Students across multiple grade levels worked with **Artist Darryl Moore** to explore Northwest Coast formline art and appliqué design. Through tracing, transferring, painting, and sewing activities, students learned foundational artistic skills while deepening their understanding of Gitxsan crests, clans, and cultural identity.

Students practiced creating ovoids, U-shapes, and S-shapes while developing fine motor skills, creativity, confidence, and visual awareness. Older students also began appliqué vest projects connected to future performances and community events. Darryl Moore emphasized the importance of respecting Indigenous art forms, understanding clan systems, and taking pride in the learning process through the message of “progress over perfection.”

-Contributed by Rhonda Morgan, Language and Culture Teacher





Kitwanga Elementary School – Bent Box and Rattle Making Projects



Students also participated in traditional wooden bent box and rattle making projects that combined cultural teachings with hands-on skill development. During the bent box project, students learned sanding, transferring, painting, and design techniques while

creating their own completed pieces under the guidance of **Artist/Role Model Darryl Moore**. Students demonstrated patience, creativity, and pride throughout the process.



In partnership with **Role Model Tammy Courtney**, students created traditional rattles while learning



cultural protocols and the sacred role rattles hold within traditional songs and ceremonies. Students later used their rattles during the school's Red Dress Memorial Walk, creating meaningful connections between cultural learning, remembrance, and community participation.



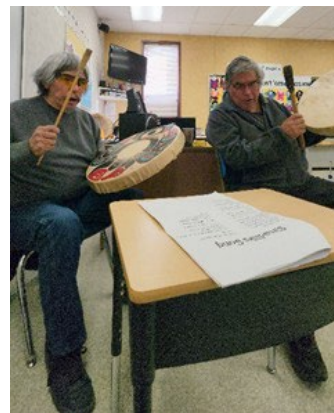
- Contributed by *Darlene Williams, ISW*

Gitxsan Song, Dance, and Language Revitalization

Students in Kindergarten through Grade 4 participated in Gitxsan song and dance teachings led by **Knowledge Keepers and Hereditary Chiefs Calvin Hyzims and Alvin Hyzims** alongside community Elders **Sharon Johnson and Wendy Hyzims**. Through music, movement, and storytelling, students learned traditional entrance and exit songs, dance protocols, and the meanings connected to songs and oral histories.



The teachings supported language development, cultural understanding, rhythm, movement, and confidence while reinforcing students' connections to community, hereditary leadership, territory, and ancestors. Students also learned about the historical significance behind songs such as the Ankii Iss Song, which shares teachings connected to the Gitxsan



resistance during the “Marshmallow War” and the protection of traditional fishing rights. - **Contributed by Rhonda Morgan, Language and Culture Teacher**

These experiences provided meaningful opportunities for intergenerational learning while helping students strengthen cultural pride, belonging, and confidence through participation in traditional song, dance, and regalia-making activities.

Building Confidence Through Cultural Learning

The cultural programming taking place at Kitwanga Elementary continues to create safe and supportive spaces where students can learn through doing, build relationships with Elders and Knowledge Keepers, and strengthen their understanding of Indigenous identity and traditions. Through art, song, dance, storytelling, and hands-on cultural practices, students are developing confidence, creativity, respect, and a strong sense of belonging within their school and community.

Traditional Vest Making and Cultural Identity

Indigenous Education Report

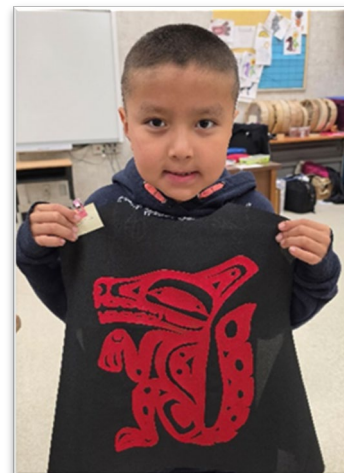
May 2026



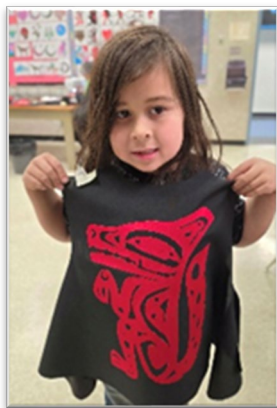
Students in Kindergarten through Grade 7 participated in sewing traditional Gitxsan-style vests connected to the school’s song and dance programming and cultural showcase. Students learned about the cultural significance of vest colours, crest designs, and the connection between regalia, clan identity, and community belonging.

Led by Language and Culture Teacher **Rhonda Morgan, Role Models Sharon Johnson, Angie Johnson and Justine Michell**, through tracing, transferring, appliqué work, cutting, and sewing, students developed practical sewing skills, patience, concentration, and problem-solving abilities while learning the importance of respecting cultural teachings and protocols.

The project also created meaningful opportunities for intergenerational learning, as Elders and family members supported students throughout the process and shared stories, teachings, and encouragement.



This experience strengthened students’ connection to culture, identity, and community while building confidence and pride through hands-on cultural learning.



- Contributed by Rhonda Morgan, Language and Culture Teacher



Kitimat City High – Honouring Red Dress Day

Kitimat City High students and staff came together to honour Red Dress Day through learning, reflection, and acts of remembrance that recognized Missing and Murdered Indigenous Women, Girls, and Two-Spirit People (MMIWG2S+).

Red Dress Day, observed annually on May 5th, raises awareness about the ongoing violence experienced by Indigenous women, girls, and Two-Spirit people across Canada. The day serves as a time to honour the lives of those who are missing or have been murdered, while also acknowledging the

grief, strength, and advocacy of families and communities who continue to seek justice and healing.

At Kitimat City High, Grade 11 student Haylee Bolton-Woods shared a presentation with the entire school, helping students and staff understand the significance of Red Dress Day and the importance of continuing conversations around awareness, reconciliation, and action. Haylee's leadership and willingness to share her knowledge created a meaningful opportunity for learning and reflection within the school community.



Students also participated in creating red dress pins that were distributed throughout the school for staff and students to wear in support of the day. The entrance of the school was decorated with red felt hands to honour the lives of Indigenous women, girls, and Two-Spirit people who are missing or have been murdered, while also recognizing the families and communities who continue to search for their loved ones.

A red dress was also hung in a large tree outside the school as a visible symbol of remembrance, awareness, and commitment to continuing the work of learning, honouring, and advocacy.

- Contributed by Debbie Dilg, ISW

Through student leadership, art, and collective reflection, Kitimat City High created a meaningful space to honour Red Dress Day and reinforce the importance of empathy, education, and reconciliation within the school community.

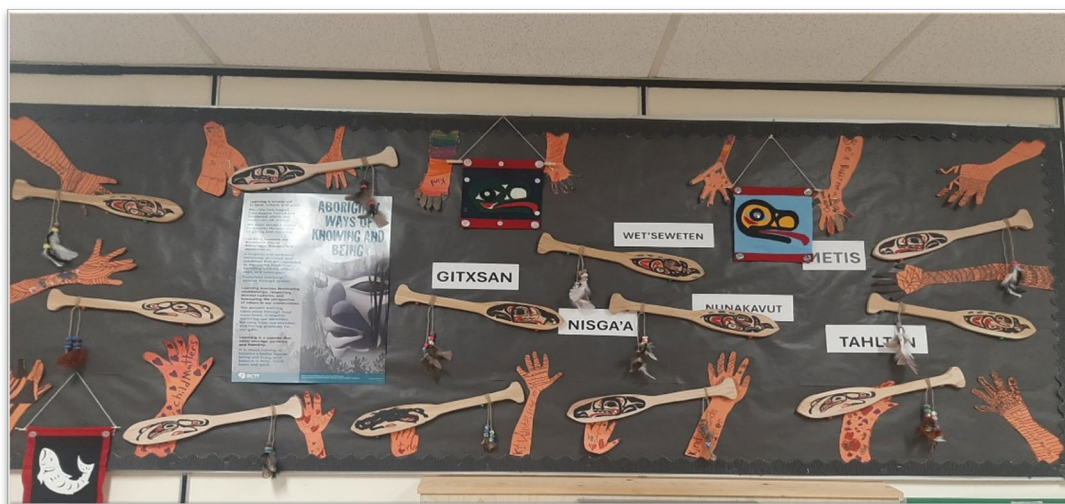
Bear Valley School – Paddle Painting and Cultural Art Learning



Students in Grades 4–7 at Bear Valley School participated in a hands-on paddle painting project using art kits from Grease Trail Arts. Throughout the project, students transferred traditional designs from tracing paper onto wooden paddles before painting and personalizing their work.

Students also created decorative beadwork using clay and added twine and feathers to complete their paddles. The project provided opportunities for students to strengthen creativity, fine motor skills, and artistic confidence while learning through Indigenous-inspired art practices.

The completed paddles reflected the care, creativity, and pride students took in their work, resulting in meaningful pieces that celebrated cultural learning and artistic expression.



- Contributed by: Myra McMillian, ISW

The completed paddles reflected the care, creativity, and pride students took in their work, resulting in meaningful pieces that celebrated cultural learning and artistic expression.

Hazelton Secondary School – Elder In-Residence Program

Hazelton Secondary School’s Elder In-Residence Program continued to provide meaningful opportunities for students to strengthen connections to culture, community, and Indigenous ways of knowing through hands-on learning, storytelling, and relationship-based teachings.

Throughout the month, students participated in drum-making sessions where they learned about the cultural significance of drums, traditional protocols, and the role of drumming in community, ceremony, and connection. Students also explored traditional wellness teachings through activities focused on Indigenous medicines, creating personal medicine pouches while learning about the importance of plant knowledge, healing practices, and cultural responsibility.

Students further engaged in Indigenous artistic expression through a Native art and design workshop led by **artist Michelle Stoney**. Through creative exploration, students learned about Indigenous design elements, artistic techniques, and the importance of art as a reflection of identity, story, and culture.

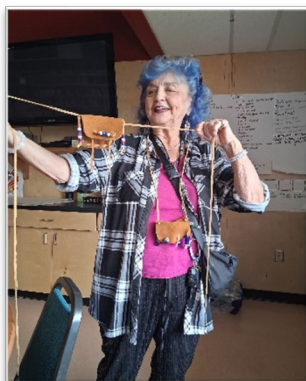


In addition to hands-on activities, Elders spent time connecting with students in English and Social Studies 10 classes through conversations, storytelling, and cultural teachings. These discussions created supportive spaces for students to ask questions, share perspectives, and deepen their understanding of Indigenous histories, experiences, and worldviews.



- Contributed by Ryan McCann, Vice Principal

The Elder In-Residence Program continues to play an important role in strengthening student engagement, cultural understanding, and positive relationships within the school community while creating opportunities for students to learn directly from Elders, Knowledge Keepers, and Indigenous role models.



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 	

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: May 27, 2026
Topic: **Minutes of the Business Committee Meeting, May 13, 2026**

Background/Discussion:

Minutes as attached.

Recommended Action:

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

Presented by: Trustee Ed Harrison



BUSINESS COMMITTEE MEETING
Wednesday, May 13, 2026 – 10:30 a.m. to 12:00 p.m.
Virtual via Zoom

Committee Members:

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

Recording Secretary:

Shawna Wilson, Executive Assistant

Guests:

Trustee Margaret Warcup

MEETING MINUTES

Items	Action
<p>The meeting was chaired by Trustee Ed Harrison and called to order at 10:33 a.m. Trustee Harrison acknowledged the school district's business being conducted on the traditional and unceded territories of the Gitxsan, Haisla, Nisga'a, and Tsimshian, and the honour to work with their children and privilege to live on their land.</p>	
<p>1. Previous Meeting Minutes - April 15, 2026</p>	<p>1. The minutes of the previous Business Committee Meeting held on April 15, 2026 were accepted as presented.</p>
<p>2. Human Resources 2.1 Grievance Update – CMTF & CUPE</p>	<p>2.1 Early retirement incentives resulted in six (6) teachers providing notice, and staffing processes were advanced, with approximately 6–10 new hires secured to date and recruitment ongoing, particularly in French Immersion and shop teaching areas. The district received approval for \$30,000 in recruitment incentives, continues efforts to recruit specialized staff, and reported increased labour relations activity; current figures include five (5) grievances at Step 1, two (2) at Step 2, one (1) at Step 3, 39 Letter of Permission teachers, and five (5) active investigations.</p> <p align="center">Information only; no action required</p>
<p>3. Facilities/Transportation/OH&S 3.1 Monthly Facilities Report, April 2026</p>	<p>3.1 The department reported that budget submissions and capital projects are progressing well, with multiple construction and maintenance initiatives underway across schools. Operations remain stable overall, with student behaviour on buses being addressed and opportunities to improve supervision being explored.</p> <p align="center">Information only; no action required.</p>
<p>3.2 District Joint OH&S Committee Meeting Minutes <i>(next meeting to be determined)</i></p>	<p>3.2 Secretary Treasurer Fuller presented the April 22, 2026 District Joint OH&S Committee Meeting minutes for information.</p> <p align="center">Information only; no action required.</p>



<p>4. Board Representations 4.1 BCPSEA 4.2 BCSTA</p>	4.1 No Report 4.2 No Report
<p>5. Outstanding Items from Previous Meeting</p>	None
<p>6. Finances 6.1 Monthly Financial Statements, March 31 & Quarterly Summary 6.2 February 2026 Adjusted Funding Allocations</p>	6.1 Secretary Treasurer Fuller spoke to the monthly financial statements for March 31, 2026 and the quarterly summary Action: Forward the Monthly Financial Statements for March 31 2026 and the quarterly summary to the next Regular Board Meeting on May 27, 2026 6.2 Secretary Treasurer Fuller shared the February 2026 Adjusted Funding Allocations, which are updated twice throughout the school year in February and May respectively. Action: Forward for information the February 2026 Adjusted Funding Allocations to the next Regular Board Meeting on May 27, 2026
<p>7. Next Meeting</p>	7. The next Business Committee Meeting is scheduled on Wednesday, June 10, 2026, from 10:30 a.m. to 12:00 p.m. The meeting was adjourned at 11:34 a.m.

DRAFT



MEETING AGENDA ITEM #11.1.2

Action:	X	Information:	
Meeting:	Regular	Meeting Date:	May 27, 2026
Topic:	Quarterly Financial Statements, March 31, 2026		

Background/Discussion:

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

Attached for the Board's consideration is the Quarterly Financial Statements as at March 31, 2026, for Coast Mountains School District.

The Business Committee reviewed the Quarterly Financial Statements at its meeting held on May 13, 2026, and brings forward to the Board for information.

Recommended Action:

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

Presented by: Secretary Treasurer

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

	2025-2026 Actual Revenue and Expenses	2025-2026 Amended Annual Budget	Percent Remaining or Available
Revenue (Schedule A2)			
Provincial Grants, MOE	39,072,466	56,578,948	0.31
Federal Grants	-	-	-
Tuition	911,517	709,687	(0.28)
Other Fees And Revenue	3,465,825	6,880,244	0.50
Rentals & Leases	543,750	725,000	0.25
Investment Income	78,944	100,000	0.21
	44,072,502	64,993,879	0.32
Expense (Schedule A3)			
Salaries			
Teachers	15,021,963	21,965,507	0.32
Principals and Vice Principals	3,870,633	5,281,220	0.27
Educational Assistants	3,704,759	6,052,235	0.39
Support Staff	4,534,724	6,206,885	0.27
Other Professionals	2,038,688	2,733,246	0.25
Substitutes	1,583,446	2,245,461	0.29
	30,754,213	44,484,554	0.31
Employee Benefits	6,917,120	10,191,342	0.32
Services & Supplies	7,497,837	11,821,675	0.37
	45,169,170	66,497,571	0.32
Net Revenue/Expenditure	(1,096,668)	(1,503,692)	
Interfund Transfers			
Capital Asset Purchases	-	-	
Local Capital	-	-	
Prior Year Surplus Appropriation	1,503,692	1,503,692	
Balance Surplus/(Deficit)	407,024	-	

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

	2025/2026 Actual Revenue and Expenses	2025-2026 Amended Annual Budget	Percent Remaining
Provincial Grants, Ministry of Education			
Operating Grant, MOE	37,768,078	53,973,625	0.30
Other Ministry of Education Grants			
Pay Equity	265,126	1,160,795	0.77
Carbon Tax Reimbursement			-
FSA Exam Funding	8,187	8,187	-
Graduated Adult Enrollment (EG)	504	1,067	0.53
Economic Stability Dividend			-
Support Staff Prov. Extended Health Care Plan			-
Student Transportation	390,450	557,786	0.30
Student Learning Grant			
Early Learning Grant			-
Next Generation Network (NGN)	24,737	24,737	-
Labour Settlement Funding			-
Teacher Benefit Enhancement			-
Integrated Child and Youth Grant	372,728	496,701	0.25
Recruitment & Retention Grant	21,633		
Child Care Funding	128,559	230,000	0.44
	<u>38,980,002</u>	<u>56,452,898</u>	<u>0.31</u>
Provincial Grants - Other Ministries			
ITA	84,840	106,050	0.20
MCFD	7,624	20,000	0.62
	<u>92,464</u>	<u>126,050</u>	<u>0.27</u>
Federal Grants			
Indigenous Services Canada	-	-	-
	<u>-</u>	<u>-</u>	<u>-</u>
Tuition			
International and Out of Province Students	911,517	709,687	(0.28)
	<u>911,517</u>	<u>709,687</u>	<u>(0.28)</u>
Other Fees and Revenue			
Summer School Fees			
Continuing Education			-
Local Education Agreements	3,234,926	6,469,852	0.50
Miscellaneous (Specify)			
Miscellaneous	39,758	98,000	0.59
ArtStarts	22,326	15,000	(0.49)
City of Terrace REM Lee Theatre Grant	12,000	12,000	-
District of Kitimat Grant in Aid Theatre	30,750	76,992	0.60
REM Lee Theatre User Levy Fees	8,263	5,000	(0.65)
Shared Services - SD 92	19,050	23,400	0.19
Extended Health Premium Surplus Refund			-
Early Learning Revenue	98,752	180,000	0.45
	<u>3,465,825</u>	<u>6,880,244</u>	<u>0.50</u>
Rentals and Leases			
	<u>543,750</u>	<u>725,000</u>	<u>0.25</u>
Investment Income			
	<u>78,944</u>	<u>100,000</u>	<u>0.21</u>
TOTAL OPERATING REVENUE			
	<u><u>44,072,502</u></u>	<u><u>64,993,879</u></u>	<u><u>0.32</u></u>

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

	2025/2026 Actual Revenue and Expenses	2025/2026 Amended Annual Budget	Percent Available
Salaries			
Teachers	15,021,963	21,965,507	0.32
Principals and Vice Principals	3,870,633	5,281,220	0.27
Educational Assistants	3,704,759	6,052,235	0.39
Support Staff	4,534,724	6,206,885	0.27
Other Professionals	2,038,688	2,733,246	0.25
Substitutes	1,583,446	2,245,461	0.29
	30,754,213	44,484,554	0.31
Employee Benefits	6,917,120	10,191,342	0.32
	37,671,333	54,675,896	0.31
Services and Supplies			
Services	1,829,448	2,598,381	0.30
Student Transportation	1,817,340	2,700,590	0.33
Professional Development and Travel	440,596	996,605	0.56
Rentals and Leases	1,420	1,500	0.05
Dues and Fees	107,589	98,150	(0.10)
Insurance	257,335	273,880	0.06
Supplies	1,206,060	2,938,830	0.59
Furniture and Equipment	284,694	212,667	(0.34)
Computer Equipment	310,594	359,072	0.14
Bad Debt	-	-	-
	6,255,076	10,179,675	0.39
Utilities			
Electricity	395,675	534,000	0.26
Gas-Heat	495,956	580,000	0.14
Propane-Heat	184,334	325,000	0.43
Garbage/Water/Sewer	121,796	143,000	0.15
Carbon Offsets	45,000	60,000	0.25
	1,242,761	1,642,000	0.24
Total Service & Supplies	7,497,837	11,821,675	0.37
TOTAL OPERATING EXPENSE	45,169,170	66,497,571	0.32

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

	Total Salaries	Employee Benefits	Total Salaries and Benefits	Services and Supplies	Total Expenses	2025/2026 Amended Annual Budget	Percent Available
1 INSTRUCTION							
1.02 Regular Instruction	12,913,620	2,881,482	15,795,102	753,546	16,548,648	24,147,337	0.31
1.03 Career Programs	153,158	34,408	187,566	226,922	414,488	481,823	0.14
1.07 Library Services	892,594	213,130	1,105,724	13,794	1,119,518	1,624,786	0.31
1.08 Counseling	1,023,441	223,338	1,246,779	-	1,246,779	1,717,649	0.27
1.10 Special Education	5,774,671	1,360,795	7,135,466	448,490	7,583,956	11,432,963	0.34
1.31 Aboriginal Education	1,490,181	339,778	1,829,959	251,195	2,081,154	4,892,282	0.57
1.41 School Administration	3,420,703	719,336	4,140,039	80,946	4,220,985	5,732,403	0.26
1.62 International & Out of Prov Students	104,402	19,490	123,892	425,259	549,151	601,514	0.09
Total Function 1	25,772,770	5,791,757	31,564,527	2,200,152	33,764,679	50,630,757	0.33
4 DISTRICT ADMINISTRATION							
4.11 Educational Administration	412,908	74,132	487,040	49,644	536,684	962,902	0.44
4.40 School District Governance	84,479	3,819	88,298	89,490	177,788	405,170	0.56
4.41 Business Administration	827,835	181,943	1,009,778	515,741	1,525,519	1,854,069	0.18
Total Function 4	1,325,222	259,894	1,585,116	654,875	2,239,991	3,222,141	0.30
5 OPERATIONS AND MAINTENANCE							
5.41 Operations and Maintenance Admin	382,177	74,938	457,115	268,359	725,474	1,013,611	0.28
5.50 Maintenance Operations	3,154,556	763,965	3,918,521	1,128,942	5,047,463	6,382,972	0.21
5.52 Maintenance of Grounds	79,071	20,166	99,237	218,892	318,129	617,399	0.48
5.56 Utilities			-	1,263,103	1,263,103	1,822,000	0.31
Total Function 5	3,615,804	859,069	4,474,873	2,879,296	7,354,169	9,835,982	0.25
7 TRANSPORTATION AND HOUSING							
7.41 Transportation and Housing Admin	19,519	4,237	23,756	-	23,756	33,103	0.28
7.70 Student Transportation	20,898	2,163	23,061	1,763,514	1,786,575	2,775,588	0.36
Total Function 7	40,417	6,400	46,817	1,763,514	1,810,331	2,808,691	0.36
TOTAL FUNCTIONS 1 - 7	\$ 30,754,213	\$ 6,917,120	\$ 37,671,333	\$ 7,497,837	\$ 45,169,170	\$ 66,497,571	0.32



MEETING AGENDA ITEM #11.1.3

Action: X Information:
Meeting: Regular Meeting Date: May 27, 2026
Topic: **Ministry Adjusted Funding Allocations, February 2026**

Background/Discussion:

Reference the attached Interim Operating Grants Overview following the February 2026 Enrolment Count for the 2025-2026 school year for Coast Mountains School District as received from the Ministry of Education and Child Care's Funding and Allocation Branch.

An updated 2025-2026 Ministry Operating Grants Summary for Coast Mountains School District 82 is also provided reflecting the changes based on the adjusted funding allocations.

The Business Committee reviewed the February 2026 Adjusted Funding Allocations at its meeting held on May 13, 2026, and brings forward to the Board for information.

Recommended Action:

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

Presented by: Secretary Treasurer

Interim Operating Grants Overview - 2025/26 School Year
(Following the February 2026 Enrolment Count)

School District 82 (Coast Mountains)

September 2025 Enrolment Count				
	School-Age Enrolment	Funding Level	Funding	Total Supplement
Standard (Regular) Schools	4,040.1250	\$9,015	\$36,421,727	
Continuing Education	0.0000	\$9,015	\$0	
Alternate Schools	123.0000	\$9,015	\$1,108,845	
Online Learning	4.2500	\$7,280	\$30,940	
Home Schooling	33	\$250	\$8,250	
Course Challenges	0	\$282	\$0	
Total Enrolment-Based Funding (September)	4,167.3750			\$37,569,762
	Total Enrol. Change	Funding Level	Funding	Total Supplement
1% to 4% Enrolment Decline	10.1875	\$4,508	\$0	
4%+ Enrolment Decline		\$6,761	\$0	
Significant Cumulative Decline (7%+)	5.7500	\$4,508	\$0	
Supplement for Enrolment Decline				\$0
	Enrolment	Funding Level	Funding	Total Supplement
Level 1 Inclusive Education	6	\$51,300	\$307,800	
Level 2 Inclusive Education	270	\$24,340	\$6,571,800	
Level 3 Inclusive Education	8	\$12,300	\$98,400	
English Language Learning	440	\$1,815	\$798,600	
Indigenous Education	2,017	\$1,790	\$3,610,430	
Adult Education	0.3750	\$5,755	\$2,158	
Equity of Opportunity Supplement			\$434,824	
Supplement for Unique Student Needs				\$11,824,012
		Funding		Total Supplement
Variance from Provincial Average	\$74			
Estimated Number of Educators	231.542		\$17,134	
	Enrolment	Funding Level	Funding	Total Supplement
FTE Distribution	4,167.7500	\$180.33	\$751,570	
Supplement for Salary Differential				\$768,704
Supplement for Unique Geographic Factors				\$9,730,314
Funding Protection				\$0
Curriculum and Learning Support Fund				\$37,415
September 2025 Enrolment Count, Total				\$59,930,207

*Note: Highlighted sections are estimated and will be updated following the May enrolment count

July 2025 Enrolment Count				
	Enrolment	Funding Level	Funding	Total Supplement
Summer Learning Grade 1-7	0	\$260	\$0	
Summer Learning Grade 8-9	0	\$260	\$0	
Summer Learning Grade 10-12	0	\$510	\$0	
Supplemental Summer Learning Funding			\$0	
Cross-Enrolment, Grade 8 and 9	0	\$510	\$0	
Summer Learning, Total				\$0
February 2026 Enrolment Count				
	Enrolment	Funding Level	Funding	Total Supplement
School-Age FTE - Continuing Education	0.0000	\$9,015	\$0	
Adult FTE - Continuing Education	0.0000	\$5,755	\$0	
K-Gr 9 School-Age FTE - Online Learning	0.0000	\$3,640	\$0	
Gr 10-12 School-Age FTE - Online Learning	48.5000	\$7,280	\$353,080	
Adult FTE - Online Learning	0.3750	\$5,755	\$2,158	
Level 1 Inclusive Education Enrolment Growth	0	\$25,650	\$0	
Level 2 Inclusive Education Enrolment Growth	5	\$12,170	\$60,850	
Level 3 Inclusive Education Enrolment Growth	1	\$6,150	\$6,150	
Newcomer Refugees	0.0000	\$4,508	\$0	
ELL Supplement - Newcomer Refugees	0	\$908	\$0	
Youth Train in Trades	0.75	\$9,015	\$6,761	
Health Careers Dual Credit	0	\$9,015	\$0	
February 2026 Enrolment Count, Total				\$428,999
May 2026 Enrolment Count*				
	Enrolment	Funding Level	Funding	Total Supplement
School-Age FTE - Continuing Education	0.0000	\$9,015	\$0	
Adult FTE - Continuing Education	0.0000	\$5,755	\$0	
K-Gr 9 School-Age FTE - Online Learning	0.0000	\$2,427	\$0	
Gr 10-12 School-Age FTE - Online Learning	0.0000	\$7,280	\$0	
Adult FTE - Online Learning	0.0000	\$5,755	\$0	
May 2026 Enrolment Count, Total				\$0
Indigenous Education Councils				\$192,950
2025/26 Full-Year Estimated Total				\$60,552,156
Estimated 2025/26 Operating Grant from Indigenous Services Canada				\$6,469,853
Estimated 2025/26 Operating Grant from Ministry of Education and Child Care				\$54,082,303



MEETING AGENDA ITEM #11.1.4

Action:	X	Information:	
Meeting:	Regular	Meeting Date:	May 27, 2026
Topic:	New Policy 1120 – Response to Unexpected Health Emergencies (Final Reading)		

Background/Discussion:

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

The purpose of this policy is to establish Board direction respecting the District's response to unexpected health emergencies and to ensure compliance with current provincial legislation and Ministerial Orders, including requirements related to the accessibility of Automated External Defibrillators (AEDs) and naloxone kits in schools.

The policy has now been brought forward for final reading and adoption.

Recommended Action:

THAT Policy 1120 – Response to Unexpected Health Emergencies be adopted.

Presented by: Superintendent of Schools

Policy: Response to Unexpected Health Emergencies

Policy Section: 1000
Policy No. 1120
Adopted: Date
Revised: Date



Policy Intent

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

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

Policy

Establishment of District-Wide Emergency Response Framework

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

Availability of Life-Saving Tools

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

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

Accessibility, Maintenance, and Readiness

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

Superintendent Responsibilities

The Superintendent is delegated responsibility for:

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

Equitable and Safe Access

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

Definitions

Unexpected Health Emergency

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

Automated External Defibrillator (AED)

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

Naloxone

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

Designated First Aid Attendant / Responder

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

References:

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

MEETING AGENDA ITEM #11.1.5

Action:	X	Information:	
Meeting:	Regular	Meeting Date:	May 27, 2026
Topic:	Expenditure of Indigenous Education Targeted Funding (Policy 3040)		

Background/Discussion:

The Indigenous Education Council (IEC) has approved the purchase of a passenger bus to support Indigenous Education programming and student transportation initiatives in the Hazelton area utilizing Indigenous Education targeted funding (1.31 funding).

The proposed purchase exceeds the expenditure threshold established under Board Policy 3040 and therefore requires Board approval.

Due to limited purchasing availability and vehicle supply constraints, Administration is recommending proceeding without a public bid process in accordance with the provisions of Policy 3040.

The estimated purchase price is \$305,320.96.

Recommended Action:

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.

Presented by: Secretary Treasurer



MEETING AGENDA ITEM #11.2.1

Action:		Information:	X
Meeting:	Regular	Meeting Date:	May 27, 2026
Topic:	Minutes of the Education Committee Meeting, May 13, 2026		

Background/Discussion:

Minutes as attached.

Recommended Action:

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

Presented by: Trustee Karen Jonkman



EDUCATION COMMITTEE MEETING

Wednesday, May 13, 2026 – 4:00 p.m. to 5:30 p.m.

Microsoft Teams Virtual Meeting

Committee Members:

- Trustee Karen Jonkman (Chairperson)
- Trustee Julia Sundell
- Trustee Wayne Jones
- 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)
- Michele Sutherland, Teacher, Mount Elizabeth Middle Secondary School (CMTF representative)

Guests:

- Cecilia Hay & Ethan Elnar, Students, Hazelton Secondary School
- Ryan McCann, Vice-Principal, Hazelton Secondary School
- Jaelynn Gilbertson & Lyla Kilcullen, Students, Parkside Secondary School
- Zachary Frankel, Principal, Parkside Secondary School
- Abisola Adedoyin, Shaimaa Osman, Olarinre Yussuf, and William Fisher, Students, Mount Elizabeth Middle Secondary School
- Marvin Davis, Abigail Thibeau, Leslie Fisher, and Jaiden Zloklkovits, Students, Skeena Middle School
- Joel Ewald, Vice-Principal, Skeena Middle School

Regrets:

- Annette McAlpine, Principal, Uplands Elementary School (CMAA representative)
- Cynthia Bohn, Councillor, Kitsumkalum Band (First Nation representative)

Recording Secretary:

- Lindsay Harder, Executive Assistant

MEETING MINUTES

Items	Action
The virtual meeting was called to order at 4:05 p.m. chaired by Trustee Karen Jonkman, Committee Chairperson.	
1. Acknowledgement of the Territories, Introductions & Welcome	<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, school administrators, and student representatives participating in the meeting. Appreciation was expressed to the students for taking time to share their experiences, perspectives, and ideas through the Student Voice panel discussion.</p> <p>Committee members, district staff, school administrators, and student representatives introduced themselves.</p>

<p>1. Acknowledgement of the Territories, Introductions & Welcome (continuation)</p>	<p>Trustee Jonkman acknowledged the following observances, events, and recognitions:</p> <p>National Teacher Appreciation Week and National Teacher Appreciation Day, celebrated May 3–9, 2026, and National Teacher Day on May 5, 2026, recognizing and expressing sincere appreciation for all teachers and staff throughout the district for their ongoing dedication, care, and commitment to students and learning communities.</p> <p>Red Dress Day, observed on May 5, was also recognized as a day honouring and raising awareness for Missing and Murdered Indigenous Women, Girls, and Two-Spirit People, while acknowledging the importance of continued reflection, learning, reconciliation, and advocacy alongside Indigenous communities and families.</p> <p>Moose Hide Campaign Day and its important message of standing together to end violence against women and children while promoting respect, healing, and reconciliation.</p> <p>Earth Day, observed on April 22, was recognized, including the many school and classroom activities supporting environmental stewardship, outdoor learning, sustainability, and care for the land and communities.</p> <p>Canadian Mental Health Week, observed May 4–10, 2026, was also acknowledged, recognizing the importance of supporting the mental health and well-being of students, staff, and families while continuing to foster safe, caring, and inclusive school communities.</p> <p>Trustee Jonkman also recognized the many spring learning opportunities, including the <i>Pacific Northwest Music Festival</i>, athletics, cultural activities, outdoor education experiences, and community events taking place across the district, and expressed appreciation to staff, volunteers, families, Indigenous communities, and community organizations that continue to support and enrich student experiences across the district.</p>
<p>2. Previous Meeting Minutes, April 15, 2026</p>	<p>The meeting minutes of the previous Education Committee Meeting held April 15, 2026, were received.</p> <p>Information only; no action required.</p>
<p>3. Updates</p>	<p>Superintendent MacMillan shared several district updates and highlights from recent school and community events across the district. Highlights included attendance at the Red Dress Day acknowledgement ceremony in Kitwanga alongside District Principal Tina McDonald.</p> <p>Superintendent MacMillan also shared appreciation for the recent Mount Elizabeth Middle Secondary School theatre production, including <i>Peter Pan</i> and <i>The Play That Goes Wrong</i>.</p> <p>Upcoming “Maker Days” were highlighted, including the Terrace Maker Day scheduled for May 21 and the Kitimat Maker Day scheduled for June 4. It was noted that these events provide Grade 7 students with opportunities to explore careers, trades discovery, and future pathway planning.</p> <p>Superintendent MacMillan further encouraged committee members to review the Superintendent’s Report and Indigenous Education Report, noting the importance of celebrating and sharing positive stories and student learning experiences taking place throughout the district.</p>

<p>4. Student Voice Overview</p>	<p>Director Barron provided an overview of the district’s ongoing Student Voice initiative, noting this is the fifth year of the work across Coast Mountains School District middle and secondary schools. Seven schools participated in the Student Voice process during the 2025/26 school year. Director Barron shared that the initiative is intended to provide students with meaningful opportunities to share their experiences, perspectives, ideas, and feedback regarding school culture, learning environments, student well-being, and overall school experience.</p> <p>It was noted that each Student Voice session began in a circle format intended to create welcoming and inclusive spaces for students to participate in discussions and activities. Students responded to 21 guiding questions through anonymous feedback opportunities and larger group discussions. Director Barron shared that the anonymous format encouraged students to participate openly and honestly while helping create judgement-free environments where students felt comfortable sharing perspectives and experiences.</p> <p>Director Barron further noted that Student Voice supports increased student engagement, collaboration between students and staff, student leadership, belonging, mental health, and positive school culture. Preliminary themes emerging from the district-wide feedback included student appreciation for supportive staff relationships, extracurricular opportunities, arts, athletics, leadership activities, and school food programs. Additional themes included mental health and wellness, inclusion and belonging, school safety, racism and discrimination, student voice opportunities, artificial intelligence (AI), social media, and the importance of trusted adults within schools.</p> <p>Director Barron advised that further analysis of the district-wide Student Voice data is ongoing and will continue to be reviewed with school leadership teams and staff. It was also noted that a district Student Summit involving students and school leaders from across the district is planned for May 20, 2026 to further review Student Voice feedback, discuss emerging themes, and support ongoing student engagement and leadership opportunities.</p>
<p>5. Student Voice Panel Discussion</p>	<p>Student representatives participated in a Student Voice panel discussion facilitated by Director Barron. Students responded thoughtfully to several guiding questions regarding their school experiences, student well-being, belonging, inclusion, relationships, school culture, and opportunities for student voice and engagement within schools.</p> <p>Students described the Student Voice process as meaningful, empowering, insightful, positive, liberating, and valuable. Students expressed appreciation for opportunities to share opinions, experiences, and perspectives in environments where they felt heard, respected, and supported. Students highlighted the importance of anonymous feedback opportunities, trusted adults, supportive peers, and welcoming environments in helping students feel comfortable participating honestly and openly. Several students shared that opportunities such as Student Voice reinforce that student opinions matter and can positively contribute to school culture, school improvement, and student belonging.</p> <p>Throughout the discussion, students emphasized the importance of students having meaningful input regarding decisions that impact their school experiences, noting that students are directly affected by school culture, learning environments, schedules, supports, policies, and overall school climate. Students shared that opportunities for student voice help students feel valued, included, and connected within their school communities. Students also expressed interest in additional ongoing opportunities for students to provide feedback throughout</p>

**5. Student Voice Panel Discussion
(continuation)**

the school year through surveys, student groups, informal feedback opportunities, and ongoing dialogue with staff and school leadership teams. Students further emphasized the importance of transparency and communication, including understanding how student feedback is reviewed, considered, and acted upon within schools and across the district.

Mental health, emotional well-being, and student supports emerged as significant themes throughout the discussion. Students emphasized the importance of accessible counselling supports, trusted adults within schools, safe spaces, and compassionate responses from adults when students are experiencing challenges. Students discussed the importance of adults recognizing that students may experience strong emotions, anxiety, stress, trauma, or external challenges that impact behaviour, communication, relationships, and learning. Several students emphasized that students are still learning emotional regulation skills and highlighted the importance of patience, understanding, and supportive responses from adults when students are struggling. Students also discussed the importance of trauma-informed approaches and acknowledged the impacts of intergenerational trauma on communication, emotional responses, and student experiences within schools.

Students repeatedly highlighted the importance of positive relationships with staff, trusted adults, peers, and supportive school communities. Several students expressed appreciation for staff members who proactively check in with students, create welcoming environments, and foster safe and supportive school cultures. Students described several schools as welcoming, family-like environments where students feel comfortable, supported, and connected. Food programs, extracurricular activities, athletics, arts programs, leadership opportunities, clubs, and cultural activities were also identified as important contributors to student well-being, engagement, belonging, and positive school experiences.

Students also discussed the importance of safe, respectful, and inclusive school environments where all students feel welcomed and supported. Themes discussed included racism, discrimination, misogyny, LGBTQ2S+ inclusion, respectful interactions between students, and the importance of adults responding appropriately to concerns brought forward by students. Students noted the importance of school staff being aware of situations occurring within schools that may not always be directly observed by adults. Concerns regarding safety and comfort in school washrooms were also discussed, with students emphasizing the importance of maintaining safe, respectful, and welcoming spaces for all students.

Additional discussion topics included the growing impact of artificial intelligence (AI) and social media on student learning and experiences. Students shared perspectives regarding both the benefits and challenges associated with technology use, including AI as a support tool for homework and studying, concerns regarding changing learning habits and authenticity, and the broader impacts of social media on youth experiences, communication, and relationships.

Committee members, district staff, and school administrators expressed sincere appreciation to the students for their honesty, courage, vulnerability, insight, and thoughtful participation throughout the discussion. It was noted that the perspectives shared by students provided meaningful insight into student experiences across the district and will help inform ongoing district and school-based work supporting student well-being, engagement, inclusion, belonging, and positive school culture.

6. Next Meeting & Adjournment

Chairperson Jonkman expressed sincere appreciation to the student representatives for their thoughtful participation, honesty, and willingness to share their experiences and perspectives. Appreciation was also extended to committee members, district staff, school administrators, and guests for their participation and support of the Student Voice initiative.

The next Education Committee meeting will be held virtually on Wednesday, June 10, 2026, from 4:00 p.m. to 5:30 p.m. via Microsoft Teams.

The meeting was adjourned at 5:30 p.m.

DRAFT

MEETING AGENDA ITEM #12.1

Action:	X	Information:	
Meeting:	Regular	Meeting Date:	May 27, 2026
Topic:	Request to Establish Parent Advisory Council – Kitwanga Elementary		

Background/Discussion:

The Board of Education has received correspondence dated May 22, 2026, from parents/guardians of students attending Kitwanga Elementary School requesting permission to establish a Parent Advisory Council (PAC) for the school.

In accordance with the School Act and Board Policy 5050: Parent Advisory Councils, a PAC may be established at a school where parents/guardians wish to organize in support of students, schools, and educational programs. The correspondence received outlines the intent to establish a PAC to support parent involvement, communication between home and school, and student success within the school community.

The correspondence further notes that interested parents and guardians intend to hold an inaugural meeting, develop a constitution and bylaws, elect executive members, and operate in accordance with the School Act and applicable Board policies and procedures. As there is currently no active Parent Advisory Council established at Kitwanga Elementary School, Board approval is being sought to formally establish the PAC.

Recommended Action:

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

Presented by: Superintendent MacMillan

May. 22, 2026

Board of Education
School District No. 82 Coast Mountains
3211 Kenney Street
Terrace, BC V8G 3E9

Re: Request to Establish a Parent Advisory Council (PAC) at Kitwanga Elementary School

Dear Members of the Board of Education,

We, the undersigned parents and guardians of students attending Kitwanga Elementary School, respectfully request approval from the Board of Education to establish a Parent Advisory Council (PAC) for our school in accordance with the British Columbia School Act.

A Parent Advisory Council serves as the official voice of parents and guardians within a school community. The purpose of a PAC is to promote the education and welfare of students, encourage parent involvement, support communication between home and school, and contribute positively to the school community.

Kitwanga Elementary School is a unique and important part of our community, and we believe the establishment of a PAC will strengthen relationships among families, staff, and community members while supporting student success and well-being. A PAC would provide opportunities for parents and caregivers to collaborate, share ideas, support school initiatives, and advocate for the needs of students.

We understand that under the School Act, where no PAC currently exists, parents may apply to the Board of Education for permission to establish one. We are therefore formally requesting approval to establish the Kitwanga Elementary School Parent Advisory Council.

Upon approval, interested parents and guardians will work collaboratively to:

- Hold an inaugural meeting;
- Develop and adopt a constitution and bylaws;
- Elect executive members;
- Operate in accordance with the BC School Act and PAC guidelines.

We appreciate the Board's consideration of this request and look forward to working together to build a strong and supportive school community for the students and families of Kitwanga Elementary School.

Sincerely,

Parent/Guardian Name Nicole Jones
Parent/Guardian Signature Nicole Jones

Parent/Guardian Name Kaylea MacIntyre
Parent/Guardian Signature Kaylea MacIntyre

Parent/Guardian Name Jenna-Dee Gerard
Parent/Guardian Signature Jenna-Dee Gerard

Parent/Guardian Name Alicia Gerard
Parent/Guardian Signature Alicia Gerard.



MEETING AGENDA ITEM #13.1

Action:		Information:	X
Meeting:	Regular	Meeting Date:	May 27, 2026
Topic:	Board Chair Report – May 2026		

Background/Discussion:

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

Recommended Action:

Information only; no action required.

Presented by: Board Chair



BOARD CHAIR REPORT

MAY 2026 REGULAR BOARD OF EDUCATION MEETING

As we near the end of the school year, it continues to be a very busy time across the district. As Trustees, we are also nearing the end of our terms and discussions are beginning regarding the upcoming fall elections.

This past month, I was able to have a call with the Honourable Bowinn Ma, Minister of Infrastructure for the Province of British Columbia. We had recently received our capital funding letter for this year and discussed our disappointment that funding for the replacement of Mount Elizabeth Middle Secondary School was not included in the 2026 Budget. Minister Ma acknowledged the critical nature of our long-standing request for this capital funding and shared that the Ministry of Education and Child Care considers this a top priority. We also shared the importance of continuing to work together toward the replacement of the school.

During our conversation, I also highlighted that Kitimat and several of our other schools continue to face aging infrastructure challenges. I noted that Kitimat also has other important infrastructure priorities within the community, including the Kitimat Community Development Centre, work related to a Dementia Centre, and other potential municipal needs. I encouraged the exploration of partnerships and collaborations that may help support these important projects and community infrastructure needs.

I was also able to attend Student Voice Day on May 20th. As the students' input is compiled and shared with the Board, Trustees will hear thoughtful and insightful perspectives from students regarding how our education system supports public education. Students shared a wide range of comments related to providing safe, inclusive, and successful educational experiences. Some of the themes discussed included food security, addressing discrimination, racism, and microaggressions, the importance of access to clubs, sports, and arts opportunities, having qualified educators, and the value of natural light within schools. I look forward to reviewing the final report and considering how the Board can continue to support what students are identifying as important to their educational experiences.

I was also able to attend Maker Day on May 21st. The event provided students with successful hands-on experiences exploring many possible career pathways. On behalf of the District, I would like to express appreciation for the strong community support that helped make these experiences possible for students. More than 20 community businesses and service providers generously shared their time, expertise, and resources in support of student learning opportunities.

Respectfully submitted,

Trustee Margaret Warcup
Board Chair

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