



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

**BOARD OF EDUCATION
REGULAR BOARD MEETING**

BOARD OF EDUCATION OFFICE - TERRACE

**WEDNESDAY, JANUARY 28, 2026
5:00 P.M.**

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

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



COAST MOUNTAINS BOARD OF EDUCATION SCHOOL DISTRICT 82

REGULAR MEETING OF THE BOARD OF EDUCATION

WEDNESDAY, JANUARY 28, 2026 – 5:00 P.M. – HYBRID MEETING
IN PERSON AT BOARD OF EDUCATION OFFICE OR VIRTUAL VIA ZOOM

A G E N D A

<u>Presentation:</u> Compassionate Systems Leadership – Joanne Schroder			
1. ACKNOWLEDGEMENT OF THE TERRITORY & CALL TO ORDER			
2. DECLARATION OF QUORUM			
3. APPROVAL OF AGENDA	Motion		
4. APPROVAL OF MINUTES OF PRIOR MEETING			
4.1 Regular Meeting of the Board, November 25, 2025	Motion	Attachment	Pages 2-10
4.2 Special Regular Meeting of the Board, December 16, 2025	Motion	Attachment	Pages 11-15
5. RECEIPT OF RECORDS OF IN CAMERA MEETING			
5.1 Summary of In Camera Meeting, November 25, 2025	Motion	Attachment	Pages 16-17
5.2 Summary of Special In-Camera Meeting, December 16, 2025	Motion	Attachment	Pages 18-19
6. BUSINESS ARISING FROM THE MINUTES			
- There is no business arising from the minutes to report.			
7. CORRESPONDENCE			
7.1 City of Terrace Council Liaison Appointment 2026	Information	Attachment	Pages 20-21
8. SUPERINTENDENT OF SCHOOLS' MONTHLY REPORT	Information	Attachment	Pages 22-37
9. INDIGENOUS EDUCATION REPORT	Information	Attachment	Pages 38-50
10. INDIGENOUS EDUCATION COUNCIL (IEC) - Updates	Information	Verbal	
11. STANDING COMMITTEE REPORTS			
11.1 <u>Business Committee Report</u> (Trustee Ed Harrison)			
11.1.1 Business Committee Meeting Minutes, January 14, 2026	Information	Attachment	Pages 51-53
11.2 <u>Education Committee Report</u> (Trustee Karen Jonkman)			
11.2.1 Education Committee Meeting Minutes, January 14, 2026	Information	Attachment	Pages 54-58
12. NEW BUSINESS			
- There is no business arising from the minutes to report.			
13. TRUSTEE REPORTS			
12.1 Board Chair Report – January 2026			
12.2 Trustee Reports	Information	Attachment	Pages 59-60
14. QUESTION PERIOD			
15. ADJOURNMENT			



MEETING AGENDA ITEM #4.1

Action:	X	Information:	
Meeting:	Regular	Meeting Date:	January 28, 2026
Topic:	Minutes of the Regular Meeting of the Board, November 25, 2025		

Background/Discussion:

Minutes as attached.

Recommended Action:

THAT the minutes of the Regular Meeting of the Board held November 25, 2025, be approved.

Presented by: Secretary Treasurer

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

TUESDAY, NOVEMBER 25, 2025 – 5:00 P.M.
BOARD OF EDUCATION OFFICE - TERRACE
HYBRID MEETING (IN PERSON OR VIRTUAL)

PRESENT WERE:

	Chair	- M. Warcup
	(virtual)	- E. Harrison
	Vice Chair	- K. Jonkman
	(virtual)	- J. Sundell
		- A. Maitland
Superintendent of Schools		- T. MacMillan
Secretary Treasurer	(virtual)	- G. Fuller
Recording Secretary		- L. Harder

DISTRICT STAFF PRESENT:

Director of Instruction, Inclusive Education	- J. Nieckarz
Director of Instruction, Learning Services	- P. Barron
Director of Instruction, Human Resources	- K. Bath
Director of Facility Services	- R. Schibli
District Principal, Curriculum Support	- T. McDonald

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

Presentation: International Student Program (ISP)

Joe Dominguez, International Student Program Administrator, provided an overview of the International Student Program. He reviewed the mission and vision of the program, highlighting its alignment with provincial international education goals and its role in supporting diversity, intercultural understanding, and enriched learning experiences for both international and local students.

Administrator Dominguez outlined the program's significant growth, noting that enrollment has increased from 14 students in its first year to 49 students in 2025/26, with continued growth projected for next year. He also spoke to the positive economic and community impact of the ISP, along with expanding international partnerships and ongoing interest from new countries and agencies.

Administrator Dominguez shared examples of strong cultural exchange and long-term relationships formed between students, families, and the community. He highlighted recent learning opportunities and activities, as well as ongoing exploration of scholarship options to support both international students and local students involved in global citizenship initiatives.

An international student from Germany attended and shared her positive experiences at Caledonia Secondary School, noting supportive teachers, opportunities in athletics, cultural learning, and a welcoming homestay experience.

Trustees thanked Joe and the student for the presentation and expressed appreciation for the continued growth and impact of the International Student Program.

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 shared that through the month of November, schools are well into the flow of the year. Classrooms are engaged in meaningful learning, and schools continue to deepen connections with local families, Nations, and community organizations that enrich the experiences offered to learners. She noted that this time of year also brings important opportunities to celebrate student progress through report cards, parent/caregiver-teacher conferences, and school open houses. With the change of season and winter approaching, the Board remains focused on collaboration, student well-being, and creating engaging learning environments.

Board Chair Warcup extended the Board's appreciation to all staff, students, and families for their continued commitment to creating welcoming, inclusive, and supportive learning environments across Coast Mountains School District. As the holiday season approaches, she offered warm wishes to everyone—whether they celebrate Christmas, enjoy winter festivities, or simply take time to rest and reconnect. With the next Regular Board Meeting scheduled for January 28, 2026, the Chair expressed hope that the coming weeks would bring peace, joy, and a healthy start to the New Year.

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

Indigenous Veterans Day, recognized annually across Canada on November 8, honours the service, sacrifice, and contributions of Indigenous Veterans, while also acknowledging the historical inequities many faced during and after their service. Established in 1994, this day provides an important opportunity for reflection, learning, and recognition. Across Coast Mountains School District, staff and learners demonstrated their continued commitment to honouring Indigenous Veterans through classroom learning, school-based activities, and district-wide acknowledgement.

Remembrance Day, observed on November 11th, honoured all who served and sacrificed in military service. The date marks the armistice of the First World War, which took effect at the 11th hour of the 11th day of the 11th month in 1918. Schools and district offices across Coast Mountains School District recognized this important day through ceremonies and assemblies, emphasizing the significance of remembrance, gratitude, and educating students about peace.

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 5:00 p.m.

2. DECLARATION OF QUORUM

A quorum was declared.

3. APPROVAL OF AGENDA

Motion #8894

THAT the agenda be adopted as circulated.

Carried
All in Favour

4. APPROVAL OF MINUTES OF PRIOR MEETING

4.1 Regular Meeting of the Board, October 29, 2025

Motion #8895

THAT the minutes of the Regular Meeting of the Board held October 29, 2025 be approved.

Carried
All in Favour

5. RECEIPT OF RECORDS OF IN CAMERA MEETING

5.1 Summary of In Camera Meeting, October 29, 2025

Motion #8896

THAT the Summary of the In Camera Meeting of the Board held October 29, 2025 be approved.

Carried
All in Favour

6. BUSINESS ARISING FROM THE MINUTES

There was no business arising from the minutes to report

7. CORRESPONDENCE

7.1 Kitimat Chamber of Commerce and KEDA – Request for District Update (MEMSS) and Response from CMSD

7.2 Minister of Education & Child Care Response to CMSD: Fine Arts Addendum Submission

THAT the Board receive for information the letter received on October 31, 2025, from Kitimat Chamber of Commerce and Kitimat Economic Development Association (KEDA) addressed to the Board of Trustees and response letter dated November 7, 2025, from Board Chair, Margaret Warcup regarding Mount Elizabeth Middle Secondary School (MEMSS). The Board receive for information the letter dated November 20, 2025, from to the Minister of Education and Child Care, the Honourable Lisa Beare, in response to the Board's letter regarding the importance of Fine Arts programming across the District

Received
(No motion required)

8. SUPERINTENDENT OF SCHOOLS' MONTHLY REPORT – NOVEMBER 2025

THAT the Superintendent of Schools' Monthly Report to the Regular Board Meeting of November 25, 2025, be received as presented.

Received
(No motion required)

9. INDIGENOUS EDUCATION REPORT – November 2025

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

Received
(No motion required)

10. STANDING COMMITTEE REPORTS

10.1 Business Committee Report (Trustee Ed Harrison)

10.1.1 Business Committee Meeting Minutes, November 12, 2025

THAT the minutes of the Business Committee Meeting held on November 12, 2025 be received for information.

Received
(No motion required)

10.1.2 Monthly Financial Statements & Quarterly Summary

THAT the Monthly Financial Statements & Quarterly Summary received for information.

Received
(No motion required)

10.2 Education Committee Report (Trustee Karen Jonkman)

10.2.1 Education Committee Meeting Minutes, November 19, 2025

THAT the minutes of the Education Committee Meeting held November 19, 2025 be received for information.

Received
(No motion required)

10.2.2 School Growth Plans 2025/26

The Board expressed appreciation for the revised School Growth Plan template and its clear alignment with the District's Strategic Plan. A suggestion was raised for schools to consider including goals related to staff wellness within the "Well-Being, Safe and Welcoming Spaces" section in future iterations, given the

Strategic Plan's emphasis on supporting the health and safety of all employees. Superintendent MacMillan acknowledged the feedback and confirmed it will be noted moving forward.

Motion #8897

THAT the Board approves the School Growth Plans for 2025/26 as presented.

Carried
All in Favour

11. NEW BUSINESS

There is no new business to report.

12. TRUSTEE REPORTS

12.1 Board Chair Report – November 2025

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

Received
(No motion required)

12.2 BCPSEA Delegate Report

Trustee Jonkman provided an update on the BCPSEA Annual Symposium, held virtually on November 6–7, 2025. She noted that the event moved to an online format this year as a cost-saving measure and reported strong attendance.

Key sessions included:

- Psychological Health and Safety in Education, with a focus on organizational wellness as a growing area of concern across school districts.
- A workshop on Harassment and Investigations, which provided valuable insights into best practices and emerging considerations for districts.

THAT the Board receive the BCPSEA Delegate Report for information.

Received
(No motion required)

12.4 Trustee Reports

Trustees shared updates on recent district and community engagements. Reports included participation in a Branch Meeting focused on teacher recruitment and retention, attendance at the Ombudsperson's Public Interest Disclosure Day, involvement with community planning activities, and participation at the Mount

Elizabeth Middle Secondary School Open House and recent Community Forum. Trustees noted strong community turnout, constructive dialogue, and appreciation for the respectful engagement demonstrated at both events.

Received
(No motion required)

13. QUESTION PERIOD

There were no questions received.

BOARD ELECTIONS:

14.1 Board Elections Introduction/Instructions *(Chaired by Secretary Treasurer Fuller)*

14.1.1 Appointment of Scrutineer(s)

Secretary Treasurer appointed Director Nieckarz as Scrutineer for the Board Elections.

14.1.2 Nomination and Elections

14.1.2.1 Chair

Secretary Treasurer Fuller called for nominations for the position of Chair. Trustee Harrison nominated Trustee Warcup and was accepted by Trustee Warcup. Secretary Treasurer Fuller called for nominations a second, third and final time. Secretary Treasurer Fuller declared Trustee Warcup acclaimed as Board Chair and extended her congratulations.

14.1.2.2 Vice Chair

Secretary Treasurer Fuller called for nominations for the position of Vice Chair. Trustee Warcup nominated Trustee Jonkman and was accepted by Trustee Jonkman. Secretary Treasurer Fuller called for nominations a second, third and final time. Secretary Treasurer Fuller declared Trustee Jonkman acclaimed as Vice Chair with congratulations.

14.1.2.3 BCPSEA Delegate

Secretary Treasurer Fuller called for nominations for the position of BCPSEA Delegate. Trustee Warcup nominated Trustee Jonkman and was accepted by Trustee Jonkman. Secretary Treasurer Fuller called for nominations a second time, third and final time. Hearing none, she declared Trustee Jonkman acclaimed as BCPSEA Delegate with congratulations.

14.1.2.4 BCPSEA Alternate

Secretary Treasurer Fuller called for nominations for the position of BCPSEA Alternate. Trustee Jonkman nominated Trustee Maitland and was accepted by Trustee Maitland. Secretary Treasurer Fuller called for nominations a second time, third and final time. Hearing none, she declared Trustee Maitland acclaimed as BCPSEA Alternate with congratulations.

14.1.2.5 BCSTA Provincial Councillor

Secretary Treasurer Fuller called for nominations for the position of BCSTA Provincial Councillor Delegate. Trustee Jonkman nominated Trustee Sundell. Trustee Sundell declined the nomination. Secretary Treasurer Fuller called for nominations a second time. Trustee Warcup nominated Trustee Harrison. Trustee Harrison accepted the nomination. Secretary Treasurer Fuller called for nominations a third and final time. Hearing none, she declared Trustee Harrison acclaimed as BCSTA Provincial Councillor Delegate with congratulations.

14.2.2.6 BCSTA Alternate

Secretary Treasurer Fuller called for nominations for the position of BCSTA Alternate. Trustee Warcup nominated Trustee Sundell and Trustee Sundell declined. Trustee Warcup nominated Trustee Maitland and was accepted by Trustee Maitland. Secretary Treasurer Fuller called for nominations a second time, third and final time. Hearing none, she declared Trustee Maitland acclaimed as BCSTA Alternate with congratulations.

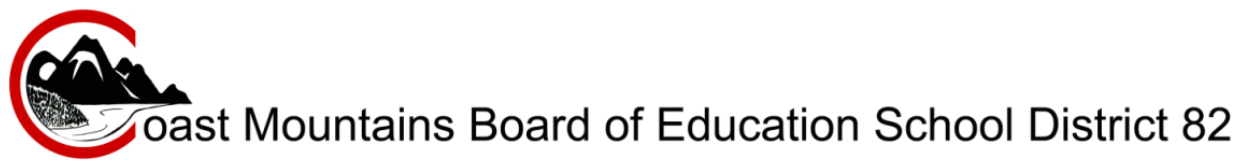
14.2.2.7 Motion to Destroy Ballots

Not required

15. ADJOURNMENT

The next hybrid Regular Board of Education Meeting will be held on Wednesday, January 28, 2026 at 5:00 p.m. at the School Board Office located in Terrace.

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



MEETING AGENDA ITEM #4.2

Action: X

Information:

Meeting: Regular

Meeting Date: January 28, 2026

Topic: **Minutes of the Special Regular Meeting of the Board, December 16, 2025**

Background/Discussion:

Minutes as attached.

Recommended Action:

THAT the minutes of the Special Regular Meeting of the Board held December 16, 2025, be approved.

Presented by: Secretary Treasurer

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

**TUESDAY, DECEMBER 16, 2025 – 4:00 P.M.
BOARD OF EDUCATION OFFICE - TERRACE
VIRTUAL MEETING (MICROSOFT TEAMS)**

PRESENT WERE:

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

Superintendent of Schools
Secretary Treasurer
Recording Secretary

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

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

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

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

1. CALL TO ORDER

Board Chair Warcup called the meeting to order at 4:11 p.m.

2. DECLARATION OF QUORUM

A quorum was declared.

3. APPROVAL OF AGENDA

Motion #8898

THAT the agenda be adopted as circulated.

Carried
All in Favour

3.1 2024-2025 Statement of Financial Information (SOFI) Report

Motion #8899

THAT the Board approves the Statement of Financial Information Report for the fiscal year ended June 30, 2025.

Carried
All in Favour

3.2 Amended Ministry Response to Annual Five-Year Capital Plan Submission & Capital Bylaw for 2025/26

CAPITAL BYLAW NO. 2025/26-CPSD82-02 - CAPITAL PLAN 2025/26

WHEREAS in accordance with section 142 of the *School Act*, the Board of Education of School District No. 82 (Coast Mountains) (hereinafter called the "Board") has submitted a capital plan to the Minister of Education and Child Care (hereinafter called the "Minister") and the Minister has approved the capital plan or has approved a capital plan with modifications,

NOW THEREFORE in accordance with section 143 of the *School Act*, the Board has prepared this Capital Bylaw and agrees to do the following:

- (a) Authorize the Secretary-Treasurer to execute a capital project funding agreement(s) related to the capital project(s) contemplated by the capital plan or the capital plan with modifications;
- (b) Upon ministerial approval to proceed, commence the capital project(s) and proceed diligently and use its best efforts to complete each capital project substantially as directed by the Minister;
- (c) Observe and comply with any order, regulation, or policy of the Minister as may be applicable to the Board or the capital project(s); and,
- (d) Maintain proper books of account, and other information and documents with respect to the affairs of the capital project(s), as may be prescribed by the Minister.

NOW THEREFORE the Board enacts as follows:

1. The Capital Bylaw of the Board for the 2025/26 Capital Plan as approved by the Minister, to include the supported capital project(s) specified in the amended letter addressed to the Secretary-Treasurer and Superintendent, dated December 9, 2025, is hereby adopted.
2. This Capital Bylaw may be cited as School District No. 82 (Coast Mountains) Capital Bylaw No. 2025/26-CPSD82-02.

Motion #8900

THAT the Capital Bylaw No. 2025/26-CPSD82-02 (Capital Plan 2025/26) be read a first time the 16th day of December 2025.

Carried
All in Favour

Motion #8901

THAT the Capital Bylaw No. 2025/26-CPSD82-02 (Capital Plan 2025/26) be read a second time the 16th day of December 2025.

Carried
All in Favour

Unanimous consent was received and confirmed by Board Chair Warcup prior to proceeding to third reading of the Capital Bylaw No. 2025/26-CPSD82-02 Capital Plan 2025/26.

Motion #8902

THAT the Capital Bylaw No. 2025/26-CPSD82-02 (Capital Plan 2025/26) be read a third time, passed and adopted the 16th day of December 2025.

Carried
All in Favour

3.2 Request for Support of BCSTA Motions – Educational Curriculum, Early Years, and Fine Arts

Motion #8903

THAT the Board supports the submission of proposed BCSTA motions under the subject areas of Educational Curriculum, Early Years, and Fine Arts for consideration at the BCSTA AGM Provincial Council and further authorizes the Board Chair and Superintendent to finalize and submit the motions on behalf of the Board.

Carried
In Favour: Majority
Opposed: 1 – Trustee Maxim

15. ADJOURNMENT

The next hybrid Regular Board of Education Meeting will be held on Wednesday, January 28, 2026 at 5:00 p.m. at the School Board Office located in Terrace.

The meeting was adjourned at 4:45 p.m.

Board of Education Chair

Secretary Treasurer



MEETING AGENDA ITEM #5.1

Action: X

Information:

Meeting: Regular

Meeting Date: January 28, 2026

Topic: **Summary of In-Camera Meeting of the Board, November 25, 2025**

Background/Discussion:

Summary as attached.

Recommended Action:

THAT the Summary of the In-Camera Meeting of the Board held November 25, 2025 be approved.

Presented by: Secretary Treasurer



**SUMMARY OF PROCEEDINGS AND DECISIONS MADE AT THE
IN CAMERA MEETING OF THE BOARD OF EDUCATION
SCHOOL DISTRICT 82 (COAST MOUNTAINS)
HELD November 25, 2025
PURSUANT TO SECTION 72(3) OF THE *SCHOOL ACT***

The Board of Education:

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



MEETING AGENDA ITEM #5.2

Action: X

Information:

Meeting: Regular

Meeting Date: January 28, 2026

Topic: **Summary of Special In-Camera Meeting of the Board, December 16, 2025**

Background/Discussion:

Summary as attached.

Recommended Action:

THAT the Summary of the Special In Camera Meeting of the Board held December 16, 2026 be approved.

Presented by: Secretary Treasurer



**SUMMARY OF PROCEEDINGS AND DECISIONS MADE AT THE
SPECIAL IN CAMERA MEETING OF THE BOARD OF EDUCATION
SCHOOL DISTRICT 82 (COAST MOUNTAINS)
HELD December 16, 2025
PURSUANT TO SECTION 72(3) OF THE *SCHOOL ACT***

The Board of Education:

1. Discussed governance matters.



Coast Mountains Board of Education School District 82

MEETING AGENDA ITEM #7.1

Action: Information: X

Meeting: Regular Meeting Date: January 28, 2026

Topic: **Terrace City Council Appointment for Coast Mountains School District**

Background/Discussion:

The attached correspondence from the City of Terrace advises that Mayor Sean Bujtas has been appointed as the City Council Liaison to Coast Mountains School District #82 for the 2026 calendar year. The appointment supports ongoing communication between the Board of Education and Terrace City Council.

The correspondence is provided for the Board's information.

Recommended Action:

For information only; no action required.

Presented by: Board Chair



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3215 EBY STREET
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December 17, 2025

Coast Mountains School District #82
Tracey MacMillan, Superintendent
3211 Kenney Street
Terrace, BC, V8G 3E9

Dear Members:

Re: Terrace City Council Appointments

I am pleased to advise that Mayor Sean Bujtas has been appointed as Council liaison to the Coast Mountains School District #82 for 2026. Mayor Bujtas will act as liaison between your organization and Terrace City Council. If you wish to invite him to a specific meeting please contact this office at 3215 Eby Street, V8G 2X8, email: mgordon@terrace.ca, or phone (250) 638-4724.

We do not expect the Council Liaison to attend all of the Coast Mountains School District Board meetings but rather to be a point of contact regarding issues relating to City business. Mayor Bujtas looks forward to working with your Members in the coming year. Please do not hesitate to contact him with any concerns you may wish to have brought to Council's attention, or for any assistance you may require. Enclosed is a list of telephone contact numbers and emails for your reference.

Yours truly,

Mikala Gordon
Executive Assistant

Encl.
c.c.: Mayor Sean Bujtas



MEETING AGENDA ITEM #8

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

Background/Discussion:

Attached for reference is the Superintendent of Schools' Monthly Report for presentation at the January 28, 2026, Regular Board Meeting as prepared by Superintendent Tracey MacMillan.

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

Recommended Action:

Information only; no action required.

Presented by: Superintendent of Schools

Superintendent's Report to the Board

January 2026



A Message from the Superintendent

Ama Sah / Good Day,

The end of November and December was a particularly busy and joyful time across our schools. Students demonstrated their many talents through Christmas concerts, seasonal celebrations, drama productions, band performances, and full-scale musicals. I had the opportunity to visit several schools and watch students in action, and I am always amazed by the high quality of talent displayed by such young people. These events reflect not only creativity and confidence, but also the sense of belonging and pride that comes from learning together. I would like to congratulate our learners, as well as the teachers, coaches, and volunteers who dedicate many hours behind the scenes to ensure each performance comes together seamlessly.

As we begin a new year, I would like to wish everyone a very Happy New Year. 2026 is shaping up to be a busy and exciting year for Coast Mountains School District, and I extend my very best wishes to students, staff, families, and partners for the year ahead. We are moving forward with the formation of a district Numeracy Working Group to begin the development of a district-wide Numeracy Framework. Teachers representing schools from Kindergarten through Grade 12 will be key members of this group. The goal is to strengthen numeracy skills across the district and to create a framework that is clear, user-friendly, and sustainable for many years to come. In addition, we are in the early stages of learning how best to support students and staff with the safe, ethical, and effective use of Artificial Intelligence. Information sessions for parents and staff will be offered over the coming months as part of this learning process.

As always, I would like to thank our students, staff, administrators, trustees, families, and community partners for their continued commitment to public education and to one another. The care, professionalism, and collaboration demonstrated across the district make a meaningful difference in the lives of learners every day. This work is guided by our district's *Engage, Ignite, Empower* Strategic Plan, which reflects our shared commitment to meaningful learning, strong relationships, and student success. The featured articles that follow highlight this work in action and offer a snapshot of how Engage, Ignite, and Empower are coming to life across our schools and communities.

With gratitude and appreciation,

Tracey MacMillan
Superintendent



Upcoming Dates:

January 30 – Non-Instructional Day
February 16 – Family Day
March 16-27 – Spring Break

Superintendent's Report to the Board

January 2026



CMSD Educators Achieve CPR and AED Instructor Certification Through ACT Training

12 CMSD Staff members recently received training from ACT, a national charitable organization committed to helping secondary schools across Canada to deliver CPR (Cardiopulmonary resuscitation) and AED (Automated External Defibrillator) training to students through their PHE 10 curriculum. Their model is built on a train-the-trainer approach, enabling teachers to become certified instructors for their students. It was a fantastic day led by instructor Micah.

Participating teachers practiced their CPR skills on mannequins and AED training units.

The educators received CPR Level A certification and ACT instructor level- certification, allowing them to train students and issue course completion cards. They also received a full suite of teaching resources, including eLearning modules, PowerPoint presentations, teacher and student manuals, and ACT's CPR training video.



Pictured top left to right: Shawna Kumpolt, Tamara Stoney, Zach Fraser, David Griffin, Matt Lowndes, David Rodrigues, Kasondra Perrier, David Lewis, Emma LeBlanc
Pictured bottom left to right: Alycia O'Brien, Ryan McCann, Sue Dobbins

HSS Celebrates Opening Doors & Shaping Futures

The Careers Department at Hazelton Secondary School has been buzzing with exciting opportunities this fall! Senior students have participated in an incredible lineup of presentations and workshops designed to inspire and support their post-secondary dreams, including in-person visits from the University of Calgary, the University of Northern BC, Arrive Alive, Junior Achievement BC, and the Digital School of Art. Virtual sessions also connected students with the College of New Caledonia, UBC's Bachelors of Kinesiology program, British Columbia's Institute of Technology, UBC Indigenous Recruitment, Langara College, and Thompson Rivers University. The results are already showing—many of the students have celebrated exciting milestones, securing and confirming their post-secondary plans!



Pictured above: Students at Hazelton Secondary School take part in a series of engaging workshops and presentations designed to inspire and support their post-secondary pathways.

Superintendent's Report to the Board

January 2026



The team continues to provide support with Band Post-Secondary Funding Applications, scholarships and bursaries, waiver codes, and setting up My Education Planner and BCeID accounts. The students are boldly exploring pathways, preparing applications, and confidently stepping toward their bright futures. The department couldn't be prouder of their achievements!

They extend heartfelt appreciation to Mrs. Muldoe for organizing and championing these opportunities that continue to open doors for the students.

Holiday Cheer and Community Spirit at Kildala's Craft Night

For the past 4 years, Kildala Elementary School has held an annual Family Christmas Craft Night. The event brings out many families to spend time together enjoying some Christmas cheer, creating masterpieces for their Christmas trees while sipping on hot chocolate and candy canes. This years stations included Christmas Bingo, Reindeer headbands, a variety of Christmas Tree decorations and ornaments, Christmas cards, photo booth and a dance workout. This originally started as a way to get families back into the schools after COVID, in a fun and positive way, and now everyone just has so much fun that it is a yearly tradition! It helps to bring old and new Kildala families together and show them what the Kildala Community is all about!



Pictured far left: Jordyn and her mom Ashley hoping to win a prize at Bingo
Pictured middle: Bridget and Tessa with their beautiful tree ornaments
Pictured above: The Ayoola Family sporting their new Reindeer Headbands.

UBC Highlight on SD82 Teacher Excellence

Excerpt from UBC News Article

"From foster care to the graduation stage, Jonathan Alvaji's journey is a story of resilience, mentorship and second chances." [\[news.ubc.ca\]](https://news.ubc.ca/)

"When Jonathan Alvaji walks across the stage at UBC's graduation ceremony on Nov. 26, he'll be thinking about the people who helped him reach the milestone he once thought impossible."

Source Attribution

Against the odds: How a former youth in care found his way from chaos to teaching as a UBC Education grad, UBC News, November 24, 2025.

Available at: <https://news.ubc.ca/2025/11/ubc-education-grad-youth-in-care-journey/>

Superintendent's Report to the Board

January 2026



STEAM in Action: Uplands Grade 4/5

Students Spin Creativity Into

Community Support

Director of Instruction, Phillip Barron was invited to attend an exciting demonstration of STEAM projects created by Grade 4 and 5 students in Karen Ting's classroom at Uplands Elementary. Last year, Uplands Grade 5 organized its first, class fundraiser for N. A. R. A., our local animal shelter. This year, Uplands Grade 4/5 is continuing that tradition while thoughtfully integrating a hands-on STEAM (Science, Technology, Engineering, Art and Math), lesson centered on spinning tops. Students began by constructing a simple, spinning top using only a rubber band, a Q-tip, and a wooden disk, then eagerly branched out to experiment with larger disks, mini skewers, and unique design variations.

Throughout the process, students demonstrated strong creativity, curiosity, and enthusiasm as they tested ideas, refined their designs, and shared discoveries with peers. As the class is currently learning about bar graphs in Math and Excel, students will further connect their learning by collecting and representing data related to their spinning tops. Funds raised through the school hot lunch program in October and November, were used to purchase all materials for this N. A. R. A. (Northern Animal Rescue Alliance) fundraising project, supporting meaningful, creative, and community-connected learning. The only ongoing challenge is convincing students to give up their epic spinning tops at dismissal—clear evidence of just how engaging, joyful, and successful this learning experience has been 😊



Pictured above Left: Grade 4/5 students at Uplands Elementary proudly showcasing their custom-designed STEAM spinning tops.

Pictured above right: Phillip Barron, Director of Instruction with Grade 4/5 students at Uplands Elementary as they demonstrate their innovative spinning tops.

Superintendent's Report to the Board

January 2026



Strengthening Language Learning: Hanen Teacher Talk Pro-D Thrives in Terrace and Kitimat

Over the past few months, we've been offering and running the Hanen Learning Language and Loving It – Teacher Talk professional development day in both Terrace and Kitimat, and it has been very well received. We've had strong attendance from classroom teachers and EAs who are eager to build their communication-support skills. This Pro-D focuses on practical, evidence-based strategies that help school staff create rich language-learning environments particularly through responsive interaction, modeling, expanding language, and supporting play-based communication opportunities.



Pictured above: Teachers attending Teacher Talk on professional development days

With the growing number of non-speaking and minimally speaking students in our schools, these tools are more important than ever. Teacher Talk equips staff to recognize each child's communication stage, respond in ways that build connection, and intentionally support language, social engagement, and early Augmentative and Alternative Communication (AAC) use across the school day. We're excited to see so many staff taking part and continuing to grow these essential supportive communication practices in our district. More opportunities to take part in the Hanen program will take place over the course of the years professional development days.

The program is designed to help all children, including those with typical development, language delays, or those learning a second language. Educators learn to become more responsive and intentional in their interactions, building on children's interests to foster development.

The core of the program is built around three main types of responsive interaction strategies:

- **Child-oriented strategies:** These help educators encourage children to initiate and engage in conversations (e.g., using "Observe, Wait, and Listen," being face-to-face, and following the child's lead).
- **Interaction-promoting strategies:** These focus on creating extended, balanced conversations by listening carefully and tailoring responses to each child's needs (e.g., using a variety of questions and balancing comments with questions).
- **Language-modelling strategies:** These help expand children's oral language skills by providing models of more advanced language (e.g., using a variety of labels and expanding on what the child says).



Strengthening School – City Connections



In November, Coast Mountains School District met with the City of Terrace's Education Liaison to strengthen collaboration in support of children, students, and families. The meeting included the Superintendent, School Board Trustees, and a City of Terrace Councilor, with discussion focused on shared priorities such as community services, recruitment and retention, infrastructure, and student and family well-being. These ongoing conversations reinforce the importance of working together to build strong, healthy communities where learners can thrive.

Pictured L to R: Trustee Karen Yonkman, Trustee Angie Maitland, City of Terrace Councilor Inder Dhillon, Superintendent Tracey MacMillan, Trustee and Board Chair Margaret Warcup.

Superintendent's Report to the Board

January 2026



StrongStart BC

StrongStart BC is a free, school-based early learning program for children aged birth to five and their caregivers. It is designed to help families engage in rich early learning experiences while building strong connections to their local school community.

Key Features

- Drop-in, play based program led by a certified Early Childhood Educator (ECE).
- Caregivers attend with their children, participating in activities that support early literacy, numeracy, social development, and physical skills.
- Help families become familiar with the school environment, easing the transition into Kindergarten.
- Part of BC's broader early learning initiatives that support children from birth to age eight
- CMSD has 4 StrongStart locations: Cassie Hall Elementary, Ecole Mountainview, Thornhill Primary, and Kildala Elementary.



Seamless Day

Seamless Day is an innovative model that integrates before- and after-school care, all delivered within the school and supported by ECEs.

Key Features

- Provides consistent staffing, with ECEs working alongside the classroom teacher during the school day and offering care before and after school.
- Creates a continuity of relationships for children, reducing transitions and supporting emotional security.
- Helps families access affordable, high-quality childcare directly in their neighbourhood school.
- Supports BC's goal of expanding school-based childcare and strengthening early years-to-school transitions.
- CMSD has 3 locations: Suwilaawks Community School (pm only), Cassie Hall Elementary, and Ecole Mountainview.



Just B4

Just B4 is a licensed preschool program designed specifically for children in the year before they enter Kindergarten. It is operated by school districts and often shares space and staffing with StrongStart.

Key Features

- Designed for 4-year-olds to support learning, social development, and smooth transitions into Kindergarten.
- Operates in conjunction with StrongStart BC spaces, often using the same ECE who leads StrongStart in the morning.
- Families do not attend with their child as it is a licensed preschool program.
- Helps children become familiar with their school community before entering the K-12 system
- CMSD has 2 locations: Thornhill Primary and Cassie Hall Elementary.

Superintendent's Report to the Board

January 2026



Are you a parent or caregiver in B.C. with a dependent child? You could save up to \$1,250/month on child care!

The Affordable Child Care Benefit helps families reduce the cost of licensed or registered child care.

Benefit amounts are based on:

- Your family income
- Your family size
- Your type of care arrangement

Use the Affordable Child Care Benefit Estimator to see how much funding you may be eligible to receive by visiting gov.bc.ca/ChildCareBenefit

Contact us

Child Care Service Centre
Monday – Friday, 8:30 a.m – 4:30 p.m PT

Toll-free
1-888-338-6622 (option 1)

Fax
1-877-544-0699

Mail
PO Box 9953 Stn Prov Govt
Victoria BC V8W 9R3

More info

gov.bc.ca/ChildCareBenefit

Affordable Child Care Benefit

Helping families with the cost of child care

The Affordable Child Care Benefit is a monthly payment from the Government of B.C. that helps eligible families with the cost of child care. The amount you receive depends on your family's income, size, and the type of care your child receives.

Step 1

Eligibility

You might be eligible if:

- You are a resident of British Columbia
- You are a Canadian citizen, permanent resident of Canada, Convention refugee or a person in need of protection
- Your child attends an eligible type of child care
- You meet the income requirements, generally earning less than \$111,000
- You (and your spouse) have a qualifying reason for requiring child care:
 - Working or self-employed
 - Attending school
 - Participating in an employment program
 - Looking for work (only one parent or guardian)
- Living with a medical condition that interferes with your ability to care for your child
- Your child is attending a licensed preschool program
- Your child care is arranged or recommended by a Ministry of Children and Family Development or Indigenous Child and Family Services Agency social worker
- Your child care is arranged or recommended by a staff member authorized by an Indigenous authority to provide child and family services under Indigenous law

Step 2

Gather required documents

- Apply for funding before the end of the month in which you need child care. For example, for child care starting September 1, apply by September 30
- A copy of one piece of government-issued identification is required for each family member
- If you have a spouse, they must complete portions of the application too
- Your child care provider needs to fill in and sign the child care arrangement form
- Once you start, you will have 60 days to submit your application and supporting documents
- You may be asked to provide supporting documentation to support your reason for requiring child care

Step 3

Submit the application

Families can apply:

- Online through MyFamilyServices.gov.bc.ca
- By mail or fax - download and complete the form, then submit it

Step 4



Wait for approval and confirmation

Step 5

Benefit applied to child care fees

If approved:

- Your child care provider will submit monthly claim forms
- Families pay any remaining balance after the benefit is applied

Step 6

Renewal and updates



Benefits must be renewed upon expiry, usually every **12 months**

Important!

- Keep your contact information up to date and immediately report any changes that could affect your eligibility
- Not reporting changes could mean losing your monthly benefit or having to pay back money. Report all changes to basic information, income, or child care arrangements

Affordable Child Care Benefit

Superintendent's Report to the Board

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*Pictured above Left: Left to right Julia Jacobs, Principal, Trustee Karen Jonkman and Stacey Rodrigues, Vice Principal
Pictured above Middle: We thank Shawna Wilson, Executive Assistant to the Secretary Treasurer, for the preparation of the goodies.
Pictured above right: Superintendent Tracey MacMillan, Trustee and Board Chair Margaret Warcup and Trustee Ed Harrison*

A Time to Say Thank You

December is a special time of year when we pause to thank and recognize the incredible staff across Coast Mountains School District. This year, District Staff and School Board Trustees had the pleasure of making special deliveries to each school as a small gesture of appreciation. These visits provided an opportunity to connect, share gratitude, and personally thank staff for the care, dedication, and commitment they bring to their work with students every day.

Regional Principal and Vice-Principal Meetings

Each January, Coast Mountains School District begins the new year with Regional Principal and Vice-Principal meetings alongside the District Leadership Team. These meetings create space for district staff to listen to regional perspectives and better understand the priorities and needs of schools and communities.

Principals and vice-principals are invited to share discussion questions that help shape the agenda and guide meaningful conversations. With several District Education Team members attending these meetings for the first time, the focus is on listening, learning, and working together in support of school-based leadership. Guided by the *Engage, Ignite, Empower* Strategic Plan, these gatherings reflect our shared commitment to collaboration and continuous improvement across the district.



Above: Principals, vice-principals, and district leaders come together to listen, learn, and share regional perspectives during January's Hazelton and Kitwanga Regional PVP

Superintendent's Report to the Board

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Caledonia's Goings-On

The work that teachers do in classrooms directly with students is the foundation of a school. However, many other activities, opportunities and events at a school really makes it a community. At Caledonia, we are fortunate to have a robust range of curricular and extracurricular opportunities for students in the areas of fine arts, athletics, robotics, dual credit programs, clubs and student committees that enrich the school experience for our students. The following examples are just a small sample of the programs, opportunities, and experiences that Caledonia offers for students.



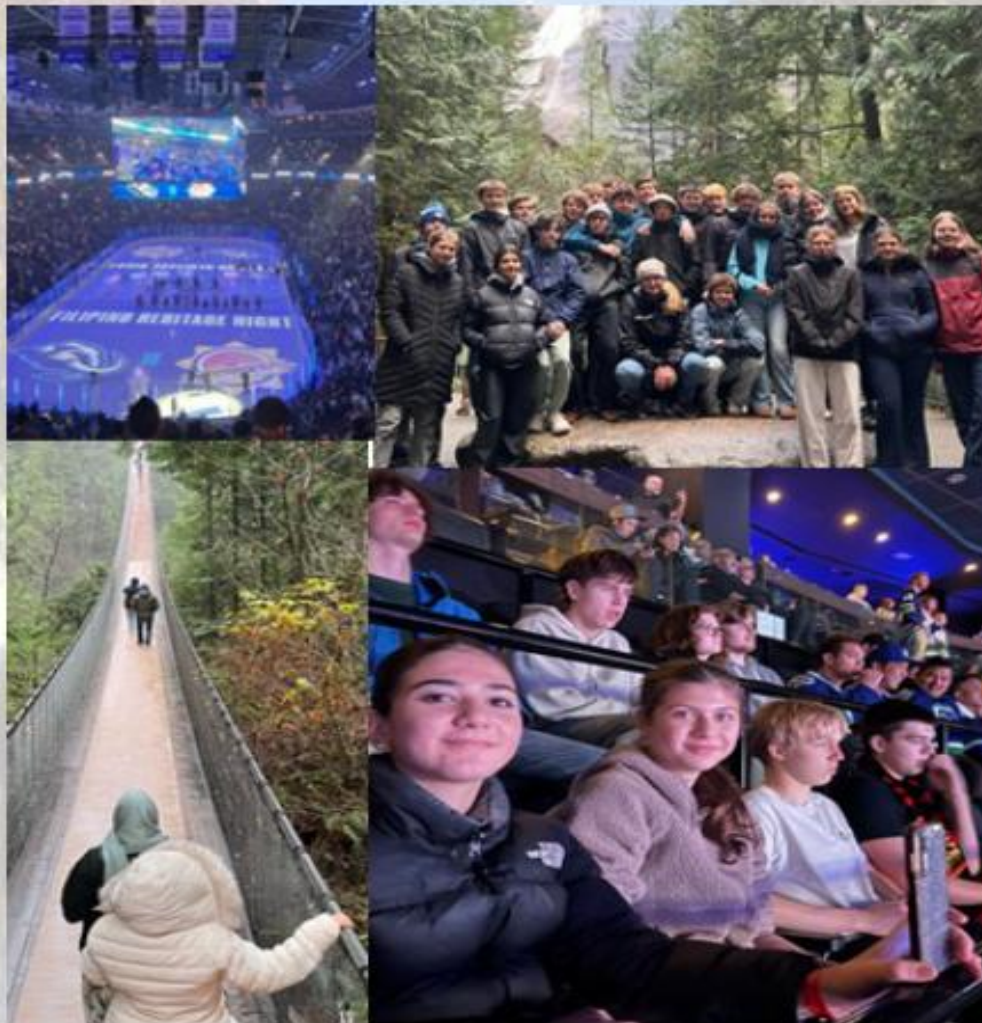
Superintendent's Report to the Board

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International Student Trip to Vancouver

In December, our International Students travelled to Vancouver to experience more of our beautiful province. They spent 3 days exploring different parts of Vancouver and the lower mainland. Some of the highlights included a Vancouver Canucks game, a trip to Whistler including a ride on the Sea to Sky Gondola, a tour of historic Gastown, taking part in the "Flying Over Canada" experience at Canada Place, and a visit to the Capilano Suspension Bridge Park. Twenty-eight students took part in the trip.



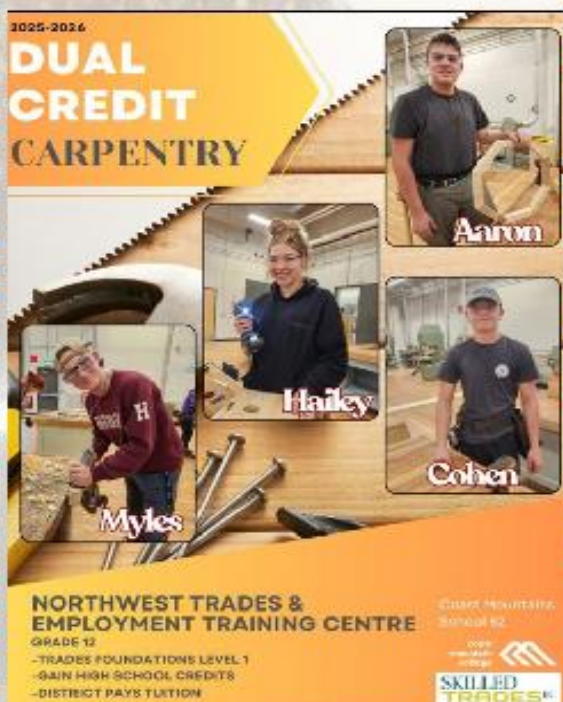
Superintendent's Report to the Board

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Dual Credit Students

This year, 25 Caledonia grade 12 students are participating in dual credit programs in partnership with Coast Mountain College and the Northwest Trades Education and Training Centre, which is part of School District 82. These students are training in their preferred trade while receiving credit for first year apprenticeship at the college and also receiving high school credits for their graduation. These dual credit programs offer our students a fantastic opportunity to fulfill graduation requirements while experiencing post-secondary training.



Caledonia Student Participates in BC Youth Parliament

Karson Waller represented Caledonia at British Columbia's Youth Parliament annual session at the end of December. He was one of ninety-seven students selected from across the province. At the event, he networked with other youth from the province and learned about the importance of democratic participation. Karson is a co-leader of Caledonia's Debate and Youth Parliament Club.



Superintendent's Report to the Board

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Visit from Storybook Wedding from Prince George

On January 14th representatives from Storybook Wedding in Prince George came to Caledonia with dozens of gowns for our grads to try on for their upcoming prom in June. This is the first time this has been offered to our grads, and approximately 18 students from Caledonia and Centennial Christian School were able to try on and purchase prom dresses. This saves a big expense of having to travel to either Prince George or Vancouver to purchase a prom dress. Here are some of the happy grads who said "Yes to the Dress".



Superintendent's Report to the Board

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Winter Feast

This year's Winter Solstice Feast, coordinated by the Caledonia Connections team and prepared under the guidance of Chef Job Daniels and Foods 11 teacher Saley Buhr, provided a meaningful opportunity to celebrate student success, cultural learning, and community partnership. Alongside the feast, we gathered to honour students for their academic achievements across Grades 10–12. This event recognized their dedication, resilience, and commitment to learning as we approach the midpoint of the school year.

The Terrace Nisga'a Society joined the event to provide drumming and support student well-being, bringing a meaningful cultural presence to the celebration and fostering a supportive, grounding environment for all students.

The entire school community was invited to share in a traditional meal prepared by the Foods 11 class and Chef Daniels, which included Nisga'a stew, fish and rice, and dessert, allowing students and staff to experience and celebrate Indigenous cultural cuisine.



Superintendent's Report to the Board

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Ongoing Considerations

In addition to celebrating success, 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.



French Immersion (MGA and HSS)

French Immersion programming in Hazelton remains an ongoing consideration for the district. Currently, 28 students are enrolled at Majagaleehl Gali Aks (MGA) and 7 students at Hazelton Secondary School (HSS). Given these low enrolment numbers, sustainability of the program into future years is a significant concern.

On April 25, 2025, a formal notification letter was sent to Hazelton French Immersion parents and caregivers. This letter provided official notice of potential changes to the program beginning in the 2026–27 academic year. The district continues to engage with families, staff, and partners as we assess options moving forward, recognizing both the importance of program viability and the desire to offer diverse pathways for students.

A series of French Immersion community consultation meetings were held over the past several months. A final meeting took place on January 15th at Hazelton Secondary School. A report containing enrollment data and the information gathered during the consultations will be presented at the February 25, 2026 Board Meeting.

Recruitment and Retention Update

Recruitment and retention remain ongoing priorities for Coast Mountains School District. At this time of year, the district is actively recruiting to prepare for anticipated vacancies and is attending career fairs across Canada. There are not enough locally available qualified teachers to meet projected staffing needs, particularly in specialty areas such as Inclusive Education, French Immersion, Counselling, and Trades.

The district continues to post all vacancies widely and to work with post-secondary institutions to support practicum placements, which are an important pathway for future recruitment. While staffing challenges persist due to broader provincial shortages, the district remains committed to supporting schools and maintaining stability for students and families.

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

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

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

Gitxsan Language Immersion Program – Majagaleehl Gali Aks Elementary

The Gitxsan Language Immersion Program at Majagaleehl Gali Aks Elementary is a groundbreaking step in public education, bringing Gitxsanimx language and culture to life in the classroom. Led by teacher Angie Olsen, with support from Dr. Jane Smith and local Elders, learners experience a full-day immersion (Gitxsanimx language) grounded in authentic curriculum and strong community partnership.

Superintendent's Report to the Board

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While this initiative represents a significant milestone in Indigenous language revitalization, its continued growth depends on the availability of qualified speakers of the language. The district remains committed to working closely with the Gitanmaax Band, the Gitksan Government Commission, and other local partners to build capacity and encourage language teacher training pathways. Meetings have taken place with the school-based team to initiate a working group to provide ongoing support for this program.

Individuals interested in contributing to the future of Gitxsanimx education are encouraged to connect with Majagaleehl Gali Aks Elementary or the District Office to learn more about opportunities to become part of this meaningful and growing program.

Inclusive Education (Funding Formula)

The district continues to advocate for an updated provincial funding model that more accurately reflects the growing complexity and diversity of student needs. Current funding structures are tied to formal assessments and diagnoses, which limits the district's ability to allocate additional Education Assistant support for students whose needs are emerging, but who have not yet been formally assessed.

As a result, while student needs continue to increase in both number and complexity, available staffing resources do not always align in a timely way. Despite these constraints, staff across CMSD continue to demonstrate creativity, collaboration, and a strong commitment to inclusive practices as they work to provide equitable learning opportunities for all students within existing resources.

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

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

Literacy Initiative

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



Coast Mountains Board of Education School District 82

MEETING AGENDA ITEM #9

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

Background/Discussion:

Attached for reference is the Indigenous Education Monthly Report for presentation at the January 28, 2026, Regular Board Meeting presented by Superintendent Tracey MacMillan.

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

Recommended Action:

Information only; no action required.

Presented by: Superintendent of Schools



Indigenous Education Report

January 2026

Gratitude and Acknowledgement

This report highlights the many learning experiences, cultural connections, and relationship-based initiatives that took place across the district from December through January, reflecting our shared commitment to supporting Indigenous students through culturally grounded education.

We extend our deep gratitude to the Indigenous Support Workers (ISWs) whose dedication and relational work continue to support student engagement, well-being, and success across schools. This work is strengthened through collaboration with school-based teams, including teachers, administrators, Elders, Knowledge Holders, and community partners, whose guidance and presence are essential to meaningful Indigenous education.

Together, these collective efforts create learning environments where Indigenous students feel seen, valued, and supported, and where Indigenous knowledge, culture, and identity are honoured as living and vital aspects of learning.

REPORT OVERVIEW

- Gratitude and Acknowledgment
- Message from the Director of Instruction, Indigenous Education
- Professional Learning FNEC Conference 2025
- Kitimat City High: Indigenous Art
- Suwilaawks Cultural Learning
- Kitwanga Elementary Hands-on Cultural Learning
- Caledonia Connections
- Caledonia: Learning in the Nass Valley
- Hazelton Secondary School: Cultural Learning and Connections
- Approved 1.31 Enhancement Proposals and Role Model Requests
- Looking Ahead

A Message from the Director of Instruction, Indigenous Education

As we welcome the New Year, I want to take a moment to reflect with gratitude and look ahead with purpose and optimism.

The year before us offers an important opportunity to strengthen and renew our relationships with students, families, communities, and partners. Relationship building remains at the heart of Indigenous Education, and it is through respectful, reciprocal connections that we create learning environments where Indigenous students feel seen, valued, and supported to thrive.

This year, we are renewing our commitment to academic growth and student engagement. Regular attendance and active participation are essential foundations for success, and we

Indigenous Education Report

January 2026

encourage all students to remain connected to their learning every day. Together, we can create supportive and inspiring learning environments where Indigenous students not only achieve academically but also build the confidence to pursue their future goals.

Equally important is our partnership with families and communities. Families play a vital role in student success, and together we can continue to foster pathways that encourage Indigenous learners to explore their interests, develop their gifts, and envision a future filled with possibility, whether in education, careers, leadership, or community.

As we move forward into this New Year, let us do so with shared intention, hope, and commitment. By working together, we can continue to build learning experiences that inspire Indigenous students, honour the knowledge and resilience they bring, and celebrate their academic achievements along the way.

Wishing you all a year filled with growth, connection, and continued collaboration.

Respectfully,

Donna Mortimer

Director of Instruction, Indigenous Education

Indigenous Education Department - Building Connections This December

During the month of December, we have had wonderful opportunities to strengthen relationships with students, families, and communities. Through activities, Christmas lunches, and our Role Model programs, we were able to engage with students, celebrate their achievements, and inspire them to see the possibilities in their learning and future goals.

These moments remind us that learning is also about connection, mentorship, and creating supportive spaces where every student feels valued and encouraged.



Bannock making
at Caledonia



Christmas lunch at
Parkside with staff



Christmas Concert
at Cassie Hall



Connections Room
Christmas Party -
Caledonia

Indigenous Education Report

January 2026

FNESC Education Conference 2025 – Professional Learning & Networking

This year, Coast Mountains School District was represented at the FNESC Education Conference by a delegation of 7 Indigenous Support Workers, 1 teacher from Majagaleehl Gali Aks (Gitxsan Immersion), and 4 Vice Principals. Staff shared that attending was an impactful professional learning experience that strengthened understanding of Indigenous education priorities, culturally grounded practice, and relationship-based approaches to supporting Indigenous learner success.

The 2025 FNESC Education Conference, themed “Creating an Education System Worthy of our Children,” brought educators together in Vancouver to explore system-level shifts needed to better support First Nations learners, including ensuring

students see their languages, cultures, and traditional values reflected in schooling and addressing “racism of low expectations.” The conference featured keynote speakers Duncan McCue and Niigaan Sinclair, along with plenary and workshop sessions focused on current priorities in First Nations education.



Conference programming included topics directly connected to district work such as improving attendance and sessions on the effective implementation of Indigenous Education Councils (IECs), reflecting the province-wide emphasis on meaningful Indigenous engagement in decisions impacting Indigenous students. Staff returned with renewed motivation and practical ideas to support culturally grounded learning, strengthen school-based relationships, and continue building collective capacity across roles. - **Contributed by: Taylor Murrell, Vice Principal**

Participation in this professional learning strengthened staff capacity to implement culturally responsive and relationship-based practices. Staff returned with increased confidence and practical strategies to support Indigenous student engagement, attendance, and inclusive decision-making at the school level.



Indigenous Education Report

January 2026

Kitimat City High – Indigenous Design & Art with Knowledge Holder Sheila Duncan

Kitimat City High students in Grades 10–12 participated in an Indigenous design and art experience led by Knowledge Holder Sheila Duncan, supported by Indigenous Support Worker Debbie Dilg and classroom teacher Kathy Bell. Learners worked to enhance previously created drums while learning about Indigenous design, the cultural significance of drums, and protocols of respect when working with them.



The sessions emphasized patience, self-belief, and cultural connection. Student reflections indicated a strong sense of pride and belonging among Indigenous learners, while non-Indigenous students valued the opportunity to learn alongside their peers in an inclusive environment. Feedback highlighted Sheila Duncan's ability to connect with learners and her willingness to continue

supporting future cultural learning at the school. - **Contributed by: Debbie Dilg, Indigenous Support Worker,**



This experience supported Indigenous students in strengthening cultural identity, confidence, and pride, while fostering an inclusive learning environment for all learners. Student reflections indicated increased engagement and a strong sense of belonging. The collaboration between the Knowledge Holder, the Indigenous Support Worker, and the classroom teacher demonstrates how targeted funding supports culturally meaningful learning with positive impacts on student well-being.

Indigenous Education Report

January 2026

Suwilaawks Kindergarten Cultural Learning – Seasonal Teachings and Moose Hunting Traditions



As part of ongoing Kindergarten cultural learning, Indigenous Support Worker Roxanne Clayton shared seasonal teachings about traditional food gathering, focusing on the importance of feasts, clans, and moose hunting traditions. Students learned that Indigenous peoples gather food from the land throughout the year, with each season offering what is needed to sustain families and communities.

Through storytelling and visual supports, students were introduced to teachings about respect for Mother Earth and all living things. Roxanne shared how offerings are made before hunting to give thanks and ask for guidance, and how every part of the animal is used and preserved with care. Students also learned about the importance of working together to prepare and share food, particularly with Elders, reinforcing values of gratitude, responsibility, and community. - **Contributed by Roxanne Clayton, Indigenous Support Worker**

This hands-on and relational learning experience helped students connect cultural teachings to food, family, and care for the land, supporting early understanding of Indigenous knowledge as living, seasonal, and deeply rooted in respect.



Cassie Hall – Fried Bread Fridays

Cassie Hall Elementary continues to host Fried Bread Fridays as a monthly school-wide initiative that brings students together through shared food, culture, and community connection. Rooted in Indigenous traditions, the event provides students with an experiential way to learn about Indigenous culture while fostering inclusion, respect, and belonging across grades K–6. By gathering as a whole school to share fried bread, often alongside cultural activities students experience learning that is relational, joyful, and grounded in

community. Fried Bread Fridays have become a meaningful tradition that strengthens relationships, supports student well-being, and reinforces Indigenous perspectives as a living and valued part of everyday school life. - **Contributed by Kendra Leblond Vice Principal**

Indigenous Education Report

January 2026

Kitwanga Elementary School – Cultural Learning Through Hands-On Practice



Students at Kitwanga Elementary School participated in small-group cultural learning experiences focused on beading and Bannock making, and drumstick making. In the beading group, students created Remembrance Day poppies, taking pride in their work while learning patience, focus, and the cultural significance of working with their hands.



Students also took part in Bannock making as part of school and community connection. Bannock prepared by students was shared during a parent-teen meeting and later enjoyed by all four divisions in their classrooms. These experiences supported relationship building, cultural connection, and a strong sense of pride as students contributed meaningfully to their school community. **-Contributed by: Darlene Williams, Indigenous Support Worker**

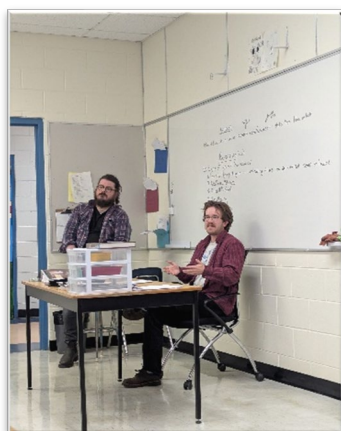
These activities supported student engagement, cultural pride, and a sense of belonging through hands-on, culturally grounded learning.



Indigenous Education Report

January 2026

Caledonia Connections – December Highlights



Throughout December, the Caledonia Connections team supported student engagement, cultural learning, and well-being through a combination of curricular enrichment, cultural celebration, and targeted supports. Guest speakers from the Upper Skeena Counselling and Law Society visited Law 12 classes, providing students with real-world perspectives on advocacy, justice, and systemic barriers facing Indigenous peoples in the North. These discussions encouraged critical thinking and empowered students to recognize the role of voice, values, and allyship in contributing to meaningful change.



Cultural connection and celebration were central to December programming. The Winter Solstice Feast, prepared by the Foods 11 class under the guidance of Chef Job Daniels, brought together students, staff, and community partners to honour academic achievement and cultural learning. Support from the Terrace Nisga'a



Society through drumming and cultural presence helped foster an inclusive environment where students felt recognized and valued.

Recognizing the emotional challenges that can accompany the holiday season, the school prioritized student well-being. A culturally guided Talking Circle space provided students with a safe setting to connect and reflect. Small-group programming, including Dudes Group and Girls Group, focused on life skills, leadership, self-care, and peer support. - **Contributed by Stephanie Louie, Indigenous Support Worker**

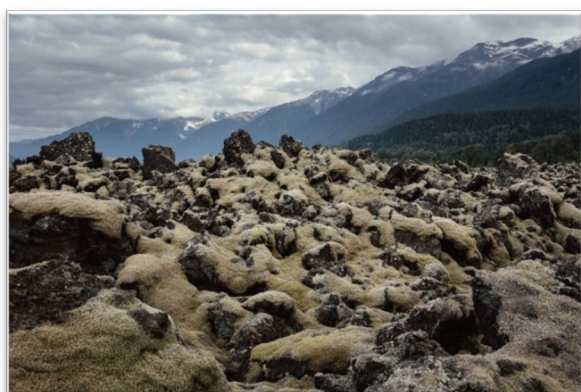
Through guest speakers, cultural feasts, and small-group programming, students experienced learning supported leadership, resilience, and emotional well-being. These initiatives contributed to improved engagement and strengthened relationships during a season that can be challenging for many students.

Indigenous Education Report

January 2026

Caledonia Secondary – Nass Valley Learning on the Land

Caledonia Secondary students participated in a learning-on-the-land experience in the Nass Valley, deepening their understanding of Nisga'a history, governance, culture, and relationships to land. Visits included Hlgu Isgwit (Nisga'a hot springs), a sacred site used for ceremonial, medicinal, and spiritual purposes, where students learned about the responsibility to protect culturally significant places and the importance of respectful land stewardship guided by Nisga'a knowledge and law.



At Nisga'a Memorial Lava Bed Provincial Park, students explored the geological and cultural history of the land while learning about the park's significance as the first provincially protected area in British Columbia to be jointly managed by a First Nation and the Province. Through interpretive teachings, students gained insight into Nisga'a oral histories, the impact of the volcanic eruption on Nisga'a communities, and the role of Indigenous governance in land management and conservation.

The visit to the Nisga'a Museum in Laxgalts'ap allowed students to engage with the Ancestors' Collection while learning about the preservation and repatriation of Nisga'a cultural belongings. This experience deepened students' understanding of cultural continuity and resilience, while strengthening respect for Indigenous sovereignty and appreciation for place-based learning rooted in story and lived experience. - **Contributed by Sheena-Marie Turgeon, Indigenous Support Worker**



Students participated in learning-on-the-land experiences in the Nass Valley, deepening understanding of Nisga'a governance, history, and land stewardship. These experiences strengthened cultural awareness, respect for Indigenous sovereignty, and appreciation for place-based learning.

Indigenous Education Report

January 2026

Hazelton Secondary School – Cultural Learning & Connection

Elders in Residence Program



Hazelton Secondary School has launched its Elders in Residence program, following thoughtful community consultation and collaboration with local education coordinators. Elders have been welcomed into the Indigenous Support Room, where they have begun building meaningful connections with students through storytelling, teachings around genealogy, shared meals, and one-on-one conversations in a welcoming, relational space.

Early activities have included traditional food preparation, such as making fried bread for the school community, helping foster comfort, curiosity, and a strong sense of belonging. The Elders in Residence program is supporting student well-being, cultural connection, and relationship-building, and will continue to enrich student learning throughout the coming months.

- Contributed by Ryan McCann Vice Principal



Traditional Arts Learning – Vest Making

Hazelton Secondary students are engaged in a traditional arts class project focused on making traditional vests. Through this hands-on learning, students are developing skills in cultural design and craftsmanship while learning about identity, patience, and pride in cultural expression. This project supports student engagement and creativity while reinforcing Indigenous knowledge as living and practiced through art. - Contributed by Alberta Milton, Indigenous Support Worker



The Elders in Residence program created a welcoming space for storytelling, cultural teachings, and relationship building. Early outcomes indicate strengthened student attendance, connection to school, and sense of belonging. Traditional arts learning further supported identity development and student engagement.

Indigenous Education Report

January 2026

1.31 Indigenous Targeted Funded Projects 2025-2026

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

Hazelton Secondary School:

- Indigenous Plants
- Elder In Residence
- Sparkle Project Hygiene

Cassie Hall Elementary:

- Laxgalts'ap Trip to explore the Nisga'a Territory/Outdoor Education
- Kitimat Trip to Explore the Haisla Nation and Hatchery Tour/Outdoor Education
- Swimming- Water Safety and Cultural Connections
- Salmon Journey
- Oolichan Journey- Skeena River
- Fried Bread Friday

Skeena Middle School

- Connections Group

Kitwanga Elementary

- Orange Shirt Project
- Cultural Connections Gitanyow Student Teaching Feast

Suwilaawks Community School

- Outdoor Learning, Plants and Trees

New Hazelton Elementary

- Primary Gitxsan Resources
- Intermediate Gitxsan Resources

Parkside Secondary

- Tumpline Weaving

Caledonia Secondary

- Connections Programming-Dudes and Girls groups
- Nisga'a Hot Springs and Museum

NTETC

- Crest design for projects

Indigenous Education Report

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Elder & Knowledge Holder Role Model Program 2025-2026

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

School	Project	Knowledge Keeper/Elder
Caledonia	Cultural Identity, Intergenerational Trauma, Residential Schools Girls Group Facilitator Guys Group Facilitator Remembrance Day Novel Study Connection and Medicine Bags Form line Northwest Coast Art	<ul style="list-style-type: none"> • Billy Morrison • Lilian Bramley • Job Daniels • David Wells • Kimberly Godfrey • Erica Davis
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
Suwilaawks	Local Artist, Clans and Crests Paintings	<ul style="list-style-type: none"> • Sabrina Williams
Cassie Hall	Monthly Drumming Sessions Remembrance Day	<ul style="list-style-type: none"> • Christopher Peal • Roxanne Woods • Anne McDames
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	<ul style="list-style-type: none"> • Anne McDames
Kitwanga Elementary	Drum Making	<ul style="list-style-type: none"> • Barry Sampare • Darryl Moore
Skeena Middle School	Elder in class local culture and History, Social Studies Project. Remembrance Day	<ul style="list-style-type: none"> • Anne McDames • David Wells
Ecole Mountainview	Feasting systems and protocol	<ul style="list-style-type: none"> • Jenine Klein
Kitimat City High	Art and Drums	<ul style="list-style-type: none"> • Sheila Duncan

Indigenous Education Report

January 2026

Looking Ahead

- Continued expansion of Elders in Residence and role model programming
- Ongoing focus on attendance, engagement, and student wellness
- Strengthening land-based learning and community partnerships
- Continued professional learning to build staff capacity

Upcoming Events (February)

- **Hobiye (Nisga'a New Year):** Schools and communities will recognize Hobiye, celebrating the Nisga'a New Year and the return of the moon.
- **Louis Riel Day / Family Day (February):** Acknowledging the contributions of Métis leader Louis Riel and the importance of family and community.
- **International Mother Language Day (February 21):** A day recognizing the importance of Indigenous language revitalization and linguistic diversity.





MEETING AGENDA ITEM #11.1.1

Action: Information: X

Meeting: Regular Meeting Date: January 28, 2026

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

Background/Discussion:

Minutes as attached.

Recommended Action:

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

Presented by: Trustee Ed Harrison



BUSINESS COMMITTEE MEETING

Wednesday, January 14, 2026 – 10:30 a.m. to 12:00 p.m.

Virtual via Zoom

Committee Members:

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

Recording Secretary:

Shawna Wilson, Executive Assistant

Guests:

Trustee Margaret Warcup

MEETING MINUTES

Items	Action
The meeting was chaired by Trustee Ed Harrison and called to order at 10:32 a.m. Trustee Harrison acknowledged the school district's business being conducted on the traditional and unceded territories of the Gitksan, Haisla, Nisga'a, and Tsimshian, and the honour to work with their children and privilege to live on their land.	
1. Previous Meeting Minutes - November 12, 2025	1. The minutes of the previous Business Committee Meeting held on November 12, 2025 were accepted as presented.
2. Human Resources 2.1 Grievance Update – CMTF & CUPE	2.1 The district has moved staffing timelines 5–6 weeks earlier to support improved recruitment of qualified teachers. HR and school leadership teams are working within tighter timelines to complete projections, allocations, and required consultations. Recruitment efforts have begun, and the district has started attending job fairs to attract potential candidates. The district anticipates needing 35–50 teachers next year due to LOPs and retirements. Current vacancies include 11 teacher positions and 3 CUPE positions. Labour relations activity includes 6 teacher grievances, 4 CUPE grievances, and 3 active investigations. Information only; no action required
3. Facilities/Transportation/OH&S 3.1 Monthly Facilities Report, January 2026	3.1 Construction continues to progress well, with work advancing during breaks in winter weather. Minor capital projects and routine maintenance are moving forward as planned. Winter conditions have required significant focus on snow and ice control, with some temporary weather-related issues addressed. Transportation has seen one district-wide cancellation and some minor delays, with ongoing route adjustments to improve service. Overall, operations are stable despite challenging winter conditions. Information only; no action required.



3.2 District Joint OH&S Committee Meeting Minutes (next meeting to be on January 20, 2026)	3.2 Secretary Treasurer Fuller presented the December 17th, 2025 District Joint OH&S Committee Meeting minutes for information. IMAPs report will be presented quarterly to the business committee for trend review Investigate school drill responsibility and if childcare program drill reports should be included to meet licensing requirements.
4. Board Representations 4.1 BCPSEA 4.2 BCSTA	4.1 No Report 4.2 No Report
5. Outstanding Items from Previous Meeting	5. There were no outstanding items from the previous meeting.
6. Finances 6.1 Monthly Financial Statements & Quarterly Summary, October & November 2025 6.2 Interim Operating Grants December 2025	6.1 Secretary Treasurer Fuller spoke to the monthly financial statements and reviewed current financial pressures, highlighting challenges in education assistance funding, Indigenous education funding, and early-years/childcare funding. Opportunities for joint applications to support unmet student needs were discussed, along with the need for more efficient and timely funding models. Information only; no action required. 6.2 Secretary Treasurer Fuller spoke to the December 2025 Interim Operating Grants based on the final September 2025 enrolment count. Highlighting changes reflected in the Interim Operating Grants and the Ministry Operating Grants Summary. Information only; no action required.
7. Next Meeting	7. The next Business Committee Meeting is scheduled on Wednesday, February 11, 2026, from 10:30 a.m. to 12:00 p.m. The meeting was adjourned at 11:52 a.m.



MEETING AGENDA ITEM #11.2.1

Action:		Information:	X
Meeting:	Regular	Meeting Date:	January 28, 2026
Topic:	Minutes of the Education Committee Meeting, January 14, 2026		

Background/Discussion:

Minutes as attached.

Recommended Action:

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

Presented by: Trustee Karen Jonkman



EDUCATION COMMITTEE MEETING

Wednesday, January 14, 2026 – 4:00 p.m. to 5:30 p.m.
Microsoft Teams Virtual Meeting

Committee Members:

- Trustee Karen Jonkman (Chairperson)
- Trustee Wayne Jones
- Trustee Julia Sundell
- Tracey MacMillan, Superintendent of Schools
- Julia Nieckarz, Director of Instruction, Inclusive Education
- Phillip Barron, Director of Instruction, Learning Services
- Donna Mortimer, Director of Instruction, Indigenous Education
- 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)
- Joslynn Bagg, Local President for Terrace District Teachers Union (CMTF representative)
- Michele Sutherland, Teacher, Mount Elizabeth Middle/Secondary School (CMTF representative)
- Cynthia Bohn, Councillor, Kitsumkalum First Nation (First Nation representative)
- Pansy Wright-Simms, Director of Education, Gitanmaax Band (First Nation representative)
- Troy Peters, District Parent Advisory Council Chair (DPAC representative)

Guests

- Dan Hamel, Principal, Northwest Trades & Employment Training Centre
- Alysha O'Brien, Vice-Principal, Hazelton Secondary School
- Chrysta Carreiro, Vice-Principal, Kildala Elementary School
- Toni Craig, Vice-Principal, Caledonia Secondary School

Regrets:

- Trustee Ed Harrison
- Annette McAlpine
- Taylor Murrell

Recording Secretary:

- Lindsay Harder, Executive Assistant

MEETING MINUTES

Items	Action
The virtual meeting was called to order at 4:00 p.m. chaired by Trustee Karen Jonkman, Committee Chairperson.	
1. Acknowledgement of the Territories, Introductions & Welcome	<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>A welcome was extended to all attendees, including acknowledgement of the return to school following winter break. Black Excellence Day (January 15th) was acknowledged as a day to celebrate the achievements, leadership and contributions of Black individuals and communities, and to reaffirm commitment to equity, inclusion, and anti-racism.</p>

<p>2. Previous Meeting Minutes, November 19, 2025</p>	<p>The meeting minutes of the previous Education Committee Meeting held November 19, 2025 were received.</p> <p>Information only; no action required.</p>
<p>3. Information Items</p> <ul style="list-style-type: none"> • Holiday Season Updates • Education Committee Meeting Focus 	<p><u>Holiday Season Updates</u></p> <ul style="list-style-type: none"> • Superintendent MacMillan recognized and thanked school staff, parents/guardians, partner groups, Nations, and volunteers for their work supporting November and December school events (concerts, plays, musicals, band performances, celebrations). Appreciation was expressed for student effort and the dedication demonstrated through public performances and school-based celebrations. <p><u>Education Committee Meeting Focus</u></p> <ul style="list-style-type: none"> • Superintendent MacMillan highlighted the Committee's approach of information sharing with discussion and breakout sessions to gather meaningful feedback and support continuous improvement of district systems and services for learners. <p>Information only; no action required.</p>
<p>4. Discussion Items</p> <ul style="list-style-type: none"> • 2025 FNEC Conference Debrief 	<p><u>2025 FNEC Conference Debrief</u></p> <p>Vice-Principals, Alysha O'Brien, Chrysta Carreiro, and Toni Craig shared reflections and key learnings from sessions attended at the 2025 FNEC Education Conference. Taylor Murrell was unable to attend and will share her learning at a future meeting.</p> <p><i>Pedagogy in Practice</i></p> <p>Alysha O'Brien shared learning from a session on <i>Tahltan Pedagogy in Practice</i>, highlighting connections between land-based learning, curiosity, learner autonomy, observation, facilitated discussion, and storytelling. Educational pillars discussed included trauma-informed practice, fostering a sense of belonging, and access to culture and language, with emphasis that strengthening these foundations supports academic success.</p> <p><i>Educating for Reconciliation</i></p> <p>Chrysta Carreiro summarized learning from <i>Climbing the Mountain: Educating for Reconciliation</i>, including a resource supporting intermediate to secondary lesson planning aligned with the Truth and Reconciliation Commission Calls to Action. The session highlighted practical strategies to support educators in addressing reconciliation through structured learning activities and assessment.</p> <p><i>Student Attendance and Chronic Absenteeism</i></p> <p>Chrysta Carreiro and Toni Craig discussed student attendance and chronic absenteeism. Topics included the complexity of attendance challenges, the importance of positive, solution-focused communication with families, and identifying trends to support student engagement. Toni Craig further outlined definitions of chronic absenteeism (approximately 10% of instructional time) and distinctions between absenteeism and truancy, along with research highlighting impacts on literacy, graduation outcomes, and long-term student success. Strategies discussed emphasized trauma-informed, inclusive environments; culturally relevant programming; fostering belonging; and practical supports for students and families.</p> <p><i>Follow-up</i></p> <p>Superintendent MacMillan thanked presenters and requested materials be forwarded to the Director of Indigenous Education. Administrators were encouraged to continue connecting with local Nations, knowledge holders, and the Director regarding 1.31 Enhancement Proposals.</p> <p>Information only; no action required.</p>

5. Presentation & Breakout Rooms

- Distance Learning Management Systems & North Coast Distance Education Program Presentation
- Breakout Rooms

Distance Learning Management Systems: Brightspace, D2L, and North Coast Distance Education Program Presentation

Dan Hamel, Principal of the North Coast Distance Education Program, provided an overview of the district's distance learning and online education programming, including current systems, program scope, and planned transitions.

Dan Hamel outlined the role of the North Coast Distance Education Program in supporting student learning across the district, including full-time online learners, blended learning opportunities, credit recovery, and support for students requiring flexible learning pathways. He noted that the program also serves as a district-wide resource for teachers, including new teachers and those working under Letters of Permission, by providing access to course content, instructional resources, and consistent learning structures.

The presentation highlighted the district's transition from the Moodle platform to Brightspace (D2L) as the primary learning management system. Dan Hamel described this as a significant but strategic shift intended to improve consistency, accessibility, and instructional support across online and brick-and-mortar schools. He explained that the transition will occur in phases, with a focus on ensuring teachers have access to complete course frameworks and resources ahead of full implementation.

Dan Hamel also described the broader scope of the North Coast Distance Education Program, noting its role in supporting student engagement, transitions to post-secondary pathways, and alignment with district priorities related to literacy, numeracy, inclusion, and student well-being. He emphasized the importance of early exposure to flexible learning options and the value of district-wide coordination to ensure equitable access to programming across communities.

Breakout Rooms – Summary of Feedback

Participants joined three breakout groups to discuss the Northwest Trades and Employment Training Centre (NTETC) and the North Coast Distance Education School (NCDES), focusing on program impact, clarity, and opportunities for growth. The following themes reflect combined feedback from all groups.

Breakout Room Themes (All Groups Combined)

1. Program Purpose, Impact, and Student Engagement

- Strong recognition of NTETC/NCDES as highly responsive to student needs, particularly for students experiencing academic challenges or disengagement in traditional classroom settings.
- Programs were noted to provide purpose, motivation, and clear goals, with students returning to school with renewed focus and confidence.
- Early exposure to trades and experiential learning, particularly at the intermediate level—was highlighted as critical to helping students explore interests and understand diverse post-secondary and career pathways.
- Hands-on, experiential learning opportunities were described as key drivers of student engagement, attendance, and enthusiasm for learning.



2. Strengths and Early Signs of Success

- The breadth of programming across youth trades, career exploration, work experience, and distance learning was widely acknowledged.
- Strong appreciation for the equitable access provided to students across geographically remote communities, including Stewart and neighbouring Nations.
- Specific examples of experiential projects (e.g., engineering and design activities) were highlighted as powerful demonstrations of student learning, collaboration, and problem-solving.
- The program was consistently described as innovative, inclusive, and student-centred, with clear positive impact on learner confidence and engagement.

3. Clarity, Communication, and Understanding of Programs

- Participants expressed interest in learning more about Brightspace/D2L and how distance learning supports students who fall behind, require additional credits, or benefit from flexible learning options.
- Additional clarity was requested to help schools, families, and students better understand available pathways and supports, particularly for teachers new to the district or working under Letters of Permission.
- Participants emphasized the value of clearer, consistent communication to support awareness and understanding of program opportunities.

4. Opportunities for Growth and Connection

- Increased visibility and communication of programs and events were suggested, including opportunities for families, educators, and community members to observe or participate.
- Continued and strengthened connections with schools, communities, and local Nations were encouraged to support awareness, access, and participation.
- Participants noted the importance of sustaining growth while remaining mindful of capacity, suggesting incremental expansion rather than rapid scaling.

Outcome:

Breakout room feedback reinforced the value and impact of NTETC and NCDES programming in supporting student engagement, equity, and flexible learning pathways across the district. In addition, Superintendent MacMillan recommended that a modified version of Dan Hamel's presentation, along with participant feedback, be presented at a future Public Regular Board Meeting.

Information only; no action required

6. Next Meeting & Adjournment

Chairperson Jonkman thanked everyone for their participation and noted the value of the discussion. The next Education Committee meeting will be held virtually on Wednesday, February 11, 2026, from 4:00 p.m. to 5:30 p.m. via Microsoft Teams.

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



MEETING AGENDA ITEM #12.1

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

JANUARY 2026 REGULAR BOARD OF EDUCATION MEETING

As Trustees begin the 2026 election year, our Board calendars are filling with responsibilities.

With leadership from Trustee Harrison, Chair of our Northwest Branch, the Board is preparing motions for the BCSTA (British Columbia School Trustees Association) Annual General Meeting, to be held in Vancouver in April 2026. Our proposed motions relate to early years services; support for arts, drama, and music education in our schools; and a request for an education system review and planning to address effectiveness, efficiency, and readiness to meet the social, economic, technological, and educational needs of our students.

In support of these motions, I recently reviewed the British Columbia Human Rights Commission's "*Where We Stand*" report. The Commission's recommendations align with the direction the Board is advocating for, including four recommendations for the Ministry of Education and Child Care.

The BCPSEA (British Columbia Public School Employers' Association) Annual General Meeting will be held virtually on January 29, 2026. Trustee Jonkman, the Board's BCPSEA Trustee Representative, will attend on behalf of the Board, and I will attend in my role as a BCPSEA Trustee Board Director.

BCSTA has also held several Board Chair calls since our last Board meeting. Discussions have included planning for the BCSTA Annual General Meeting in April, the Canadian School Boards event in Whistler in July, and preparations related to the 2026 Trustee Election year.

In early January, I had the opportunity to visit Port Alberni and meet with past Board Chair Pam Craig. I was very impressed with the success they are seeing with their land-based learning program, and I would like to express appreciation for the work our educators are doing to support land-based learning opportunities for our students.

Respectfully submitted. I welcome any questions or comments from Trustees.

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.

Respectfully submitted by,

Trustee Margaret Warcup
Board Chair