COAST MOUNTAINS BOARD OF EDUCATION

SCHOOL DISTRICT 82

Regular Public Board

MEETING *(Hybrid)*

Tuesday, November 24, 2026

5:00 p.m.

Board of Education Office
Board Room

COAST MOUNTAINS
SCHOOL DISTRICT 82

COAST MOUNTAINS BOARD OF EDUCATION SCHOOL DISTRICT 82

IN CAMERA MEETING OF THE BOARD OF EDUCATION
TUESDAY, NOVEMBER 28, 2026 – 3:00 P.M. *(Hybrid)*
BOARD OF EDUCATION OFFICE

A G E N D A

1.	**ACKNOWLEDGEMENT OF THE TERRITORY & CALL TO ORDER**			
2.	**DECLARATION OF QUORUM**			
3.	**APPROVAL OF AGENDA**	Motion	Attachment	
4.	**APPROVAL OF MINUTES OF PRIOR MEETING**			
	4.1 Regular Meeting of the Board, October 28, 2026	Motion	Attachment	Pages 2-8
5.	**RECEIPT OF RECORDS OF IN CAMERA MEETING**	Motion	Attachment	Pages 9-10
	5.1 Summary of In Camera Meeting, October 28, 2026			
6.	**PRESENTATION:** Accessibility Report *(Rob Schibli, Surinder Dhaliwal, & Dan Hamel)*	Information	Attachment	Pages 11-15
7.	**CORRESPONDENCE**			
	- No correspondence received.			
8.	**SUPERINTENDENT OF SCHOOLS' MONTHLY REPORT**	Information	Attachment	Pages 16-39
9.	**INDIGENOUS EDUCATION REPORT**	Information	Attachment	Pages 40-58
10.	**INDIGENOUS EDUCATION COUNCIL (IEC) - Updates**	N/A		
11.	**STANDING COMMITTEE REPORTS**			
	11.1 Business Committee Report (*Trustee Ed Harrison)*			
	11.1.1 Business Committee Meeting Minutes, November 12, 2026	Information	Attachment	Pages 59-61
	11.1.2 Monthly Financial Statement & Quarterly Summary	Motion	Attachment	Pages 62-66
	11.2 Education Committee Report (*Trustee Karen Jonkman)*			
	11.2.1 *No meeting was held due to scheduling conflicts*			
	11.2.2 In Principle Approval: Out-of-Province Field Trips:			
	Mount Elizabeth Middle Secondary School – Calgary, Alberta	Motion	Attachment	Page 68
	Hazelton Secondary School – Montreal & Quebec City, Quebec	Motion	Attachment	Pages 69-81
	11.2.3 2026-2027 School Growth Plans	Motion	Attachment	Pages 82
12.	**NEW BUSINESS**			
	- No new business			
13.	**TRUSTEE REPORTS**			
	13.1 Board Chair Report	Information	Attachment	Pages 83-85
	13.2 BCPSEA Delegate Report	Information	Verbal	
	13.3 Trustee Reports	Information	Verbal	
13.	**QUESTION PERIOD**			
14.	**ADJOURNMENT**			

Next Regular Meeting of the Board of Education, Coast Mountains School District:
January 27, 2027, 5:00 p.m. (Hybrid) – Board of Education Office

Coast Mountains Board of Education School District 82

MEETING AGENDA ITEM #4.1

Action:	X	Information:	
Meeting:	Regular	Meeting Date:	November 24, 2026
Topic:	**Minutes of the Regular Meeting of the Board, October 28, 2026**		

Background/Discussion:

Minutes as attached.

Recommended Action:

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

Presented by: Secretary Treasurer

Coast Mountains Board of Education School District 82

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

PRESENT WERE:

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

DISTRICT STAFF PRESENT:

Director of Instruction, Inclusive Education	(Virtual)	- J. Nieckarz
Director of Instruction, Learning Services	(Virtual)	- P. Barron
Director of Instruction, Indigenous Education	(Virtual)	- D. Mortimer
Director of Human Resources	(Virtual)	- K. Bath
Director of Facility Services	(Virtual)	- R. Schibli
District Principal, Curriculm Support	(Virtual)	- T. McDonald

DRAFT

Vice Chair Jonkman acknowledged with respect the school District's business being conducted on the unceded traditional territories of the Gitxsan, Haisla, Nisga'a, and Ts'msyen Peoples. She further acknowledged that the meeting was being held in Hazelton on the traditional territory of the Gitxsan Peoples. The Board expressed gratitude for the opportunity to work with the children and families of these Nations and acknowledged the privilege of living and working on these lands.

Vice Chair Jonkman welcomed guests attending and advised the meeting was being livestreamed via Coast Mountains School District YouTube Channel. Trustees and District staff were introduced and Vice Chair Jonkman welcomed newly elected Trustees, Troy Peters and Bryana Jack who were attending as guests.

Vice Chair Jonkman recognized *World Teachers' Day* on October 5th and thanked teachers for their dedication to student learning and well-being. She also thanked staff, families and volunteers supporting fall activities and wished school communities a safe "Happy Halloween".

As this was the final Regular Board Meeting of the 2022–2026 Board, Vice Chair Jonkman thanked Trustees Julia Sundell and Mike Maxim for their service, congratulated the newly elected Trustees and acknowledged all candidates who put their names forward.

Appreciation was extended to the Indigenous Education Council, local Nations, Elders, Knowledge Holders and the Indigenous Education Department for the *September 25th District In-Service Day* that focused on Truth and Reconciliation. Vice Chair Jonkman reflected on the learning and relationship building during the sessions on Haisla territory.

The following reminder was shared by Vice Chair Jonkman 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

Vice Chair Jonkman called the meeting to order at 5:40 p.m.

2. DECLARATION OF QUORUM

A quorum was declared.

3. APPROVAL OF AGENDA

Motion #8991

THAT the agenda for October 28, 2026, Regular Meeting of the Board (Public) be approved as circulated.

Carried
Opposed: Trustee M. Maxim

4. APPROVAL OF MINUTES OF PRIOR MEETING

4.1 Regular Meeting of the Board, September 29, 2026

Motion #8992

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

Carried
Opposed: Trustee M. Maxim

DRAFT

5. RECEIPT OF RECORDS OF IN CAMERA MEETING

5.1 Summary of In Camera Meeting, September 29, 2026

Motion #8993

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

Carried
Abstained: Trustee M. Maxim

6. PRESENTATIONS

6.1 KSM Mine Tour presented by Dan Hamel, Principal of Northwest Trades & Employment Centre and North Coast Distance Education School

Dan Hamel, Principal of the Northwest Trades and Employment Training Centre and North Coast Distance Education School, presented an overview of the October 14–15 student visit to the KSM (Kerr-Sulphurets-Mitchell) project's *Camp 11*. Students from across the District experienced camp life and explored careers associated with mining and related industries.

Activities included geology and mineral exploration, a cookie-mining exercise examining extraction and environmental impacts, heavy equipment operation and mechanics, aviation, surveying and environmental monitoring. Mr. Hamel thanked KSM for hosting the students and providing protective equipment.

Superintendent MacMillan congratulated Principal Hamel on receiving the Career Education Society of BC Excellence in Collaboration Award, recognizing his work with community and industry partners to create career opportunities for students. Vice Chair Jonkman thanked Principal Hamel for the presentation.

Received
(No motion required)

7. CORRESPONDENCE

No correspondence was received

8. SUPERINTENDENT OF SCHOOLS' MONTHLY REPORT – October 2026

THAT the Superintendent of Schools' Monthly Report to the Regular Board Meeting of October 28, 2026, be received as presented.

Received
(No motion required)

DRAFT

9. INDIGENOUS EDUCATION REPORT – October 2026

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

Received
(No motion required)

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

No updates were received.

11. STANDING COMMITTEE REPORTS

11.1 Business Committee Report (Secretary Treasurer Fuller)

11.1.1 Business Committee Meeting Minutes, October 14, 2026

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

Received
(No motion required)

11.1.2 Ministry of Education Data Management 1701 Preliminary Report

Secretary Treasurer Fuller presented the Ministry of Education and Child Care Data Management 1701 Echo Report dated October 23, 2026, reflecting preliminary student headcount and full-time equivalent (FTE) enrolment eligible for funding as at September 29, 2026.

She explained that the 1701 submission is used to determine funding and monitor enrolment trends. Preliminary submissions were due October 9, with verification and final sign-off required by October 30, 2026.

Secretary Treasurer Fuller advised that enrolment was 108 FTE below the District's projection, significantly affecting the preliminary budget and funding for the remainder of the school year. Updated Ministry funding allocations were expected in mid-December. The Finance Department was already working on budget amendments in response

Motion #8994

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

Carried
All in Favour

DRAFT

11.2 Education Committee Report (Trustee Karen Jonkman)

11.2.1 Education Committee Meeting Minutes, October 14, 2026

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

Received
(No motion required)

12. NEW BUSINESS

12.1. General School Trustee Elections

Vice Chair Jonkman presented the 2026 General School Trustee Election Results update. Elections were held October 17, 2026, and Chief Election Officer Cathy Jackson officially declared the following candidates elected on October 20, 2026:

Area 1 — Kitimat	Karen Jonkman and Angie Maitland
Area 2 — Terrace	Margaret Warcup and Ed Harrison
Area 3 — Thornhill	Troy Peters
Area 4 — Stewart	Wayne Jones
Area 5 — Hazelton	Bryana Jack

The new Board will serve from November 2026 to November 2030. Elected trustees were congratulated and all candidates thanked. Details of the Swearing In Ceremony and Inaugural Meeting will follow.

Motion # 8995

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

Carried
All in Favour

13. TRUSTEE REPORTS

13.1 Board Chair Report – October 2026

Vice Chair Jonkman read Board Chair Warcup's report in her absence. The report thanked outgoing trustees and welcomed the incoming Board. It outlined governance responsibilities, the planned Strategic Plan update and community engagement, Trustee and committee roles, and continued advocacy. It also addressed the November 26th to 28th BCSTA Trustee Academy, Scholarship Committee participation and provincial Board Chair calls.

DRAFT

Received
(No motion required)

13.2 Trustee Reports

Vice Chair Jonkman invited Trustees to provide reports.

Trustee Maxim reflected on his service to the community and his commitment to his oath of office. He wished the incoming trustees well.

Received
(No motion required)

14. QUESTION PERIOD

Vice Chair Jonkman invited questions pertaining to the agenda. No questions were received.

15. ADJOURNMENT

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

The meeting was adjourned at 7:00 p.m.

_____ _____

Board of Education Chair Secretary Treasurer

DRAFT

Coast Mountains Board of Education School District 82

MEETING AGENDA ITEM #5.1

Action:	X	Information:	
Meeting:	Regular	Meeting Date:	November 24, 2026
Topic:	**Summary of In-Camera Meeting of the Board, October 28, 2026**		

Background/Discussion:

Summary as attached.

Recommended Action:

THAT the Summary of the In-Camera Meeting of the Board held on October 28, 2026, be received.

Presented by: Secretary Treasurer

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

The Board of Education:

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

Coast Mountains Board of Education School District 82

MEETING AGENDA #6

Action:		Information:	X
Meeting:	Regular	Meeting Date:	November 24, 2026
Topic:	**Presentation: Accessibility Report**		

Background/Discussion:

Director Rob Schibli and Principals Dan Hamel and Surinder Dhaliwal will provide an overview of the District's accessibility work, including findings from assessments of 20 school sites, identified strengths and areas for improvement, and priorities for 2026. The presentation will highlight ongoing efforts to remove barriers, strengthen accessibility and inclusion, and support welcoming learning environments where everyone can participate and belong.

Recommended Action:

For information only.

Presented by: Robert Schibli, Dan Hamel, and Surinder Dhaliwal

Accessibility for Belonging and Success

Stronger Together IN A MORE INCLUSIVE TOMORROW

Removing barriers. Building inclusive communities. Creating opportunities for all.

Our Commitment

We are committed to identifying, removing, and preventing barriers so that every student, family, staff member, and community partner feels welcomed, valued, supported, and able to fully participate and experience success in learning and community life.

PRIORITY #1

Barriers to Accessibility

Identify, remove, and prevent barriers that limit full and equal participation in our schools and communities.

WHAT WE HEARD

- Physical and built environments can create barriers (e.g., access to buildings, washrooms, parking, and signage).
- Communication and information are not always in accessible formats.
- Technology and digital tools can be challenging to access for some.
- Barriers can be different in rural and remote communities.
- People want more opportunities to share their experiences and ideas.

OUR STRATEGIES

- Assess and identify barriers in our schools, facilities, programs, services and communications.
- Develop and implement plans to remove and prevent barriers.
- Improve access to information through accessible formats and technologies.
- Consider the unique needs of rural and remote communities.
- Continue to seek feedback and work in partnership with people with lived experience.

PRIORITY #2

Accessibility and Inclusion Education

Increase awareness, understanding and capacity related to accessibility and inclusion across our district.

WHAT WE HEARD

- There is a strong interest in increased knowledge and awareness about disability, accessibility and inclusive practices.
- Staff, students and families want more learning opportunities and practical tools.
- People shared the importance of respectful language and reducing stigma.
- Inclusive education benefits everyone.
- Ongoing learning and collaboration are needed to build more inclusive school communities across the North.

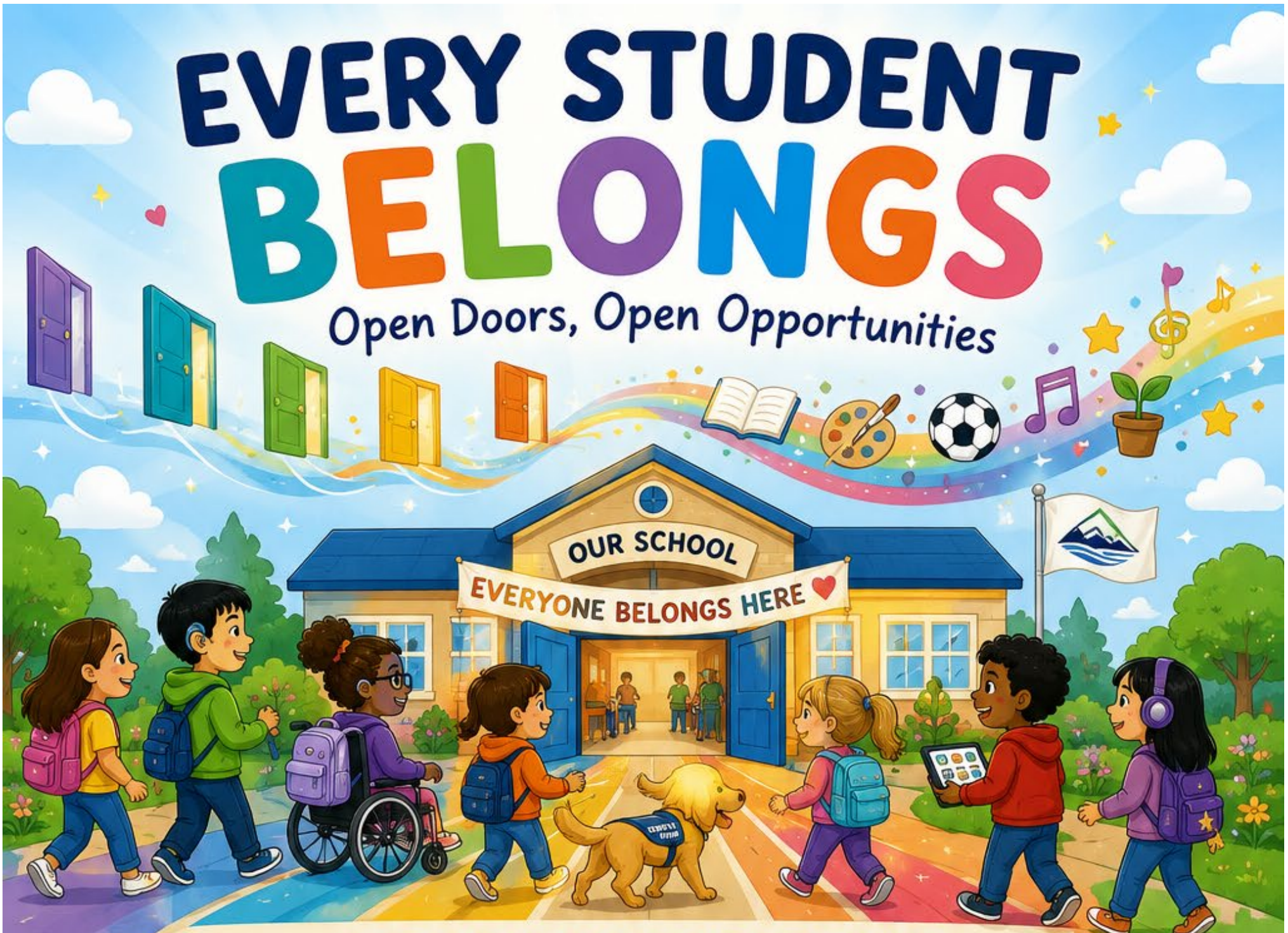
OUR STRATEGIES

- Provide ongoing education and learning opportunities for staff, students and families about accessibility and inclusion.
- Share resources, tools and promising practices.
- Promote respectful, person-first language and inclusive attitudes.
- Build awareness through collaboration with community partners and people with lived experience.
- Celebrate and share inclusive practices across our district.

Inclusive Learning Stronger Communities

EVERY STUDENT BELONGS

Open Doors, Open Opportunities



ACCESSIBILITY IS ABOUT BELONGING

Accessibility means removing barriers so that all students, families, staff, and community members can participate fully in school life.

When barriers are removed, opportunities grow.

WHY WE DID THIS WORK

- 20 SCHOOL SITES ASSESSED
- STUDENTS AT THE CENTRE
- COLLABORATION ACROSS DEPARTMENTS
- ACCESSIBILITY BARRIERS IDENTIFIED
- CONTINUOUS IMPROVEMENT FOCUS



Different journeys. One community.



Coast Mountains School District is committed to creating welcoming, inclusive, and accessible learning environments where every student can learn, participate, and belong.

COAST MOUNTAINS SCHOOL DISTRICT

ACCESSIBILITY ASSESSMENT RESULTS

Celebrating Our Strengths. Planning for the Future.

A perfect score represents maximum accessibility based on the BC CAISE School Site Accessibility Assessment Tool.

We assessed 16 key areas across 20 school sites!

AREAS OF STRENGTH

These areas scored the highest! Way to go!



PARKING LOTS



SENSORY SPACES



STAFF ROOMS & TEACHING KITCHENS



POSTERS & VISUAL DISPLAYS

These strengths demonstrate the great work already happening in our schools!

DOING WELL

These areas are going well and we will continue to build on them.



WASHROOMS



LIBRARIES



CLASSROOMS



PERFORMANCE & MULTIPURPOSE SPACES

We're proud of our progress in these important areas!

AREAS WE ARE FOCUSING ON

These areas were identified as opportunities for improvement. We will focus our energy and resources here in the year ahead.



OUTDOOR PLAY SPACES



EMERGENCY PREPAREDNESS



ENTRANCES & DOORS



GYMNASIUMS & ATHLETIC FACILITIES



SIGNAGE

Focusing on these areas will help make our schools even better for everyone!

WHAT OUR COLOURS MEAN

STRENGTH
Our highest scoring areas.

DOING WELL
Areas showing progress and potential.

FUTURE FOCUS
Opportunities we are prioritizing for improvement.



TOGETHER, WE CAN BUILD SCHOOLS WHERE EVERYONE CAN LEARN, PARTICIPATE AND BELONG.

STUDENTS AT THE CENTRE
Their voices and experiences guide our decisions.

COLLABORATION
We work together across schools and departments to remove barriers.

CONTINUOUS IMPROVEMENT
Small steps today lead to big changes tomorrow!

EVERYONE WELCOME
Inclusive schools create stronger, happier learning communities.

Thank you to all staff, students and community members who contributed to the assessment. Your input helps create more accessible schools for everyone!

COAST MOUNTAINS SCHOOL DISTRICT

OUR 2026 ACCESSIBILITY PRIORITIES

Building More Accessible Schools Together

Accessibility is a journey, not a destination.

Every improvement helps ensure our schools are welcoming, inclusive and accessible for all learners, families, staff, and community members.



MAJOR PROJECTS FOR 2026

NEW ACCESSIBLE RAMP

Uplands Elementary School

Improving access for students, families and visitors.

ACCESSIBLE WASHROOM RENOVATION

Caledonia Secondary School

Creating a safe, private and accessible space for all.

ADULT CHANGING STATION

District Installation Project

Providing essential equipment to support accessibility and dignity for all.

ONGOING IMPROVEMENTS

- **Accessibility Action Planning** — Setting goals and creating plans for each school.
- **Collaboration with Facilities** — Working together to prioritize and complete improvements.
- **Staff Awareness & Training** — Building knowledge and confidence to support all learners.
- **Feedback from Students, Families & Staff** — Your input helps guide our work.
- **Annual Accessibility Reviews** — Checking our progress and celebrating successes.

FUNDED THROUGH EXISTING RESOURCES

We do not receive additional ministry funding for this important work.
We are proud to use our district resources wisely to build a more inclusive future for everyone.

TOGETHER, WE CAN OPEN DOORS AND CREATE OPPORTUNITIES!



COAST MOUNTAINS SCHOOL DISTRICT

Thank you to all students, staff, families, and community members for helping make our schools more accessible for everyone.

Coast Mountains Board of Education School District 82

MEETING AGENDA ITEM #8

Action:		Information:	X
Meeting:	Regular	Meeting Date:	November 24, 2026
Topic:	**Superintendent of Schools' Monthly Report**		

Background/Discussion:

Attached for reference is the Superintendent of Schools' Monthly Report for presentation at the November 24, 2026, Regular Board Meeting as prepared by Superintendent Tracey MacMillan.

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

Recommended Action:

Information only; no action required.

Presented by: Superintendent of Schools

Superintendent's Report to the Board
October 2026

A Message from the Superintendent

Ama Sah / Good Day,

The past several weeks have been a busy and productive time across Coast Mountains School District, with continued opportunities for professional learning, collaboration, and initiatives that support student success and well-being.



Left to right: Director Donna Mortimer; Vice Principal (Nechako Elementary)Tom Wilkinson; and Superintendent Tracey MacMillan.

School Safety: Strengthening Our Knowledge and Practices

Recently, a number of our Principals, Vice Principals, District staff and community partners participated in *Safer Schools Together* Basic Threat and Risk Assessment (BTRA) training. The safety and well-being of our students and staff remain a priority, and this professional learning provided an opportunity to strengthen our understanding of current research, emerging practices, and approaches to supporting safe and caring school environments. Additional information about this important professional learning will be shared later in this report.

Shared Commitment to First Nations Student Success

Our team also continues to participate in ongoing conversations with First Nations Directors of Education regarding Local Education Agreements (LEAs), alongside members of our District Education Team. These discussions are important in strengthening relationships, enhancing collaboration, and supporting the educational success of Indigenous learners. We recognize that the education and success of First Nations students are a shared responsibility across our entire District, extending beyond our Indigenous Education Department to all educators, school leaders, and district staff.

Teacher Recruitment: Expanding Our Reach



Recruitment continues to be an important focus as we work to attract qualified educators to our District. I recently had the opportunity to participate in a teacher recruitment fair at Lakehead University, marking the beginning of our recruitment initiatives for the year. Our recruitment team will continue attending career fairs across Canada, building connections with prospective educators and sharing the many opportunities available within our schools and communities.

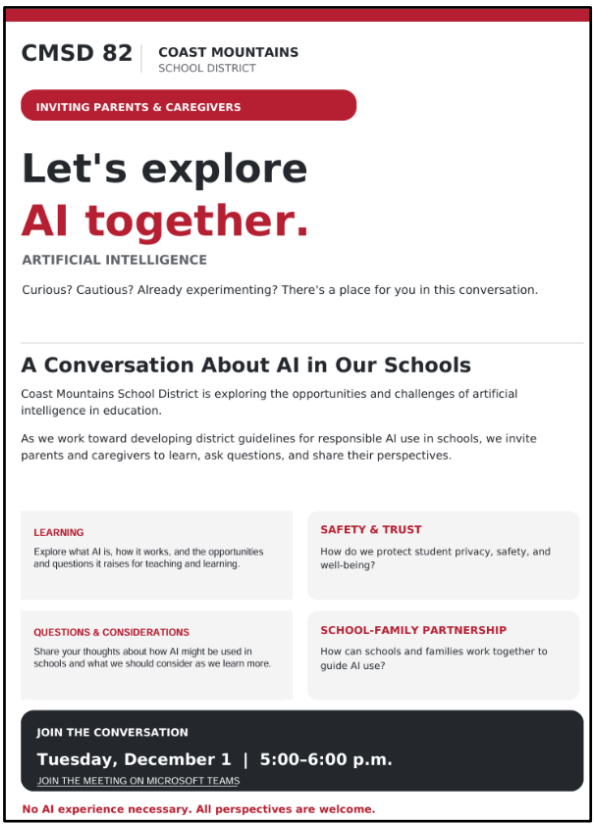
I would also like to extend my appreciation to our Human Resources team for their ongoing efforts in organizing and coordinating these recruitment opportunities and their commitment to strengthening our District's workforce.

Superintendent's Report to the Board
October 2026

Exploring AI Together: A Conversation with Parents and Caregivers

Our District team continues to explore artificial intelligence (AI) and its evolving applications in education. Staff are participating in provincial learning opportunities to deepen our understanding of how AI can responsibly support teaching and student learning. As part of this ongoing work, all teaching staff were provided with an opportunity to participate in a session to ask questions, share perspectives, and provide feedback on the use of AI in education. On December 1, Coast Mountains School District will host a parent and caregiver information session facilitated by Dean Shareski of Advanced Learning Partnerships (ALP).

These opportunities for engagement are part of an important district-wide initiative to build a shared understanding of AI and its responsible use in our schools. The perspectives and feedback gathered from staff and families will help inform the development of an AI framework and practical guidelines to support students and staff across the District.



BCSSA Professional Learning Conference

Members of our District Education Team recently attended the BC School Superintendents Association (BCSSA) Professional Learning Conference, themed *Leading Systems for Equity and Excellence*. The conference provided valuable opportunities to learn from educational leaders and researchers, including Louise Stoll and Liz Robinson, whose work focuses on system improvement, effective leadership, and sustainable change.



Left to right: Superintendent Tracey MacMillan; Director Phillip Barron; Director Donna Mortimer; and Director Julia Nieckarz.



We also appreciated the perspectives shared by Niigaan Sinclair, which encouraged deeper reflection on our collective commitment to Reconciliation. Through these professional learning opportunities, our team continues to reflect on promising practices, strengthen collaboration, and consider how new learning can be applied within the unique context of Coast Mountains School District to support equity, excellence, and student success.

Superintendent's Report to the Board
October 2026

Dan Hamel Receives Provincial Excellence in Collaboration Award!



We are pleased to share photos of Dan Hamel, Principal of the Northwest Trades & Employment Training Centre (NTETC) and North Coast Distance Education School (NCDES), as he officially received the 2026 Excellence in Collaboration Award from the Career Education Society of British Columbia!

As highlighted in last month's Superintendent's Report, this prestigious provincial recognition celebrates Dan's dedication to fostering meaningful partnerships and expanding career education opportunities for students.

It is wonderful to see Dan's leadership, dedication, and commitment to student success recognized at the provincial level. This recognition also reflects the collective efforts, collaboration, and dedication of the entire team, whose contributions continue to make a meaningful difference for students.



Congratulations once again, Dan (featured on the right), on this well-deserved achievement! We are incredibly proud to celebrate this recognition with you and your team, and appreciate the outstanding work you continue to do together.

Appreciation for Our Teachers During Reporting Season

I would also like to extend my appreciation to our teachers and school staff for their ongoing dedication to student learning, particularly during this busy reporting period. The preparation of report cards and opportunities for conversations with parents and caregivers provide valuable insights into student progress, celebrate accomplishments, and strengthen the important partnership between home and school.

Warm Wishes for a Safe and Happy Holiday Season

As we approach the holiday season, we look forward to the many school concerts, performances, and celebrations taking place across our District. These special occasions bring students, families, staff, and communities together and provide wonderful opportunities to celebrate the talents and accomplishments of our learners.



I wish all students, staff, families, and community members a safe, joyful, and restful holiday season. Thank you for your continued commitment to making Coast Mountains School District a welcoming and supportive place to learn, work, and grow.

Sincerely,

Tracey MacMillan, Superintendent

Upcoming Dates:

November 27: Pro-D
December 1: AI (Artificial Intelligence) Presentation for Parents & Caregivers
December 21-January 1: Winter Break
January 4: Back to School

Superintendent's Report to the Board
October 2026

Celebrating Our School Administrative Assistants "Thank You!"

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

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

This month, we are pleased to pay special tribute to our School Administrative Assistants in Terrace and Thornhill. Please know how much we appreciate!



Caledonia Secondary *(left to right)**: Tanya Duffy, Michelle Anger, and Trisha Stevens, Administrative Assistants*



Uplands Elementary: *Renna Marcotte, Administrative Assistant*



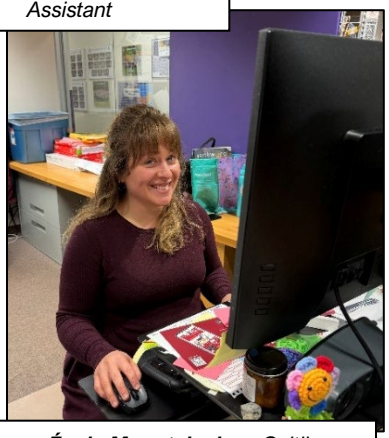
Skeena Middle *(left to right)**: Amy Unrau, Shannon McAllister, and Suzanne Banville, Administrative Assistant*



Thornhill Elementary: *Shannon Rupert, Administrative Assistant*



Thornhill Primary: *Kandice McCauley Administrative Assistant*



École Mountainview: *Caitlin Preston, Administrative Assistant*



Parkside Secondary: *Nicole Boivin, Administrative Assistant*



Suwilaawks Community School: *Christina Gagne, Administrative Assistant*





Cassie Hall: *Administrative Assistant*

Superintendent's Report to the Board
October 2026

Congratulations and Welcome to Our Board of Education



Superintendent Tracey MacMillan, left, welcomes the new Board of Education.

I would like to extend my sincere congratulations and a warm welcome to both our newly elected and returning trustees as they begin their four-year term of office, from November 2026 to November 2030.
Coast Mountains School District is governed by a seven-member Board of Education, elected by the public every four years. As locally elected representatives, trustees play an important role in advocating for the students, families, and communities of Coast Mountains School District, setting the direction of the District, and supporting the success and well-being of all learners.



Secretary Treasurer Ginger Fuller, right, facilitated the swearing in of the Trustees.

The Oath of Office Ceremony marks an exciting new chapter for our Board of Education. I would like to thank each trustee for their commitment to our District and their willingness to serve the diverse communities we represent.

It is my pleasure to introduce our new Board of Education:

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



Trustees, left to right are: Bryana Jack; Angie Maitland; Tory Peters; Karen Jonkman; Margaret Warcup; Wayne Jones; and Ed Harrison.

We look forward to working collaboratively with the Board over the next four years as we celebrate our successes, navigate challenges, strengthen relationships, and continue creating meaningful opportunities for all learners across our District.

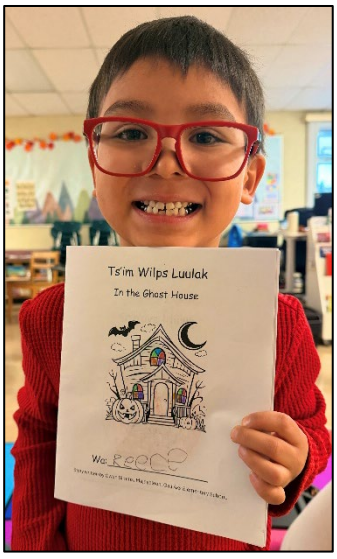
Congratulations to all trustees, and best wishes for a successful and rewarding term ahead!

Superintendent's Report to the Board
October 2026

What's Happening This Month at New Hazelton Elementary (NHE)?



This month has been a wonderful reflection of the vibrant, inclusive, and culturally responsive learning community we continue to build. With enrolment now at 153 students, our school continues to grow, and with that growth comes an exciting energy, meaningful opportunities, and a strong commitment to ensuring every learner feels a sense of belonging.



Celebrating Gitxsan Culture, Language, and Identity

Strengthening connections to local culture, language, and community remains at the heart of our work. Through ongoing Gitxsan Language and Culture instruction, learners explored the traditional story *In the Ghost House (Ts'im Wilps Luulak)*, developing language and literacy skills while deepening their connections to Gitxsan teachings and traditions. Our youngest learners in Mrs. Giguere's K/1 classroom also continue to welcome the Gitanmaax Language Nest for cultural singing and drumming.



We were also excited to launch our Gitxsan Immersion Basketball Club for Grade 4-7 learners, led by Mr. Nyce. This initiative creates another opportunity to bring together culture, language, physical activity, and student connection in a meaningful way.

Building Community Connections and Authentic Learning

Our community partnerships continue to enrich learning beyond the classroom. We welcomed Fisheries and Wildlife, who engaged students in learning about the salmon life cycle, and Avalanche Canada, who provided valuable hands-on learning about mountain safety and avalanche awareness. These experiences help students connect classroom learning to the natural environment and the communities in which they live.





A highlight of the month was our school-wide Remembrance Day assembly, thoughtfully organized and led by Mrs. Spooner's Grade 6/7 class. Students across the school contributed through music, presentations, and reflection.



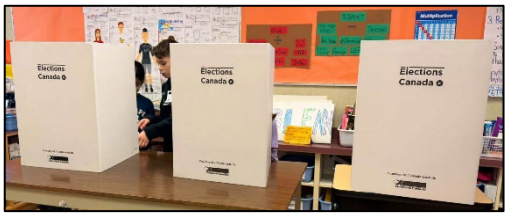
We were also honoured to welcome local RCMP and veteran, Mr. Lawrence Kerr, age 101, for a special lunch with a small group of students and staff. Hearing his stories and sharing time together provided a meaningful opportunity for intergenerational connection, gratitude, and learning. Our students demonstrated exceptional respect, kindness, curiosity, and maturity throughout the experience.

Celebrating Student Voice, Leadership, and Belonging

NHE continues to prioritize opportunities for students to develop leadership, confidence, and positive relationships. Mrs. Spooner's Grade 6/7 class organized a school-wide Student Vote, allowing every learner to experience the democratic process through voter registration, identification, ballots, and election procedures.



We also introduced our new Am Jebin (Good Job) Recognition Cards, celebrating students who demonstrate kindness, respect, inclusion, leadership, engagement, and positive attitudes. This initiative reinforces our commitment to recognizing not only academic achievement, but also the everyday actions that contribute to a positive school culture.



As NHE continues to grow, our focus remains on creating a school where every student feels known, valued, supported, and connected to their culture and community. The past month has been a wonderful reflection of the collective efforts of our students, staff, families, and community partners, showcasing the meaningful relationships, rich learning opportunities, and positive school culture that continue to shape our school. We are proud of how NHE is growing not only in numbers, but also in connection, opportunity, belonging, and a shared sense of pride in who we are as a school community.

(With appreciation to Taylor Murrell, Principal of New Hazelton Elementary, for these contributions.)









New Hazelton Elementary School Staff

Halloween Fun at Kitwanga Elementary

We were filled with excitement, creativity, and Halloween spirit as students and staff came together for our annual Halloween Assembly! Students proudly showed off their creative costumes during our school-wide costume parade, followed by some friendly competition with Halloween-themed Minute-to-Win-It challenges. We also had everyone moving with Halloween Just Dance and sparked curiosity with a brief, exciting science show! It was a fantastic opportunity for students from Kindergarten to Grade 7 to come together, celebrate, laugh, and build positive school connections. The assembly was filled with smiles, laughter, and plenty of school spirit, making it a memorable Halloween celebration for our entire school community!



Doberman Pictures Visits Kitwanga Elementary!

Kitwanga Elementary students were excited to welcome Scott Harris and Dallas Parker from Doberman Pictures in Vancouver! They visited our school to introduce students to *Noch Noch*, an exciting new animated series created by Gitxsan artist and hereditary chief Scott Harris. The series follows three Gitxsan cousins who enter the magical world of the Noch Nochs through Mouse Woman Tibouget's enchanted front door. Along the way, they encounter supernatural spirits and embark on adventures that help them navigate real-life challenges back home.

With support from five Canadian broadcasters, the series is getting closer to becoming a reality! What made this visit especially meaningful was the opportunity for our students to have a voice in the creative process. Scott and Dallas invited students to share their ideas and perspectives about how the show could better reflect Gitwangak, its people, and its culture. This was a wonderful opportunity for students to see Gitxsan culture, stories, and perspectives represented in contemporary media while recognizing that their own voices and experiences are valuable. It was also an inspiring reminder of the creative opportunities available to Indigenous youth and the importance of authentic representation in storytelling.

A big thank you to Scott and Dallas for visiting Kitwanga Elementary, sharing their exciting project, and inviting our students to be part of bringing Gitxsan stories to life!









Remembrance Day at Kitwanga Elementary

On November 10th, Kitwanga Elementary School came together for a meaningful Remembrance Day Ceremony to honour the courage, service, and sacrifices of veterans, past and present. This year's ceremony placed a special emphasis on recognizing National Indigenous Veterans Day (November 8th), highlighting the often-overlooked contributions of Indigenous veterans and the unique challenges many faced upon returning home from war. Students learned about remarkable Indigenous veterans, including Cree Code Talkers, Henry Louis Norwest, and Edith Monture, while also taking time to recognize and honour local and Gitxsan veterans from our own communities. Indigenous culture and traditions were woven throughout the ceremony, with beautiful and meaningful performances from our school drumming group led by Ms. Darlene and Ms. Holland, including the Territory Welcome Song, Greeting the Day Song, and the Travelling Song.

Student leadership was at the heart of our ceremony, with presentations from several classrooms, our Drama Club, and individual student speakers, Daisy Pushkarna and Emmanuel Watts. Through poetry, speeches, music, and reflections, students played an active role in sharing messages of remembrance, gratitude, and peace. We were also honoured to welcome guest speaker Alex Morgan, who contributed to this meaningful occasion. We are incredibly proud of our students for the respect, thoughtfulness, and leadership they demonstrated throughout the ceremony.



(With appreciation to Kassia Nameth, Principal of Kitwanga Elementary, for these contributions.)





Superintendent's Report to the Board
October 2026

Honouring Remembrance Day

Members of the District Education Team were honoured to attend Remembrance Day ceremonies at several schools throughout the district, including Uplands Elementary School, École Mountainview, Skeena Middle School, Caledonia Secondary School, Thornhill Elementary School, and Thornhill Primary School.

We extend our sincere appreciation to the schools that invited district staff to join their ceremonies and to the students and staff who contributed to these meaningful tributes. These gatherings provided an opportunity to come together in remembrance, honour those who have served and sacrificed, and reflect on the importance of peace.



From left to right: *Lisa Clark, Principal of Thornhill Primary, Surinder Dhaliwal, Principal, and Kate Doane, Vice Principal of Thornhill Elementary*



From left to right: *Firefighter Andrew Johnstone, Cst. Kelly Cates, Cst. Eric Terryberry, Ast. Training Officer Adrienne Duffield, Royal Canadian Air Cadet, Captain Barry Duffield, Royal Canadian Air Cadet, Corporal James Kester – Canadian Rangers, Retired Corporal Steve Chant, and Auxiliary Cst. Chris Gair at Thornhill Primary School*



From left to right: *Matthew Lowdnes, Vice-Principal of Caledonia Secondary, Director Mortimer, Guest,* ***X'staam Hana'ax (Nicole Halbauer)*** *of Kitsumkalum Nation, and Toni Craig, Vice-Principal of Caledonia Secondary*



From left to right: *Cst. Eric Terryberry, Cst. Kelly Cates, Corporal James Kester – Canadian Rangers, Firefighter Andrew Johnstone, Retired Corporal Steve Chant, Auxiliary Cst. Chris Gair, Sergeant Van Der Kolk Dutch Army, Director Barron, and Steve Wallace, Principal of École Mountainview.*



From left to right: *Director Nieckarz, Toni Craig, Vice-Principal of Caledonia Secondary, Gerald Brown, Retired Peace Officer of the Aboriginal Policing Unit, and Cst. Eric Terryberry*



From left to right: *Tracey Carter, Teacher, Officer Cadet Colin Chadwick, Trustee Ed Harrison, Cst. Eric Terryberry, Cst. Kelly Cates, Sergeant Derk van der Kolk (Dutch army, Board Chair Warcup, Corporal James Kester – Canadian Rangers, Firefighter Andrew Johnstone, Retired Corporal Steve Chant, Mayor Sean Butjas, Auxiliary Cst. Chris Gair, Director Barron, Director Mortimer, Director Nieckarz, and students from Skeena Middle School.*

Superintendent's Report to the Board
October 2026

A Wonderful Start to the School Year at MGA!

It has been a busy and exciting start to the school year at Majagaleehl Gali Aks (MGA) Elementary! Our school has been filled with laughter, learning, community connections, and many wonderful moments that remind us just how special our school community is.

We kicked off the year with a successful Terry Fox Run, where our students and staff came together to celebrate perseverance, kindness, and giving back. Together, we raised $242.20 for the Terry Fox Foundation! We are incredibly proud of our students for their enthusiasm and generosity.

We were also fortunate to welcome members of our local RCMP detachment, who organized a fantastic Bike Rodeo for our students. This was a wonderful opportunity for students to develop their bike safety skills, build confidence, and connect with our local community partners. There were plenty of smiles and lots of learning along the way!

Our Student Leadership Team is officially up and running, and they are already doing an amazing job bringing school spirit and fun to MGA! They organized a fantastic Halloween assembly, complete with a hilarious mummy wrap challenge, musical chairs, and a costume parade. It was wonderful to see students laughing, cheering one another on, and celebrating together. Our young leaders are already showing what it means to make a positive difference in their school.

Beyond these special events, there have been so many positive moments happening throughout our classrooms, hallways, and playground. Every day, we continue to learn and grow together, focusing on what it means to be kind, caring, safe, respectful, and responsible. We are celebrating the little things, building positive relationships, and helping our students understand that their words, actions, and choices can make our school a better place for everyone.

At MGA, we know that a successful school year is about more than academics. It is about creating a place where students feel welcomed, valued, connected, and excited to learn. We are proud of the positive energy in our building and grateful for the staff, students, families, and community partners who help make MGA such a special place.

We are off to a wonderful start, and we look forward to all the learning, laughter, and memories still to come!

(With appreciation to Shylah Marshall, Principal of Majagaleehl Gali Aks (MGA) Elementary School, for these contributions.)

Behind the Masks: Thornhill Elementary Shines

At Thornhill, we've been working hard to build our sense of community, and we've had some fun along the way! Our students recently held a Hallowe'en dance where they dressed up in their costumes and brought a non-perishable food item as their entry donation for the food bank.





From left to right: *Surinder Dhaliwal, Principal, and Shannon Rupert, Administrative Assistant, at Thornhill Elementary School*



The staff also got in on the fun with a surprise prank! Everyone wore a mask with the principal's face on it and spent some time pretending to be him. One member of the team dressed up as the vice principal! It was a hilarious surprise, both for the admin and the students, and a great reminder of what a fun and connected team we have.



The event was a huge success, with over 100 food items collected for the food bank. Most importantly, everyone had a great time, and it was another wonderful opportunity to bring our school community together!

(With appreciation to Kate Doane, Vice-Principal of Thornhill Elementary School, for these contributions.)



Thornhill Elementary School Staff

Sewcase Lab at Hazelton Secondary School

Hazelton Secondary School is establishing a Sewcase Lab to expand opportunities for students to learn, create, and connect through sewing and textile arts. Central to this initiative is the addition of new sewing machines and updated equipment to replace existing equipment and strengthen the school's textiles program. Sewcase, a program of Soaring Circle, supports Indigenous youth by connecting textile arts with cultural learning and pathways to employment and entrepreneurship. The lab will create opportunities for students to develop practical skills, explore Indigenous design and cultural expression, and build confidence through projects that connect creativity, identity, and community.

Sincere thanks go to Ryan McCann, Jan Thorburn, Mary Charlebois, Louise Ormerod, and Phillip Barron, along with Josée Lusignan and Jenny Ambrose at Sewcase, for supporting this initiative. Their collaboration is helping bring new equipment and meaningful learning opportunities to Hazelton Secondary while supporting Indigenous creativity and student success.

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



From left to right: *Ryan McCann, Vice-Principal, Louise Ormerod, Acting Principal Mary, Charlebois, Textiles & Teacher Librarian, and Jan Thorburn, Vice-Principal.*

Bringing Math to Life Through STEM
(*Science, Technology, Engineering, and Mathematic*)

Students in Ms. Eagles class recently participated in a hands-on pumpkin seed estimation activity that combined STEM learning with mathematical thinking and problem-solving.



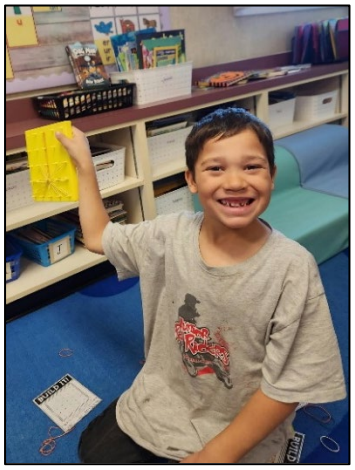
The two-day activity focused on developing students' estimation, measurement, and counting skills. On the first day, students measured the weight, height, and circumference of their pumpkins, counted the grooves, and made predictions about how many seeds they thought were inside.

On the second day, students opened their pumpkins, removed the seeds, and put their counting skills to work. Before counting, they discussed whether they wanted to revise their original predictions and explored different strategies for keeping track of their seeds, including organizing them into groups.

Once the seeds were counted, students compared their predictions with the actual totals and calculated the differences to determine whose estimate was closest.

This engaging activity provided students with a fun and meaningful opportunity to practice estimation, measurement, and mathematical reasoning through hands-on learning.

(With appreciation to Catherine Eagles, Teacher at Suwilaawks Community, for this contribution.)

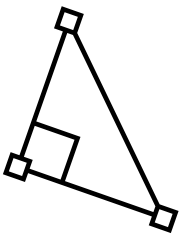


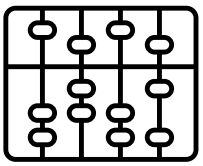
Building Numeracy Through Engaging Math Experiences at NHE (New Hazelton Elementary)

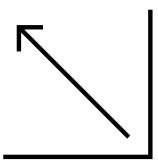
Numeracy is always at the forefront of our minds, and we are continually looking for meaningful ways to strengthen our students' mathematical understanding. Each day, we are incorporating fun, hands-on activities into our math routines that encourage students to build confidence, develop math fact fluency, and deepen their understanding of numbers.



Alongside developing these essential skills, students are given opportunities for open-ended exploration, creative thinking, and discovering the many ways numbers work together. We want our learners to see math as more than just finding the right answer — we want them to be curious, take risks, problem-solve, and explore different strategies and possibilities!









We are also excited about the many resources, learning opportunities, and fresh ideas our District Numeracy Team is bringing our way. Their support is helping us continue to grow as educators, explore new approaches, and find engaging ways to make math meaningful for all learners.



We look forward to continuing this journey of learning, exploring, and building a strong foundation of numeracy together!

(With appreciation to Deanna Giguere, Teacher at New Hazelton Elementary, for this contribution.)

Thinking Together: Building Math Confidence at Uplands Elementary

Ms. Fridriksson's Grade 4 class at Uplands Elementary have been putting their thinking skills to work! Using the *Building Thinking Classrooms* approach, students are working in randomly assigned groups of three to tackle word problems focused on finding benchmarks and estimating. Through collaboration, discussion, and problem-solving, students are sharing their ideas, learning from one another, and discovering different strategies to solve mathematical challenges. It's wonderful to see their mathematical thinking in action!



(With appreciation to Kara Fridriksson, Teacher at Uplands Elementary, for this contribution.)

The Weight of Learning: Pumpkin Math at Nechako Elementary



Grade 4 students in Ms. Judge's class at Nechako Elementary recently explored the concepts of net and gross weight through a fun, hands-on pumpkin activity.

As a class, students measured their pumpkin, discussed the differences between net and gross weight, and explored these concepts firsthand as they removed the seeds and pulp.

This engaging activity brought mathematical concepts to life, giving students an opportunity to connect classroom learning with real-world measurements.

(With appreciation to Olivia Judge, Teacher at Nechako Elementary, for this contribution.)

Superintendent's Report to the Board
October 2026

Celebrating Diwali *"Festival of Lights"* at Suwilaawks Community School



As part of their ongoing celebration of cultures and traditions, students and staff at Suwilaawks Community School came together to recognize and celebrate Diwali, the Festival of Lights.

The celebration provided a wonderful opportunity for students to learn about and appreciate different cultural traditions while coming together as a school community. Students also had the opportunity to enjoy a traditional Diwali lunch, adding a special touch to the occasion.

What a lovely way to celebrate cultural diversity, encourage understanding, and bring the school community together!

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





Milan Dhesi, visiting Teacher and Suwilaawks Community Students



From left to right: *Grade 5 Student and Milan Dhesi, visiting Teacher and former student*

Building Safer Schools at Coast Mountains School District

Coast Mountains School District recently hosted Safer Schools Together's **Behavioral and Digital Threat Assessment® (BDTA) training**, bringing together more than 35 participants, including principals, vice-principals, and community partners from the RCMP, CDC, and Integrated Child and Youth Teams (ICYT). The training provided a valuable opportunity to strengthen relationships and build a shared understanding of how schools and community agencies can work together to identify and respond to concerning behaviours early.



Thank you Director Nieckarz and Scott Rothwell, Manager of Safe Schools

The training integrated behavioural threat assessment practices with digital threat assessment strategies, emphasizing a proactive, multidisciplinary approach to school and community safety. Participants explored how to assess concerning and threat-related behaviours, gather information across agencies, and develop coordinated intervention and management plans.

Topics included digital information gathering and documentation, interviewing practices, communication, and ongoing monitoring. The training also highlighted the role of social-emotional learning, connectedness, and multi-tiered systems of support in creating safe and welcoming school environments. The strong participation from both school leaders and community partners reflected a shared commitment to student well-being and violence prevention. By learning together, participants strengthened the foundation for a coordinated response that brings multiple perspectives and areas of expertise to complex situations. This shared learning will support continued collaboration as the district and its partners work to respond consistently to concerns, connect individuals with appropriate supports, and strengthen safety and belonging across school communities.



From left to right: *Nancy Tormene, Principal at Kitimat City High, Janelle Hittel, Principal of MEMSS, Chrysta Carreiro, Principal of Kildala Elementary, Director Barron, and Vice-Principal of Caledonia Secondary*

Strengthening Safety Through Shared Learning and Accessible Resources



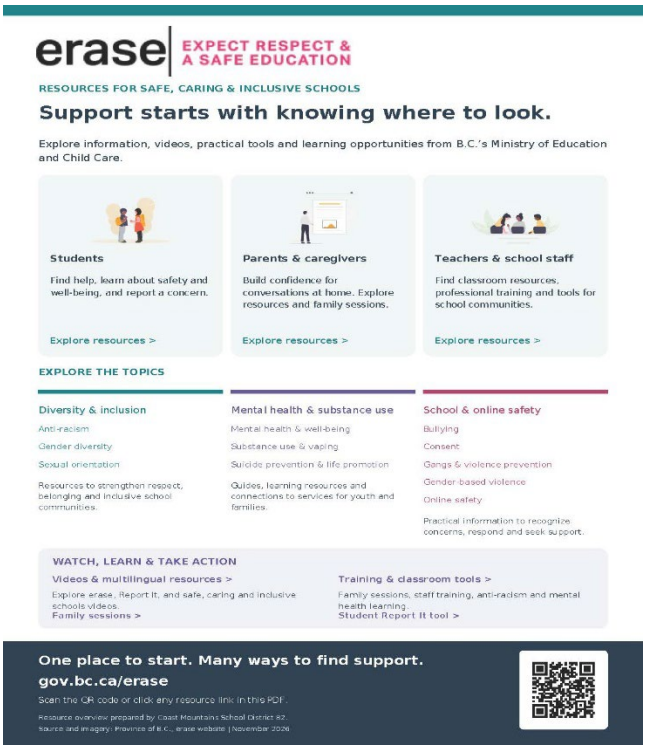
From left to right: *Erika Barton, Principal at Cassie Hall Elementary, Steve Wallace, Principal at École Mountainview, Cst. Kelly Cates, and Cori Boguski, Principal at Nechako Elementary*

Building on the recent Safer Schools Together training, the district is highlighting the Ministry of Education and Child Care's erase website as a resource for students, families, and educators. The accompanying poster provides direct access to information, videos, learning opportunities, and tools that support safe, caring, and inclusive school communities. Together, professional learning, strong community partnerships, and accessible resources support a proactive approach to student safety, well-being, and belonging.

(With appreciation to Director Nieckarz, for this contribution.)



From left to right: *Ryan McCann, Vice-Principal at Hazelton Secondary, Mark Newbery, Vice-Principal at New Hazelton Elementary, Jan Thorburn, Vice-Principal at Hazelton Secondary, Sarah Willan, Vice-Principal at MGA, and Louise Ormerod, Acting Principal at Hazelton Secondary*



Superintendent's Report to the Board
October 2026

Working Together with UNBC!

Sheryl Edwards, Practicum Placement Coordinator at the University of Northern British Columbia (UNBC), met with Phillip Barron, Director of Instruction, to discuss practicum placements in Coast Mountains School District 82 (CMSD 82) and the support teacher candidates receive in our schools. Their conversation highlighted the important role that mentor teachers and school teams play in welcoming practicum students, offering feedback, and helping them build confidence in the classroom. The visit was an opportunity to strengthen the partnership between UNBC and the district and to recognize the staff who help prepare future educators for the profession.

(With appreciation to Director Barron, for this contribution.)



From left to right: *Sheryl Edwards and Director Barron*

UNBC UNIVERSITY OF NORTHERN BRITISH COLUMBIA

New Improved Access to the Hybrid 2027-2029 Regional Bachelor of Education (BEd) Program

Become a certified teacher in the K-12 school system that supports the academic, developmental, and social-emotional needs of students in B.C. schools. The UNBC Teacher Education Program is guided by the **signature pedagogy of "People, Place, and Land"** and focuses on place-based, experiential in situ (on-site) learning.

The Regional BEd Program is a **20-month professional degree program** focused on Elementary Years teacher education, for potential Teacher Candidates who have a minimum of 90-credit hours of post-secondary learning.

New for the 2027-2029 Regional BEd, students will complete the program through a variety of delivery methods aimed to maximize access for working professionals:

- Two (2) in-person intensive training periods (7-day + 20-day) as a full cohort of learners (see below)
- On-site in-person learning in Quesnel, Terrace, or Prince Rupert (weekday evenings and weekends)
- Online courses taken from home (weekday evenings)
- Four (4) practicum placements in School settings (weekday daytime)

Program Overview

The next cohort begins in late August 2027, and students will finish their degree requirements in April 2029. The program is designed for working professionals, scheduled to allow people with work/family responsibilities during the workday.

The program includes two intensive sessions, where students from all three campuses will come together in one place:

1. The Program will launch with an in-person session from August 22-28, 2027
   Location will be in the Northwest (exact final location TBD). Accommodation options will be arranged.

2. The program will have a 20-day in-person session from July 4-24, 2028.
   Location will be Prince George. Accommodation options will be arranged.

Outside of these intensive sessions, courses will be offered through a mix of in-person and online course delivery. The remaining in-person learning will take place at a student's "home campus" (i.e., Prince Rupert, Terrace, or Quesnel) on specific weekday evenings or weekends. The online course delivery will be synchronous on weekday evenings and can be taken from anywhere. Scheduling takes into account winter weather to minimize travel during this season.

Practicum Requirement

The Regional BEd program includes four practicum placements. Students in this program must be available to undertake in-person practicum in the daytime in each of the Fall and Winter semesters of the program, as follows:

- Fall 2027: 1 day a week, full semester (13 days total)
- Winter 2028: 3-week practicum (15 days total)
- Fall 2028: 4-week practicum (20 days total)
- Winter 2029: 10-week practicum (50 days total)

Potential Financial Support (up to $8,000)*

We anticipate that funding for students in the UNBC Regional BEd Program may be available through two Ministry-funded awards:

- Northern B.C. Relocation Awards – *Up to $8,000 to support the costs of leaving your home community to attend a Teacher Education Program (including the intensive sessions)*

- Northern and Rural B.C. Practicum Awards – *Up to $8,000 to support the costs of undertaking a 10-week practicum experience in a rural or Northern B.C. community*

***Note:** *Students may only receive one of the two above awards. Awards are subject to change., Availability is dependent on ongoing funding provided by the Ministries of Education and Child Care and Post-Secondary and Future Skills.*

Admissions Requirements

Applicants to the BEd degree Elementary Years stream must have completed one of the following with a minimum GPA of 2.33 (C+) on the most recent 60 university credit hours:

a) an acceptable three- or four-year Bachelor's degree of which 60 credit hours must be in Arts, Science, or other teachable fields relevant to the BC school system and must include 30 senior level credit hours, ***OR***
b) a minimum of 90 credit hours of undergraduate coursework of which 60 credit hours must be in Arts, Science, or other teachable fields relevant to the BC school system and must include 30 senior level credit hours, of which 12 credit hours must be at the 300 or 400 level.

Additional specific pre-requisite coursework includes all of the following:

- 6 credit hours of English literature and composition
- 3 credit hours of mathematics
- 3 credit hours of a laboratory science
- 3 credit hours of Canadian studies with significant Canadian Indigenous content
- 3 credit hours of Canadian history or Canadian geography.

Applicants must also submit a completed *Experience with Children and Youth Statement*, 3 confidential references, and a Personal Statement. Applicants offered admission to the program must provide evidence of a clear Criminal Records Check before being admitted to the program.
Full application details and admissions requirements are available on the UNBC website, listed below.

Important Deadlines and Contacts

Deadline for applications: February 1, 2027

Deadline for document* submission if admitted: August 15, 2027

**This includes transcripts for coursework that may be in progress at the time of application and confirmation of a clear criminal record check. Plan ahead to meet this deadline!*

Future Students Office	**School of Education**
250-960-6306	unbc.ca/education
futurestudents@unbc.ca	bed.advising@unbc.ca

https://www.unbc.ca/programs-and-admissions/undergraduate/programs/bed-elementary-k-7

PSO's 1st Annual Educational Assistants Conference

Supporting Student Success:

PRACTICAL STRATEGIES FOR EDUCATIONAL ASSISTANTS AND STUDENT SUPPORT WORKERS

Online

October 23, 2026
8:30am - 2:30pm

Cost = Free!

Designed for: K-12 Educational Assistants and Student Support Workers across British Columbia.

Join Educational Assistants and other student support workers from across British Columbia for a day of professional learning focused on practical, evidence-informed strategies that support student success.

Through engaging sessions led by PSO specialists, participants will explore approaches that foster inclusive learning environments, strengthen relationships, and promote student well-being. Leave with meaningful insights, actionable tools, and renewed confidence to support the diverse learners in your school community.

Click HERE to register!*

**To help us maintain accurate attendance records, please register individually using your school district email address, even if you will be participating from a shared location.*

Access the event from your laptop, tablet, iPad, or other internet-connected device

Featured Sessions

Literacy Strategies: Word Recognition

Literacy Strategies: Language Comprehension

Language in the Classroom–10 tips and tools to use tomorrow

Putting a Positive Behaviour Support Plan into Action

A certificate of completion will be issued for participants who attend all four sessions.

BRITISH COLUMBIA

North Vancouver School District
the natural place to learn

Provincial School Outreach

For more details contact:

Sydney Stockton
sstockton@sd44.ca

bcschooloutreach.ca

Practical tools. Meaningful connections. Strategies that make a difference.

ISSUE 03 | NOVEMBER 2026

NUMERACY NEWSLETTER

Communicate, Collaborate, Congratulate



Get Gaming!

Using Games to Support Numeracy Skills and Engagement

Math games are a low-stakes way of engaging all learners. Whether you begin your lesson with a game to wake up your students' math facts, or finish your lesson with a game to practice a skill or concept taught, you are reinforcing numeracy skills without triggering anxiety. Math games are also great time fillers and boredom busters!
Check out the Math Games folder in the Numeracy TEAMS site and the links below for games and ideas.

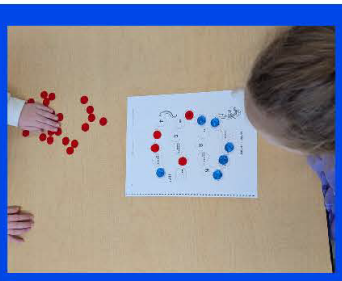
Numeracy News

- Teaching lessons: from Number Sense in French Immersion K-4 to Grade 9 Exponent Law in Terrace, Kitimat, and Hazelton
- Delivering Mathology and other resources to schools around the district

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

UPCOMING EVENTS: see Pro-D folder in Numeracy Team for more details

- **Mathology Workshop AM**
  27 Nov, 2026
- **MathUP Workshop PM**
  27 Nov, 2026
- **Nikki Lineham: Engaging All Learners and Collaborative Classrooms**
  January 22, 2027



Primary and Elementary

- Follow the leader with movement patterns
- Guessing games: name the hidden shape or number based on attributes or other clues
- Scavenger hunts
- Play the card game War: single cards for number sense, double cards for place value, addition and multiplication versions.

See more: Grade specific games

READ MORE



Elementary and Middle School

- Teach Math Vocabulary (See directions in Numeracy Team Math Games Folder)
- solving for x with the card game Salute
- Math fact practice using puzzles
- Calculation relay races

click on the READ MORE links for a wide selection of games

READ MORE

Ongoing Considerations



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

Staffing Challenges
Coast Mountains School District continues to experience staffing challenges across all regions, particularly with the availability of both qualified and unqualified Teachers Teaching On Call (TTOCs) and Education Assistant (EA) substitutes. These shortages can impact program delivery and continuity of learning for students. At times, Principals and Vice Principals are required to provide classroom coverage, placing additional pressures on their administrative responsibilities and daily school operations. In response, our Human Resources team has renewed local recruitment efforts and readvertised substitute opportunities across the District. We encourage anyone who may be interested in TTOC or EA substitute work, or who knows someone who may be interested, to please email your resume, with references, to our Human Resources Department at: hr@cmsd.bc.ca

Inclusive Education
Ministry funding for inclusive education provides an important contribution toward the cost of supporting students; however, it does not cover the full cost of the services provided by the District. The actual cost of support depends on each student's individual needs and can extend well beyond direct classroom assistance to include Education Assistants, resource teachers, specialist services, replacement coverage, equipment, travel, and training. The District has long recognized these funding pressures and has consistently taken a creative and resourceful approach to allocating available resources to support students. Building on these ongoing efforts, the District and Board of Education will be elevating their advocacy with the Ministry of Education and Child Care to seek a comprehensive review of the current Inclusive Education funding model, including the annual funding categories and associated funding levels, to better reflect the diverse needs of learners.

AI Use Across the District
As artificial intelligence (AI) continues to evolve, Coast Mountains School District remains focused on its responsible and safe use across our schools. Our Information Technology team continues to strengthen digital security measures to safeguard student and staff information. At the same time, teachers and district staff are collaborating to explore the opportunities and challenges associated with AI as we work toward developing clear guidelines that support safe, ethical, and responsible use in teaching, learning, and district operations.

Mount Elizabeth Middle Secondary School (MEMSS) Replacement
The replacement of Mount Elizabeth Middle Secondary School continues to be a key capital priority for Coast Mountains School District. We remain committed to working collaboratively with the Ministry of Education and Child Care and the Ministry of Transportation and Infrastructure by maintaining ongoing dialogue to advance this important project. The District will continue to advocate for a modern, welcoming, and functional learning environment that supports the evolving educational needs of students, staff, and the broader Kitimat community.

Student Attendance and Engagement

Supporting regular attendance and meaningful student engagement continues to be an important area of focus across Coast Mountains School District. Schools are working alongside families, First Nations, and community partners to better understand and address barriers that may affect students' attendance and participation in learning. Through early identification, consistent communication, and coordinated supports, our goal is to strengthen students' connections to school and create welcoming, supportive learning environments where all students have opportunities to succeed.

Strengthening Local Education Agreements with First Nations

Coast Mountains School District remains committed to strengthening partnerships with First Nations through the ongoing implementation of Local Education Agreements (LEAs). An important focus this year is establishing regular monthly meetings between school administrators and First Nations Education representatives. These conversations will support the sharing of student progress, identification of emerging needs, and collaborative planning of appropriate supports. Through ongoing communication and relationship building, we aim to strengthen educational experiences and outcomes for Indigenous learners across the District.

MEETING AGENDA ITEM #9

Action:		Information:	X
Meeting:	Regular	Meeting Date:	November 24, 2026
Topic:	**Indigenous Education Report**		

Background/Discussion:

Attached for reference is the Indigenous Education Monthly Report for presentation at the November 24, 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

COAST MOUNTAINS
BOARD OF EDUCATION
SCHOOL DISTRICT 82

INDIGENOUS EDUCATION

DEPARTMENT REPORT

November 2026

Reporting Period: October – Early November 2026



Donna Mortimer, Director, Indigenous Education; Sharon Bryant, Kitsumkalum, Matriarch; Tracey MacMillan, Superintendent

Learning • Culture • Connection • Community

Gitxsan | Haisla | Nisga'a | Ts'msyen

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Gratitude and Acknowledgment

This report highlights the meaningful learning, cultural connections, and collaborative initiatives taking place across Coast Mountains School District 82 throughout October and early November 2026. From the Indigenous Support Worker and Indigenous Outreach Worker Gathering to ongoing Elder and Knowledge Holder visits, language revitalization, cultural learning, and student engagement initiatives, these experiences reflect our shared commitment to fostering Indigenous student success through education grounded in identity, belonging, culture, and community.

We extend our sincere gratitude to our Indigenous Support Workers, Indigenous Outreach Workers, educators, administrators, Elders, Knowledge Holders, local Nations, families, and community partners whose continued dedication and contributions enrich the learning experiences of students throughout our district. Their commitment to building meaningful relationships, sharing knowledge, and creating culturally welcoming spaces plays an essential role in strengthening student engagement and well-being.

Through collaboration, shared learning, and respectful partnerships, we continue to honour Indigenous knowledge and ways of knowing while creating opportunities for students to strengthen their cultural identity, build confidence, and experience a genuine sense of belonging within their school communities.

Message from the Director of Instruction, Indigenous Education

Ama Sah, Yawc̓, Good Day,

Before I begin, I would like to share a little about where I come from. I am Naskapi from Quebec, and my connection to my own Nation, our lands, and our teachings has shaped my appreciation for the importance of acknowledging and respecting the territories of others.

I feel fortunate to live and work on the traditional territories of the Tsimshian, Haisla, Gitxsan, and Nisga'a Peoples. Over the years, I have come to appreciate not only the beauty of these territories but also the people, cultures, and relationships that make these communities so special.

The beautiful mountains, rivers, forests, and waterways that surround our communities are more than the places we call home. They hold generations of stories, knowledge, and connections to the land.

I appreciate the opportunities to learn from the Nations, Elders, Knowledge Keepers, families, and communities who share their knowledge and work alongside us in supporting our children and youth.

As we come together, I am reminded of the importance of the relationships we build, the respect we show for the lands we are fortunate to live on, and our shared responsibility to future generations.

Over the past month, our Indigenous Education Department has continued to focus on strengthening relationships, creating opportunities for collaboration, and working alongside our schools and local Nations to support Indigenous student success.

One of the highlights was hosting our annual Indigenous Support Worker and Indigenous Outreach Worker Forum, with the theme “Connecting, Collaborating, and Learning Together.” This gathering brought our staff together from across the District to share experiences, build relationships, reflect on their important roles, and learn from one another. Our Indigenous Support Workers and Outreach Workers play such an important role in connecting students, families, schools, and communities. Creating opportunities for them to come together strengthens not only their practice but also the collective work we do for Indigenous learners.



Marian Kotowich-Laval, Kitsumkalum Education Coordinator; Shane Coutlee, LEA Contractor; Donna Mortimer, Director, Indigenous Education

These past few months have also brought continued progress in implementing our Local Education Agreements (LEAs). School administrators have been connecting with their local Education Coordinators and First Nations partners to strengthen communication, build relationships, and establish collaborative approaches to supporting students.

Both Kitsumkalum and Haisla Nations have engaged consultant Shane Coutlee to support their LEA implementation work. Shane initially worked alongside Marian Kotowich-Laval and Kitsumkalum to establish connections, strengthen communication, and build relationships between the Nation, District, and schools. While his work with Kitsumkalum has now concluded, he is currently supporting Haisla Nation with the implementation of its Local Education Agreement.

In late October, Shane visited our District in person and, alongside Marian Kotowich-Laval and Annette Sorensen, participated in meetings with our schools and District staff. These conversations have provided valuable opportunities to develop a greater understanding of one another's roles, responsibilities, and shared priorities. The meetings and conversations are ongoing, and we look forward to continuing this important work together. At the heart of our Local Education Agreements are relationships, meaningful collaboration, and a shared commitment to ensuring Indigenous students receive the supports they need to thrive.

Our Indigenous Education Council (IEC) also came together for its first meeting with updated membership on October 26, 2026. The Council subsequently held its Chair and Vice-Chair elections on November 12. Jericho Collison of Kitselas Band continues as Chair, and Pansy Wright-Simms of Gitanmaax Band was elected Vice-Chair. We look forward to working alongside Council members as they bring their diverse perspectives, knowledge, and voices to the important work of Indigenous Education across our District.



Jolene Wesley, Indigenous Role Model, Harvesting Devil's Club

On a more personal note, I had the privilege of joining one of Caledonia Secondary School's Grade 11 Science classes for an Indigenous Role Model learning experience focused on harvesting medicinal plants. It was wonderful to see students learning directly from an Indigenous knowledge holder, Jolene Wesley and making connections between classroom learning, the land, and Indigenous ways of knowing and being.

Experiences like this remind me why the relationships we build with our Indigenous communities are so important. When we create space for Indigenous Role Models, Elders, and knowledge holders to share their teachings, we bring learning to life in meaningful and authentic ways. It was a beautiful example of how Indigenous knowledge, culture, and connections to the land can enrich classroom learning and create meaningful experiences for all students.



Caledonia Secondary School, Science 11 Class

As we move forward, I am encouraged by the conversations taking place, the relationships being strengthened, and the willingness of our schools and First Nations partners to continue learning alongside one another. Each connection and each conversation is an opportunity to strengthen the learning environments we create together, where Indigenous students feel supported, valued, and connected to who they are.

Thank you to our Indigenous Education staff, school administrators, Education Coordinators, Nations, and community partners for the work you continue to do. It is through these relationships, and our willingness to listen, learn, and work together, that meaningful change happens.

T'oyaxsut 'nüün, 'anáɬzax̄ʷ núgʷuƛa, I Thank you

Donna Mortimer

District Highlights

2026 Indigenous Support Worker & Outreach Worker Gathering

Connecting, Collaborating and Learning Together

On October 23, 2026, Indigenous Support Workers (ISWs) and Indigenous Outreach Workers (IOWs) from across Coast Mountains School District 82 gathered at the Best Western Terrace for a day dedicated to connection, collaboration, cultural learning, and professional growth.

The gathering opened with remarks from Superintendent Tracey MacMillan, followed by a traditional Welcome to the Territory from Kitsumkalum Matriarch Sharon Bryant. Bringing together Indigenous Support Workers and Indigenous Outreach Workers from the Hazelton, Terrace, and Kitimat regions, the day provided a meaningful opportunity to strengthen relationships, share experiences, and celebrate the important work taking place across the district.

Throughout the morning, staff participated in meaningful discussions and presentations focused on strengthening support for Indigenous students and families.

The Caledonia Connections Team—Indigenous Support Workers Sheila Morgan, Desiree Quock, and Stephanie Louie—shared their strengths-based approach to supporting student success. Their presentation highlighted three key priorities: social-emotional wellness, strengthening Indigenous identity, and academic achievement. Through initiatives such as Girls' Groups, Dudes Club, cedar weaving, Elder-in-Residence programming, and land-based learning, the team is creating opportunities for students to build confidence, belonging, and cultural connection.



Indigenous Outreach Worker Job Daniels sharing relationship-based strategies for re-engaging students through culture, connection, and belonging.



Caledonia Connections ISWs Sheila Morgan, Desiree Quock, and Stephanie Louie sharing their strengths-based approach to student well-being, cultural identity, and academic success.

Indigenous Outreach Worker Job Daniels shared strategies for re-engaging students through relationship-building, cultural learning, and consistent, non-judgmental support. His presentation emphasized understanding barriers to attendance, welcoming students back without shame, and creating meaningful opportunities for students to reconnect with their education.

Together, these presentations reinforced the importance of culturally grounded, relationship-based approaches to supporting Indigenous student engagement and success.

The afternoon featured a hands-on cultural workshop with knowledge holder and role model Shalane Pauls, where participants explored cedar weaving and created their own cedar pieces. The activity provided a welcoming opportunity for creativity, cultural learning, conversation, and connection.



Staff proudly sharing their handmade cedar creations during the afternoon cultural workshop.



Participants learning cedar weaving techniques during the hands-on workshop facilitated by Shalane Pauls.

The gathering reinforced the importance of building a strong, supportive Indigenous Education team and recognizing the essential contributions staff make in fostering student identity, belonging, engagement, and success.

The Indigenous Education Department extends its sincere appreciation to everyone who participated, shared their experiences, and contributed to a meaningful day of learning together.

SCHOOL STORIES

NEW HAZELTON ELEMENTARY SCHOOL

Sagaytdox̲ – The Gathering Project: Our Gitxsan Language and Culture Space

New Hazelton Elementary School's Gitxsan Language and Culture classroom has welcomed a beautiful new gathering carpet, made possible through 1.31 Indigenous Education Enhancement Funding.

This colourful, spacious addition has transformed the classroom into a warm, welcoming space where students from Kindergarten to Grade 7 can come together for Gitxsan language lessons, storytelling, circle discussions, and cultural sharing.

With growing student enrollment, creating an inclusive gathering space has become increasingly important. The new carpet ensures that every student has a place within the circle, strengthening opportunities for connection, participation, and a shared sense of belonging.

Gitxsan Language and Culture Teacher Lynzee Nyce expressed her appreciation for the support received in creating this dedicated learning environment, where students can strengthen their cultural identity, develop language skills, and feel valued as members of their learning community.

Contributed by Lynzee Nyce, Gitxsan Language and Culture Teacher.





Students enjoying their new gathering space in the Gitxsan Language and Culture classroom at New Hazelton Elementary School.

SKEENA MIDDLE SCHOOL

Learning Through Archaeology and Elder Connections

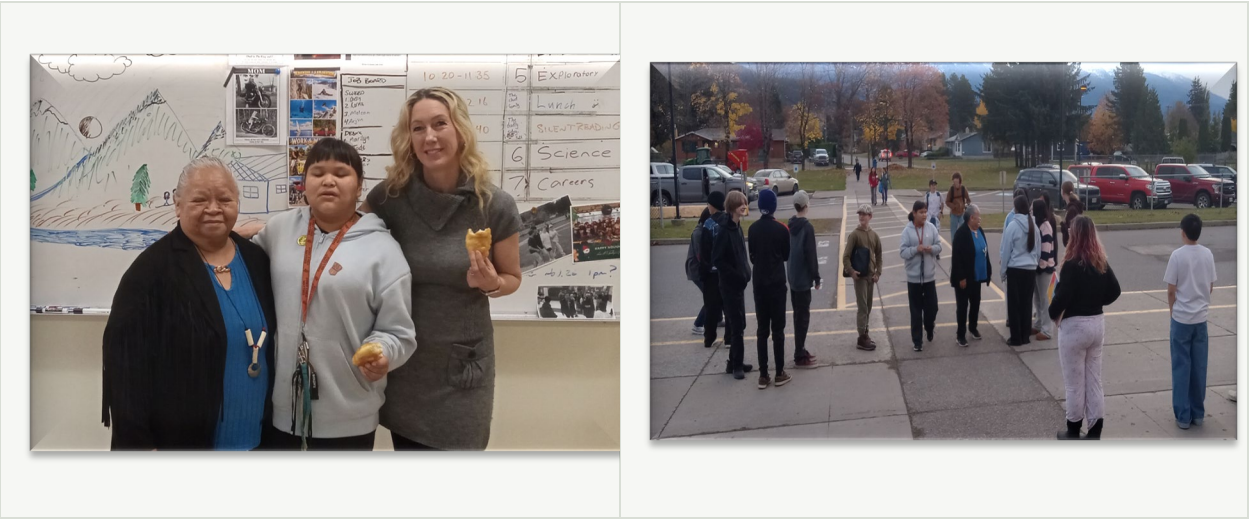
On October 28, 2026, Grade 8 students in Ron Sidey's Social Studies class welcomed Elder Anne McDames for a special learning experience exploring archaeology, cultural history, and the importance of preserving historical knowledge.

The session included archaeologist Dr. Amanda Marshall, with Elder Anne participating in learning and contributing her own experiences and perspectives. Anne also brought a personal artifact to share and generously provided homemade fry bread for the students and visiting archaeologist.

Anne is a familiar and valued presence in the classroom, visiting several times throughout the school year. This was her second visit of the year, with another anticipated before the December break. Her warmth, kindness, and willingness to share help create meaningful connections with students and enrich their learning experiences.

These ongoing relationships highlight the importance of welcoming Elders into classrooms and connecting curriculum learning with lived experiences, cultural knowledge, and community.

Contributed by Ron Sidey, Teacher, Skeena Middle School.



Elder Anne McDames joining Grade 8 students for an archaeology and cultural history learning experience at Skeena Middle School.

Ayaawx Naat — Building Connections Through Land-Based Learning

Students at Skeena Middle School have been participating in meaningful outdoor learning experiences through *Ayaawx Naat (Boys Living and Learning on the Ayaawx)*, an Indigenous Education initiative designed to strengthen cultural identity, student engagement, and a sense of belonging.

Through hiking, nature walks, and exploring the forest, students have enjoyed opportunities to connect with the land while learning about the natural environment. Activities have included mushroom picking, identifying different types of mushrooms, and gathering around a fire, creating opportunities for shared learning, conversation, and relationship-building.

The program emphasizes cultural connection, respect, positive habits, and the importance of understanding one's identity and community. By creating a supportive environment outside the traditional classroom, Ayaawx Naat aims to encourage student participation, strengthen relationships, and promote personal growth through meaningful cultural and land-based experiences.

These outings have provided students with opportunities to enjoy the outdoors, build connections with one another, and create lasting memories while learning through experience.

Contributed by Caesar Bradford, Indigenous Support Worker, Skeena Middle School.



Students exploring the forest and picking mushrooms during the land-based learning program.



Participants sharing mushrooms gathered during an outdoor learning experience.

CALEDONIA SECONDARY SCHOOL

Learning from the Land: Devil's Harvesting Club and Traditional Medicine

From November 3–5, 2026, students at Caledonia Secondary School participated in a three-day Devil's Club harvesting and salve-making workshop facilitated by Knowledge Holder Shalane Pauls.

Through hands-on, land-based learning, students explored traditional medicines, respectful harvesting practices, and the importance of maintaining relationships with the land. Guided by Shalane, students experienced the process of harvesting and preparing Devil's Club and transforming it into a traditional salve.

Throughout the experience, Shalane shared cultural knowledge and teachings through storytelling, demonstrations, and meaningful interaction with students. Her welcoming approach provided opportunities for students to strengthen their understanding of traditional practices while connecting cultural knowledge with practical learning.

This experience highlights the value of learning directly from local Knowledge Holders and creating opportunities for students to connect with Indigenous knowledge, culture, and the land.

Contributed by Stephanie Louie, Cameron Hemmons, and Megan Reid, Caledonia Secondary School.



Devil's Club stems and bark prepared during the traditional salve-making workshop.



Knowledge Holder Shalane Pauls sharing teachings about Devil's Club and respectful harvesting practices during the land-based learning experience.

Additional November Highlights

Honouring Indigenous Veterans and Remembrance Day

On November 10, Caledonia Secondary School incorporated Indigenous recognition into its Remembrance Day ceremony. Through photographs and the names of Indigenous veterans, invited community participation, and student presentations featuring song and poetry, the gathering honoured the service and sacrifices of Indigenous veterans while encouraging remembrance, reflection, and reconciliation.

Indigenous Storytelling — Author Waubgeshig Rice

On November 12, students at Caledonia Secondary School participated in a virtual presentation with Anishinaabe author Waubgeshig Rice, exploring the connections between oral storytelling, written literature, identity, and the importance of sharing Indigenous stories.

Educators April Lowndes and Megan Reid coordinated classroom learning before and after the visit, helping students engage meaningfully with the author's teachings and perspectives.



Remembrance Day: Students participate in Caledonia Secondary School's Remembrance Day ceremony, honouring the service and sacrifices of veterans, including Indigenous veterans.



Author Presentation: Caledonia students connect virtually with Anishinaabe author Waubgeshig Rice to explore storytelling, identity, and Indigenous literature.

Supporting Creativity and Cultural Connections

Caledonia welcomed recent graduate Violet Lillie back into the Textiles 10 classroom as a peer support worker. Building on her previous experience as a student teacher assistant, Violet brings creativity, encouragement, and artistic skills while helping students explore their ideas and develop confidence.

Elder-in-Residence Sherry McDames continues to provide a welcoming presence in classrooms and the Connections Room, strengthening intergenerational relationships and cultural connections. Sherry has also contributed her creative talents to the development of Indigenous Education Department vests.

Throughout November, Artist-in-Residence Erica Wilson has been working alongside Indigenous students in Collette Stewart's art class, providing mentorship, artistic guidance, and opportunities for creative expression.



Violet Lillie: Caledonia Secondary School welcomes former student Violet Lillie back to the Textiles 10 classroom, where she supports student creativity and confidence as a peer support worker.



Artist-in-Residence: A Caledonia student works on a colourful classroom art project as part of the creative learning opportunities supported by Artist-in-Residence Erica Wilson.

Building Belonging Through Food and Connection

On November 13, Caledonia Connections partnered with Sally Buhr's Foods 11 and 12 classes for the second annual Grade 10 Welcome Lunch. Students prepared Bannock, fried bread, and chili, bringing the school community together through shared food and conversation.

The event encouraged students to meet and welcome Grade 10 learners, helping build relationships and a stronger sense of belonging. The ongoing Starfish Food Program also continues to support student well-being through Wednesday hot lunches.

Looking Ahead

Caledonia continues to expand opportunities for culturally grounded learning. Upcoming activities include traditional plant medicine teachings with Jolene Wesley, cedar weaving workshops with Val

Morgan and George Peal, and the second annual Indigenous Engagement Night on December 3. The engagement evening will celebrate and bless the school's newly Indigenized urban smokehouse and

provide opportunities for students, families, Elders, and community members to connect and share their perspectives.

Contributed by Stephanie Louie, Indigenous Education Support, Caledonia Secondary School.

CASSIE HALL ELEMENTARY

Honouring Remembrance Day and Indigenous Veterans

On November 9, 2026, Cassie Hall Elementary School welcomed Elder David Wells as part of its Remembrance Day Assembly, bringing students and staff together to honor the service, courage, and sacrifices of veterans.

The assembly provided students with an opportunity to hear perspectives and experiences shared by veterans, representatives of the RCMP, and an Elder, while learning about the significance of both Remembrance Day and Indigenous Veterans Day.

Through these meaningful connections, students deepened their understanding of the contributions of Indigenous veterans and the importance of remembering and honoring all those who have served.

The school expressed its sincere appreciation to Elder David Wells for his participation and the knowledge and perspectives he shared during this special gathering.

Contributed by Erika Barton, Cassie Hall Elementary School.



Elder David Wells joins students at Cassie Hall Elementary School's November 9 Remembrance Day Assembly, honouring veterans and the importance of remembrance.

HAZELTON SECONDARY SCHOOL

Indigenous Food Sovereignty and Land-Based Learning at Tea Creek Farm

On October 28, 2026, fifteen students from Hazelton Secondary School travelled to Tea Creek Farm with Indigenous Support Worker Adriana Jackson and Foods Teacher Barb Janze for a day of hands-on learning focused on Indigenous food sovereignty, traditional knowledge, and connections to the land.

Students toured the farm's greenhouses, fields, longhouses, and agricultural facilities, learning about growing, harvesting, and preserving food. Tea Creek staff shared their own experiences and spoke about the importance of food sovereignty in supporting physical, mental, and spiritual well-being.

During a guided walk, students learned about traditional Grease Trails, their significance in trade and relationships between Nations, and the important role of traditional foods and plants along these routes. Students also participated in harvesting potatoes, with many experiencing this activity for the first time.

The visit provided opportunities to explore agricultural training programs and experience farm equipment firsthand. Students returned home with freshly harvested vegetables and a greater appreciation for traditional food systems, land-based knowledge, and the connections between food, culture, and community.

Sincere appreciation is extended to the Tea Creek Farm team, bus driver Brigitta Van Heek, and the staff and students who helped make this meaningful learning experience possible.

Contributed by Barb Janze, Foods Teacher, Hazelton Secondary School.



Hazelton Secondary School students and staff during their October 28 visit to Tea Creek Farm.



Students gain hands-on experience harvesting potatoes while learning about Indigenous food sovereignty and agricultural practices.

PARKSIDE SECONDARY SCHOOL

Land-Based Learning, Student Leadership, and Community Connections

Throughout October and November, Parkside Secondary School's Leadership Club, supported by Indigenous Outreach Workers Job Daniels and Lauren Martineau, participated in hands-on learning experiences that strengthened connections to the land, community, and one another.

During an outing to Ferry Island, students explored local trails, practiced fire-building and outdoor food preparation, and gathered Devil's Club while learning about respectful relationships with the natural environment.

The Leadership Club also organized a school-wide ramen bowl lunch, taking responsibility for budgeting, grocery shopping, and meal preparation. This student-led initiative developed financial literacy, teamwork, problem-solving, and leadership skills while contributing to the school community.

Students also visited the suspension bridge at Gitwinksihlkw (formerly Canyon City) and Hlgu Isgwit Hot Springs during a Nass Valley excursion organized by Job Daniels and Phillip Blundon. The trip provided opportunities for land-based learning and connection.

Strengthening Community Partnerships

Parkside continues to strengthen its partnership with the Kermode Friendship Society. Special appreciation is extended to Ben Brochez for his ongoing support of Leadership Club activities alongside Job Daniels. The school also welcomes Angela Genaille for Wednesday art therapy opportunities, supporting student creativity, emotional well-being, and connection.

Together, these initiatives highlight the importance of land-based learning, student leadership, and community partnerships in fostering confidence, positive relationships, and a sense of belonging.

Contributed by Zach Frankel, Principal, Parkside Secondary School.



The suspension bridge at Gitwinksihlkw (formerly Canyon City), visited during Parkside Secondary School's Nass Valley excursion.



Parkside Secondary School students visited Hlgu Isgwit Hot Springs during their Nass Valley land-based learning excursion.

1.31 Indigenous Targeted Enhancement Funds

1.31 Indigenous Targeted Funded Projects 2026-2027 *The following projects were reviewed and approved by the Indigenous Education Council &Indigenous Education Department to support culturally responsive programming, student wellness, land-based learning, language revitalization, and relationship building across the district.*	
Hazelton Secondary School:	
· Indigenous Plants · Elder In Residence · Sparkle Project Hygiene · Nass Valley Land Based Learning Trip	· Indigenous Food Sovereignty teachings at Tea Creek · Indigenous Plantings
Cassie Hall Elementary:	
· Oolichan Harvesting · Indigenous Supports · Kitselas Canyon · Salmon Journey	
Skeena Middle School:	
· Ayaawx Naat **(Boys Living and Learning on the Ayaawx)** · Traditional Leather Mittens	
New Hazelton Elementary:	
· K 7 Sag g aytdox x, the Gathering Project · NHE Hiimoks Feast LNyce · Culturally responsive Classrooms	
Parkside Secondary:	
· Traditional and Modern Indigenous Cooking	
Caledonia Secondary:	
· Connections Programming-Dudes and Girls groups · Elders In Residence · Homework Club · Grade 10 Welcome Gathering	
Thornhill Elementary	
· Ksan Historical Village and Museum · Artists in Classes	

Elder, Knowledge Holder and Role Model Program

Elder & Knowledge Holder Role Model Program 2026-2027

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

School	Project	Knowledge Keeper/Elder
Caledonia	Form line Northwest Coast Art Beading Elder In Residence Devils Club Teachings, Salve making Welcome Remembrance Day Assembly Traditional Plants Knowledge Textiles, highlighting Indigenous innovation, design	· Erica Davis · Sherry McDames · Shalane Pauls · Sharon Bryant · Nicole Halbauer · Jolene Wesley · Violet Lillie
Hazelton Secondary	Truth and Reconciliation Speaker Land Based Learning Gitxsan Ayook and Traditional Feast Systems Grade 12 Law English First Peoples, history of oral story telling	· Mavis Banek · George Grey · Skyla Lattie · Bridie O'Brien · Mel Wright · Audrey Woods ·
Suwilaawks	Drumming	· Christopher Peal ·
Cassie Hall	Welcome Remembrance Day Assembly	· David Wells
Majagaleehl Gali Aks	Language Immersion Elders/Knowledge Language Holders Cedar teachings, weaving, storytelling	· Shirley Lattie · Rosie Muldon · Victor Stevens · Tiger Leonard Williams
Skeena Middle School	Elder in class local culture and History Form line Northwest Coast Art Welcome Remembrance Day Assembly Language revitalization, careers in music as an Indigenous artist	· Anne McDames · Samantha Wesley · David Wells · Gamksimoon
District	ISW & IOW Fall Gathering – cedar weaving	· Shalane Pauls
Mount Elizabeth Middle Secondary	Drum Making	· Dustin Gaucher
Kildala Elementary	Drum Making	· Cassidy Bolton
Thornhill Elementary	Artists in Classes	· CJ Nabess Bennett
Kitwanga Elementary	Song and Dance	· Sherri McLean

MEETING AGENDA ITEM #11.1.1

Action:		Information:	X
Meeting:	Regular	Meeting Date:	November 24, 2026
Topic:	**Minutes of the Business Committee Meeting, November 12, 2026**		

Background/Discussion:

Minutes as attached.

Recommended Action:

THAT the minutes of the Business Committee Meeting held November 12, 2026, be received for information.

Presented by: Trustee Ed Harrison

Coast Mountains Board of Education School District 82

BUSINESS COMMITTEE MEETING

Wednesday, November 12, 2026 – 10:30 a.m. to 12:00 p.m.
Virtual via Teams

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 10:33 a.m. Trustee Harrison acknowledged the school district's business being conducted on the traditional and unceded territories of the Gitxsan, Haisla, Nisga'a, and Tsimshian, and the honour to work with their children and privilege to live on their land.	
1. Previous Meeting Minutes - October 14, 2026	1. The minutes of the previous Business Committee Meeting held on October 14, 2026 were accepted as presented.
2. Human Resources 2.1 Grievance Update – CMTF & CUPE	2.1 Director Bath provided a grievance update on the Coast Mountain Teachers' Federation (CMTF) and the Canadian Union of Public Employees Union (CUPE), Local 2052. CUPE 1 grievance. CMTF current numbers are 5 step 1, 4 step 2, and 6 step 3 grievances. CMSD is planning on attending 16 job fairs for 2027/2028 recruitment. **Secretary Treasurer Fuller to prepare a 2025/2026 recruitment expenditure report** **Information only; no action required.**
3. Facilities/Transportation/OH&S 3.1 Monthly Facilities Report, October 2024	3.1 Director Schibli sends regrets. Secretary Treasurer reports that snow removal agreements are in place, Suwilaawks Community School addition and Uplands Elementary building envelope are both substantially complete. Fall maintenance and Custodial routine operations are underway. There are route adjustments to three Terrace bus routes for optimization, and they are working on new software for safety and improved app for caregivers. **Details requested regarding the food infrastructure grant mentioned in previous minutes from the October Facilities Report.** **Information only; no action required.**

DRAFT

3.2 District Joint OH&S Committee Meeting Minutes (*next meeting to be on November 25, 2026)*	3.2 Secretary Treasurer Fuller reports that the District Occupational Health and Safety Committee reviewed Terms of Reference to encourage committee member participation. Violent Incident Report forms are being slightly revised with procedures to encourage complete reporting. **Information only; no action required.**
4. Board Representations 4.1 BCPSEA 4.2 BCSTA	4.1 No Report 4.2 No Report
5. Outstanding Items from Previous Meeting	
6. Finances 6.1 Monthly Financial Statements & Quarterly Summary, September 2025	6.1 Secretary Treasurer Fuller spoke to the financial statements which show that overall spending and remaining budget are on target. Expenditures for employee benefits, as well as services and supplies, are currently trending within budgeted projections. **Secretary Treasurer to prepare a governance budget review.** **Information only; no action required.**
7. Next Meeting	7. The next Business Committee Meeting is scheduled on Wednesday, January 13, 2027, from 10:30 a.m. to 12:00 p.m. The meeting was adjourned at 11:25 a.m.

DRAFT

Coast Mountains Board of Education School District 82

MEETING AGENDA ITEM #11.1.2

Action:		Information:	X
Meeting:	Regular	Meeting Date:	November 24, 2026
Topic:	Monthly Financial Statements, September 30, 2026 & Quarterly Summary		

Background/Discussion:

Reference the September 30, 2026 Monthly Financial Statements and Quarterly Summary as attached.

The Business Committee reviewed the Quarterly Financial Statements at its meeting held on November 12, 2026 and brings forward to the Board for information.

Recommended Action:

THAT the Board receive for information the Monthly Financial Statements and Quarterly Summary as attached.

Presented by: Secretary Treasurer

SCHOOL DISTRICT No. 82 (Coast Mountains)
OPERATING FUND
REVENUE AND EXPENDITURE
YEAR ENDED June 30, 2027
as at Sept 30, 2026

	2026-2027 Actual Revenue and Expenses	2026-2027 Preliminary Budget	Percent Remaining or Available
Revenue (Schedule A2)			
Provincial Grants, MOE	7,154,644	55,936,683	0.87
Federal Grants	-	-	-
Tuition	1,049,511	1,524,700	0.31
Other Fees And Revenue	1,688,233	6,613,847	0.74
Rentals & Leases	182,000	725,000	0.75
Investment Income	32,342	110,000	0.71
	10,106,730	64,910,230	0.84
Expense (Schedule A3)			
Salaries			
Teachers	2,449,002	22,762,945	0.89
Principals and Vice Principals	1,356,929	4,892,960	0.72
Educational Assistants	214,314	5,760,555	0.96
Support Staff	1,103,067	6,218,496	0.82
Other Professionals	662,932	2,581,830	0.74
Substitutes	151,498	2,272,913	0.93
	5,937,742	44,489,699	0.87
Employee Benefits	1,519,845	10,320,325	0.85
Services & Supplies	1,940,552	11,900,206	0.84
	9,398,139	66,710,230	0.86
Net Revenue/Expenditure	**708,591**	**(1,800,000)**	
Interfund Transfers			
Capital Asset Purchases	-	-	
Local Capital	-	-	
Prior Year Surplus Appropriation	2,172,149	1,800,000	
Balance Surplus/(Deficit)	**2,880,740**	**-**	

SCHOOL DISTRICT No. 82 (Coast Mountains)
OPERATING FUND
REVENUE BY SOURCE
YEAR ENDED June 30, 2027
as at Sept 30, 2026

	2026-2027 Actual Revenue and Expenses	2026-2027 Preliminary Budget	Percent Remaining
Provincial Grants, Ministry of Education			
Operating Grant, MOE	6,335,694	53,323,881	0.88
Other Ministry of Education Grants			
Pay Equity	37,726	1,160,795	0.97
Carbon Tax Reimbursement			-
FSA Exam Funding		8,187	1.00
Graduated Adult Enrollment (EG)		1,067	1.00
Economic Stability Dividend			-
Support Staff Prov. Extended Health Care Plan			-
Student Transportation	390,450	557,786	0.30
Student Learning Grant			
Early Learning Grant			-
Next Generation Network (NGN)		24,737	1.00
Labour Settlement Funding	14,278		-
Teacher Benefit Enhancement			-
Integrated Child and Youth Grant	376,496	496,701	0.24
Recruitment & Retention Grant			
Indigenous Education Councils (IEC) Funding		72,489	1.00
Increased Funding after Enrollment Counts		191,040	
	7,154,644	55,836,683	0.87
Provincial Grants - Other Ministries			
ITA		100,000	1.00
MCFD		-	-
	-	100,000	1.00
Federal Grants			
Indigenous Services Canada		-	-
	-	-	-
Tuition			
International and Out of Province Students	1,049,511	1,524,700	0.31
	1,049,511	1,524,700	0.31
Other Fees and Revenue			
Summer School Fees			
Continuing Education			-
Local Education Agreements	1,631,988	6,469,852	0.75
Miscellaneous (Specify)			
Miscellaneous	11,370	50,003	0.77
ArtStarts		-	-
City of Terrace REM Lee Theatre Grant	12,000	12,000	-
District of Kitimat Grant in Aid Theatre	30,750	76,992	0.60
REM Lee Theatre User Levy Fees	2,125	5,000	0.58
		-	-
	1,688,233	6,613,847	0.74
Rentals and Leases	182,000	725,000	0.75
Investment Income	32,342	110,000	0.71
TOTAL OPERATING REVENUE	10,106,730	64,910,230	0.84

SCHOOL DISTRICT No. 82 (Coast Mountains)
OPERATING FUND
EXPENDITURE BY OBJECT
YEAR ENDED June 30, 2027
as at Sept 30, 2026

	2026/2027 Actual Revenue and Expenses	2026/2027 Preliminary Budget	Percent Available
Salaries			
Teachers	2,449,002	22,762,945	0.89
Principals and Vice Principals	1,356,929	4,892,960	0.72
Educational Assistants	214,314	5,760,555	0.96
Support Staff	1,103,067	6,218,496	0.82
Other Professionals	662,932	2,581,830	0.74
Substitutes	151,498	2,272,913	0.93
	5,937,742	44,489,699	0.87
Employee Benefits	1,519,845	10,320,325	0.85
Total Salaries & Benefits	7,457,587	54,810,024	0.86
Services and Supplies			
Services	401,560	2,790,059	0.86
Student Transportation	235,311	2,638,424	0.91
Professional Development and Travel	208,842	817,368	0.74
Rentals and Leases	1,073	1,500	0.28
Dues and Fees	83,111	128,650	0.35
Insurance	32,675	311,780	0.90
Supplies	337,709	3,006,368	0.89
Furniture and Equipment	161,823	253,380	0.36
Computer Equipment	291,978	329,876	0.11
Bad Debt			-
	1,754,082	10,277,405	0.83
Utilities			
Electricity	103,432	544,000	0.81
Gas-Heat	3,276	590,000	0.99
Propane-Heat	9,568	270,000	0.96
Garbage/Water/Sewer	55,194	158,801	0.65
Carbon Offsets	15,000	60,000	0.75
	186,470	1,622,801	0.89
Total Service & Supplies	1,940,552	11,900,206	0.84
TOTAL OPERATING EXPENSE	9,398,139	66,710,230	0.86

SCHOOL DISTRICT No. 82 (Coast Mountains)
OPERATING FUND
EXPENDITURE BY OBJECT
YEAR ENDED June 30, 2027
as at Sept 30, 2026

		Total Salaries	Employee Benefits	Total Salaries and Benefits	Services and Supplies	Total Expenses	2026/2027 Preliminary Budget	Percent Available
1 INSTRUCTION								
1.02	Regular Instruction	2,067,841	515,358	2,583,199	337,201	2,920,400	24,725,750	0.88
1.03	Career Programs	24,070	4,999	29,069	573	29,642	559,963	0.95
1.07	Library Services	125,707	36,637	162,344	409	162,753	1,554,204	0.90
1.08	Counseling	179,172	38,115	217,287		217,287	1,707,589	0.87
1.10	Special Education	669,656	242,385	912,041	10,995	923,036	10,315,638	0.91
1.31	Aboriginal Education	280,904	86,452	367,356	120,388	487,744	5,320,930	0.91
1.41	School Administration	1,083,347	231,889	1,315,236	15,982	1,331,218	5,774,154	0.77
1.62	International & Out of Prov Students	37,769	7,519	45,288	141,741	187,029	1,146,870	0.84
	Total Function 1	4,468,466	1,163,354	5,631,820	627,289	6,259,109	51,105,098	0.88
4 DISTRICT ADMINISTRATION								
4.11	Educational Administration	126,337	21,643	147,980	10,152	158,132	791,979	0.80
4.40	School District Governance	28,160	1,273	29,433	41,056	70,489	276,314	0.74
4.41	Business Administration	229,126	50,883	280,009	195,986	475,995	1,842,690	0.74
	Total Function 4	383,623	73,799	457,422	247,194	704,616	2,910,983	0.76
5 OPERATIONS AND MAINTENANCE								
5.41	Operations and Maintenance Admin	130,332	26,559	156,891	10,946	167,837	1,006,395	0.83
5.50	Maintenance Operations	911,312	245,280	1,156,592	577,429	1,734,021	6,642,719	0.74
5.52	Maintenance of Grounds	32,928	9,094	42,022	46,455	88,477	496,249	0.82
5.56	Utilities		-	-	195,928	195,928	1,792,801	0.89
	Total Function 5	1,074,572	280,933	1,355,505	830,758	2,186,263	9,938,164	0.78
7 TRANSPORTATION AND HOUSING								
7.41	Transportation and Housing Admin	6,444	1,393	7,837		7,837	34,625	0.77
7.70	Student Transportation	4,637	366	5,003	235,311	240,314	2,721,360	0.91
	Total Function 7	11,081	1,759	12,840	235,311	248,151	2,755,985	0.91
	TOTAL FUNCTIONS 1 - 7	**$ 5,937,742**	**$ 1,519,845**	**$ 7,457,587**	**$ 1,940,552**	**$ 9,398,139**	**$ 66,710,230**	**0.86**

Coast Mountains Board of Education School District 82

MEETING AGENDA ITEM #11.2.2

Action:	X	Information:	
Meeting:	Regular	Meeting Date:	November 24, 2026
Topic:	**Board Approval: Out-of-Province Field Trip Application (Approval in Principle)**		

Background/Discussion:

The attached Level Five field trip applications are presented for Board approval in principle under Policy 1080, Field Trips and Outdoor Education. This approval is required before planning, fundraising or promoting the proposed trips with students or the community.

School	Trip / Destination	Travel Dates
Mount Elizabeth Middle Secondary	MusicFest Canada Calgary, Alberta	May 8th – May 14th, 2027
Hazelton Secondary School	French Language & Culture Montreal & Quebec City	May 19th – May 29th, 2027

These applications have not been presented to the Education Committee due to scheduling conflicts and are being brought directly to the Board for consideration of approval in principle.

The trips remain subject to approval by the Superintendent or designate and final Board approval. For travel within Canada, Policy 1080 requires the field trip application, parent information letter and checklist of requirements to be submitted for final Board approval at least 60 days before departure.

Recommended Action:

THAT the Board grant approval in principle for Mount Elizabeth Middle Secondary School's Band/Music students to travel to Calgary, Alberta, to participate in MusicFest Canada from May 8 to 14, 2027, subject to final Board approval.

THAT the Board grant approval in principle for Hazelton Secondary School's French students to travel to Montréal and Québec City, Québec, from May 19th – 29th, 2027 for a French language and cultural learning trip, subject to confirmation of travel dates and final Board approval.

Presented by: Superintendent of Schools

Coast Mountains Board of Education School District 82

BOARD APPROVAL IN PRINCIPLE – LEVEL FIVE FIELD TRIPS

School Name: Mount Elizabeth Middle Secondary School

Class / Group: Band/Music

School Administrator: Janelle Hittel

Destination: Calgary: Music Fest Canada

Approx. Departure Date: May 8th, 2027

Approx. Return Date: May 14th, 2027

Lead Teacher: Ms. Courtney Preyser Contact Telephone Number: 250-631-9883

Number of Students & Chaperones Participating in Field Trip (provide breakdown):
Approx. 53 students and 5 Chaperones

Estimated Field Trip Anticipated Cost per Student:
$1500 - $2500

Anticipated Sources of Funding: Fundraising and User Pay

Fundraising Plans: Poinsettias, Bottle Drive, Hot Dog Sale, Chocolates, Concert revenue

Plan(s) in place for students wishing to participate who have financial restrictions:
Band fundraiser application/sponsorship 2 max.

How will all students have equal access for the selection process to participate in this Field Trip ensuring a fair/equal access?:
All students in band are welcome to participate if they would like to. Attendance, participation in band does have to be in good standing.

Board Approval in Principle Received: _____ (Yes / No)

Board Meeting Date & Motion: _____

Hazelton Secondary School

Field Trip Package

Level 5 Field Trip to Montreal and Quebec City, Quebec

(May 19th-May 29th, 2027)

Table of Contents

1. Board Approval in Principle Form
2. Field Trip Application Form
3. Draft Field Trip Overview and Tentative Itinerary, Travel Plan, Supervision Plan, Safety Plan, Contingencies
4. Tentative Flights Options
5. Field Trip Checklist
6. ~~Volunteer Driver Application~~ Removed from package for privacy
7. ~~Tentative Passenger List~~

   (parent consent forms to be drafted and sent home once Board Approval in Principle is obtained).
8. Fundraising Letter

Coast Mountains Board of Education School District 82

BOARD APPROVAL IN PRINCIPLE – LEVEL FIVE FIELD TRIPS

School Name: Hazelton Secondary School

Class / Group: French

School Administrator: Louise Ormerod

Destination: Quebec City and Montreal, Quebec

Approx. Departure Date: May 19, 2028

Approx. Return Date: May 29, 2028

Lead Teacher: Michelle Beam Contact Telephone Number: 250-508-5625

Number of Students & Chaperones Participating in Field Trip (provide breakdown):
5 students, 2 staff chaperones, 1 parent chaperone

Estimated Field Trip Anticipated Cost per Student:
All essential costs to be covered - acquiring funding through grants and fundraising

Anticipated Sources of Funding: Hazelton Non-Profit Society, Grants from French Language/Heritage Organizations

Fundraising Plans: Car Wash, Bake Sale, Art Gallery

Plan(s) in place for students wishing to participate who have financial restrictions:
There should be no additional cost to students - if fundraising and grants achieve goals.

How will all students have equal access for the selection process to participate in this Field Trip ensuring a fair/equal access?:
All students enrolled in French and attending can participate. (5)

Board Approval in Principle Received: _____ (Yes / No)

Board Meeting Date & Motion: _____

Field Trip Application Form – Level 2-5
Overnight, Moderate Risk, Outdoor Adventure, Out of Province

School Name: HSS

Coast Mountains Board of Education SD 82

Destination: Montreal and Quebec City			
Departure Date: May19-May 29 2027	Departure Time: 7.30 AM	Return Time: 8:30 PM	
Lead Teacher: Michelle Beam			
Phone: 250-508-5625		Email: michelle.beam@cmsd.bc.ca	
Area of study: French Immersion		Purpose of trip: French Study	
Grade: 9-12	# of students: 5	# of Male:	# of Female: 5

Names of supervisors:	Staff (**S**) Volunteer (**V**) Other (**O**)	**Gender:** Male/Female
Lead Teacher: Michelle Beam	S	F
Other Supervisor: Marcel Melanson	V	M
Other Supervisor: Parent chaperone TBD	V	N/A
Other Supervisor:		
Total Number of Supervisors: 3		
Name of Service Provider if applicable: Telus	Contact Person: Michelle Beam	Phone: 250-508-5625

Transportation (check all that apply)

Method

- ☐ walking
- ☐ school owned bus/van
- ☐ public transport
- ☐ charter bus
- ☐ 15 passenger van
- ☐ rental van
- ☐ by service provider
- ☐ transport not provided; participants responsible for own
- ☑ other (specify): volunteer vehicles, rental vehicle, uber, airplane

Driver

- ☐ professional driver
- ☑ volunteer driver (staff/other supervisor)
- ☐ volunteer driver/student
- ☐ other (specify):

Estimated cost of trip:

Sources of funding (ie. cost/student/other sources – if so accommodated) We are trying to fundraise for the entire cost

Equal access for all students: ☑ Yes ☐ No ☐ See attached

Special Needs Addressed: ☐ Yes ☐ No ☑ N/A ☐ See attached

Alternative Activity non-participants: ☑ Yes ☐ No

Contingency Plan: included in plan see attached

Educational Value:

Goals and/or Student Learning Outcomes: Learn French Canadian culture and history. Practice French with Francophone people.

Activity that will occur (or attach Program/Activity/Trip Plan) see attached

Student preparations (eg. knowledge, skills, attitudes, fitness) We will have parent meetings to discuss trip planning and itinerary.

Follow-up activity that will occur: We can make a slideshoow of our trip to show our admin team and acknowledge funders.

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

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

Environment (eg. weather, terrain/site, wildlife): rain clothes, walking shoes

Activity (eg. transportation, outdoor pursuits/aquatic specific): airplane, bus, uber, train, volunteer vehicle

Group (eg. clothing, equipment, water, food, behaviour): stay hydrated, use buddy system, connet with our cell phones, stay within reach of a chaperone, do not go off alone

Coast Mountains Board of Education School District 82

Overnight, Moderate Risk, Outdoor Adventure, Out of Province

Supervision Plan: Briefly describe the supervision processes to be used. (Eg. large or small group setting(s), lead/sweep, head counts, buddy system, level of supervision (constant visual, on-site, in the area), other elements of supervision plan as relevant.) head counts, buddy system, contact through our phones and planned emergency meet up points

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

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

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

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

☐ telephone ☑ cell phone ☐ satellite phone ☐ radio ☐ none ☐ other (specify)

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

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

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

- ☑ Program/activity/trip plan
- ☑ Itinerary card
- ☐ Assessing Teacher/Leader Readiness Form
- ☑ Parental consent and Acknowledgement of Risk Form
- ☐ Other (specify):

_____

- ☐ Volunteer consent and acknowledgement of risk form
- ☑ Volunteer driver authorization application form
- ☐ Service provider proposal, agreement and/or contract
- ☑ Passenger list form
- ☑ Off-site Experience Checklist

Evaluation:

Criteria for success of Off-Site experience: student feedback and encouraging peers to join French

Process to determine success: Post trip conversation to be held

Name of Lead teacher: (print) Michelle Beam	**Date: (D/M/Y)** Oct. 16, 2026	**Signature:**
Name of Administrator: (print) Louise Ormerod	**Date: (D/M/Y)** 27/10/2026	**Signature:** LOrmerod
Additional Approval (if needed print name/title)	**Date: (D/M/Y)**	**Signature:**

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

French Language & Culture Field Trip

Montréal • Québec City

Hazelton Secondary School | May 19–27, 2027 | 5 students + 2 chaperones

Purpose: French-language immersion, Québec history and culture, urban/rural cultural comparison, and authentic communication in French.

Trip Overview

Departure	Wed., May 19, 2027	**Return**	Fri., May 28, 2027
Origin / Return	Smithers (YYD)	**Primary Transport**	Air, minivan, VIA Rail, public transit
Group	5 students + 2 chaperones	**Destinations**	Montréal, Québec City

Note: Flight numbers/times, hotels, farm-stay property and activity reservations will be finalized after district approval and booking. The itinerary below is the planned operating schedule and may be adjusted for confirmed availability, weather or transportation changes.

Proposed Itinerary

Date	Location / Travel	Planned Activities
Wed. May 19	Travel: Smithers → Montréal	Depart for Smithers (YYD) connect in Vancouver, arrive Montréal (YUL). Transfer to hotel, check-in, group orientation, neighbourhood walk and dinner. Review buddy system, emergency contacts and expectations.
Thurs. May 20	Montréal – History & French	Old Montréal and Old Port; French-language historical/cultural activity; Pointe-à-Callière or comparable museum; student French communication challenge; group dinner.
Fri. May 21	Montréal – Neighbourhoods & Culture	Jean-Talon Market, Plateau/Mile End and Mount Royal area. Students practice ordering, asking questions and navigating in French. Public transit and walking.
Sat. May 22	Montréal - Maison St. Gabriel	Breakfast, Uber to Maison St. Gabriel and take a historic tour in French. Tours at 1 and 3 pm. Back for dinner followed by structured French reflection/journal activity. Packing for tomorrow's train to Quebec city.
Sun. May 23	Québec City	Breakfast then Via train to Québec City. Check in. Orientation walk in Old Québec: Terrasse Dufferin, Château Frontenac exterior, Place Royale and Petit-Champlain.
Mon. May 24	Québec City – History	Old Québec/fortifications, Plains of Abraham and Musée de la civilisation (or comparable curriculum-linked activities). Walking/public transit; French-language tasks throughout the day.
Tues. May 25	Québec City – Culture & Region	Day excursion to Montmorency Falls and/or Wendake, subject to confirmed transportation and bookings. Focus on regional history, geography, Francophone culture and Indigenous history/culture.
Wed. May 26	Québec City → Montréal	VIA Rail from Québec City to Montréal (approximately 3 hr 20 min). Check in for final Montréal night. Final group reflection, French-only dinner and preparation for air travel.
Thurs. May 27	Travel: Montréal → Smithers	Transfer to Montréal-Trudeau Airport. Fly YUL → YVR → YYD Students released to parents/guardians according to school travel arrangements.

Flight Schedule (Tentative)

Departure

- YYD to YUL (May 19)
    - Depart Smithers at 10:15 am, arrive Montreal at 8:48 pm.

Return

- YUL to YYD (May 29)
    - Depart YUL at 1:05 pm, arrive Smithers at 6:12 pm

Estimated cost of Trip

Expense Category	Description	Cost
Plane Tickets – Smithers to Quebec	$1,300/person × 7 travellers, round trip	$9,100
Lodging	Montreal, Quebec City and surrounding communities; 9 nights	$3,150
Food	$40/day × 10 days × 7 people	$2,800
Transportation in Quebec	Trains, buses, public transit and occasional taxis/Ubers	$1,600
Transportation from Hazelton to Smithers	$100 fuel + $10/day × 10 days parking; one vehicle	$200
Cultural Activities and Educational Tours	Museums, historical sites, guided tours and cultural experiences	$875
Teacher Coverage	Substitute teacher coverage during trip	$2,250
Project Management	Planning, applications, fundraising and preparation (in-kind)	$0
Miscellaneous Expenses	Supplies and incidental expenses	$200
Contingency	Travel disruptions, unexpected expenses and price increases	$1,900
TOTAL	Cost per person: $4,415 ($22,075 ÷ 5 students)	$22,075

Total project cost and funding requested: $22,625 CAD. The budget includes both adult chaperones. We aim to secure full funding through grants, community partnerships and fundraising so every student can participate regardless of family income. Estimates will be revised as bookings and activities are confirmed.

Brief Safety & Risk Management Plan

Supervision model: Two adult chaperones will supervise five high-school students. Students will remain in the assigned group/buddy system during activities and transit unless a specific, pre-approved supervised arrangement is in place. Chaperones will conduct regular head counts at every departure, arrival and transition point.

Pre-trip preparation

Parent/guardian consent, current emergency contacts, relevant medical/allergy information, medication plans and travel permissions will be collected according to district procedures. Students will receive a pre-trip briefing on behaviour, public transit, hotel/farm rules, emergency procedures, digital/phone expectations and respectful conduct.

Transportation

Air travel will use commercial carriers. Ground travel will use licensed public transit/VIA Rail and a properly insured rental vehicle driven only by an authorized adult who meets district/rental requirements. Seat belts will be worn whenever provided. Travel plans will allow reasonable connection time and avoid same-day Québec City-to-Montréal air connections on the return journey.

Accommodation

District-approved accommodations will be confirmed in advance. Chaperones will know student room assignments and conduct evening check-ins. Students will not leave accommodations without chaperone permission. Exterior doors/room access and emergency exits will be reviewed on arrival.

MONTREAL HOSTEL: Alternative Hostel of Old Montreal: avg. $72/room 358 Rue Saint-Pierre, Montréal, QC H2Y 2M1•(438) 497-8481

QUEBEC CITY HOSTEL: Auberge Jeunesse Hostel: avg. $76/room 625 Grande Allée E, Québec, QC G1R 2K4•+1 877-837-2337

Contingency Plan:

- If flights are delayed or cancelled upon the return or departure from Smithers, students will stay in a hotel in Smithers to avoid late night driving.
    - Options include:
        - Sunshine Inn (3880 4th Ave)
        - Sandman Inn Smithers (3932 Hwy 16 W)
        - Sure Stay Inn by Best Western (3984 Highway 16)

Activities & free time

Students will travel always with chaperones in defined area and time window. Meeting points and return times will be stated clearly. Students will carry the lead chaperone's phone number and hotel/accommodation information.

Medical / emergency response

Chaperones will carry emergency contact information and know the location of nearby medical services. In an urgent emergency, call 911, provide first aid within training/ability, contact school/district administration and parents/guardians as soon as practical, and document the incident according to district procedure. Student medications will be managed according to school/district policy.

Communication & accountability

At least one chaperone will carry a charged mobile phone at all times; portable chargers will be carried on travel days. The school/district and families will have the trip itinerary and chaperone contact information. Any itinerary change affecting transportation or overnight location will be communicated promptly.

Weather / disruption contingency

Chaperones will monitor weather, transportation alerts and local conditions. Outdoor activities may be modified or replaced. The May 28 return to Montréal provides a buffer before the May 29 flight. Emergency funds/credit capacity will be available for unexpected meals, transport or accommodation caused by delays.

Student conduct & safeguarding

District code of conduct and school expectations remain in effect for the full trip. No alcohol, cannabis, vaping or other prohibited substances. Students will respect curfews, boundaries, cultural sites, accommodation rules and chaperone directions. Chaperones will maintain appropriate professional boundaries and follow district safeguarding procedures.

Key Emergency Information to Finalize Before Departure

- Confirmed flight numbers and airline contacts
- Hotel/farm addresses and telephone numbers
- Rental vehicle company and roadside assistance information
- VIA Rail booking and station details
- Nearest urgent care/hospital information for each overnight location
- Student emergency contacts, medical information and medication documentation
- School/district emergency contact and after-hours procedure
- Travel insurance information, if applicable

Educational Outcomes

Students will use French in authentic settings; develop confidence in oral communication; experience Francophone culture in Montréal, rural Québec and Québec City; examine Québec history, geography and cultural identity; and reflect on connections between English-speaking and French-speaking Canada.

Approval / Planning Notes

Trip Lead	Michelle Beam
Second Chaperone	~~Olivier Bélanger~~ / Muriel Melançon
Administrator Approval Louise Ormerod	L Ormerod
Date	

Skip to main content Accessibility feedback

Share

Smithers ⇄ Montreal

CA$1,209

Round trip · Economy (include Basic) · 1 passenger

Lowest total price

Selected flights

Track prices

Departing flight · Wed, May 19

10:15 AM ⟶ 8:48 PM
YYD YUL

1 stop · 7 hr 33 min · Air Canada · Operated by Air Canada Express - Jazz

-28% emissions

Returning flight · Sat, May 29

1:05 PM ⟶ 6:12 PM
YUL YYD

1 stop · 8 hr 7 min · Air Canada · Operated by Air Canada Express - Jazz

Avg emissions

Booking options

How options are ranked

Book with Air Canada Airline

Hide options

Basic	CA$1,209	Standard	CA$1,335	Flex	CA$1,·
Seat selection for a fee		Seat selection for a fee		Free seat selection	
Extra legroom available for a fee		Extra legroom available for a fee		Extra legroom available for a fee	
Last to board		Standard boarding		Standard boarding	
No ticket changes		Ticket changes for a fee		Free change, possible fare difference	
No refunds		No refunds		No refunds	
No carry-on bags		1 free carry-on		1 free carry-on	
1st checked bag: CA$95		1st checked bag: CA$95		1st checked bag free	
Continue		Continue		Continue	

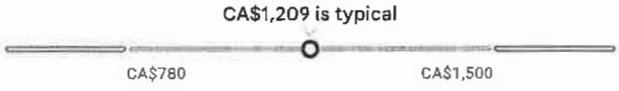
Fare and baggage fees apply to your entire trip. Bag fees may be higher at the airport. Air Canada bag policy For non-refundable fare options, taxes may be refundable.

Book with Expedia CA$1,209 Continue

Prices include required taxes + fees for 1 adult. Optional charges and bag fees may apply.

CA$1,209 is typical for Economy (including Basic)

The least expensive flights for similar trips to Montreal usually cost between CA$780–1,500.



Field Trip Experience Checklist
School Name: HSS
Coast Mountains Board of Education SD 82

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

Met	Criteria
[Y]	Administrative process respected (eg. proposal submitted to appropriate administrator in time to be considered
[Y]	Field trip experience accessibility/eligibility policy addressed (eg. equal access, voluntary participation, if appropriate, special needs addressed, alternative activity for non-participants
[Y]	Educational value of the trip is evident (eg. goals, student learning outcomes, curricular connections)
[Y]	Trip is appropriate for the students (eg. age/grade/preparation and follow up)
[Y]	Duration of the trip is appropriate and can be accommodated in the school calendar
[Y]	Destination or route adequately assessed (through pre-visit or other data collection) and appears appropriate)
[Y]	Itinerary and activities are outlined and fit the objectives
[Y]	The group appears adequately prepared for trip (eg. knowledge, skills, attitudes, fitness, clothing, equipment)
[Y]	Information to be given parents/guardians is appropriate for the type/duration of trip
[Y]	Parent/guardian information meeting date is planned, if holding one is appropriate for the trip (eg. overnight)
[Y]	Parental/Guardian consents to be collected (eg. consent to attend, consent to secure medical treatment)
[Y]	Relevant student health and medical information to be secured from parents
[Y]	Additional insurance needs address, if relevant eg. out of province medical, hospital care
[Y]	Budget and financial arrangements appropriate eg. financial accessibility, legality of any fees changed as per hardship policy
[Y]	Transportation arrangements acceptable: type of vehicle/driver and parental consent secured
[Y]	Number and gender of supervisors and supervision plan are appropriate for group, activities and sites/areas
[Y]	Plan to ensure all participants are clear re: behavioural expectations and consequences
[Y]	If overnighting, accommodation arrangements are acceptable (eg. hygiene, security)
[Y]	Leadership is competent to instruct/lead the particular group in the identified activity and environment
[Y]	Plan in place to brief supervisors re trip purpose, logistics, roles/responsibilities, safety plan, emergency plan etc.
[Y]	Safety plan is appropriate eg. procedures for managing the key inherent risks of the activities, environments and participants
[Y]	Emergency plan is in place to deal with insured/ill/lost/stranded participants(s) (eg. training, kits, communications equipment, back-up transportation, Emergency Services access)
[Y]	Confirmation of the presence of appropriate alternative contingency plan(s) if the trip/part of the trip can't happen
[Y]	Destination contact and phone number, (eg. outdoor centre, camp, local authority(ies)
[Y]	List of documents teacher will carry: trip plan, permits, passenger list, medical conditions, emergency contacts
[Y]	Office to receive copy of finalized trip plan, signed consent forms, passenger lists and names of no-shows
[Y]	Is there an appropriate plan in place to evaluate the trip (eg. Criteria for success, process to evaluate)
[ ]	Specify other relevant information unique to the particular trip: _____

Comments:

Name of Lead Teacher: Michelle Beam	Date: M/D/Y 10/16/2026	Signature:
Name of Principal: Louise Ormerod	Date: M/D/Y 27/10/2026	Signature: L Ormerod
Additional approval if needed (specify):	Date: M/D/Y	Signature:

Quebec French Language and Cultural Immersion Project

Hazelton Secondary School | May 19–27, 2027

Funding requested: $22,075 CAD | 5 students and 2 adult chaperones

Project Overview

Hazelton Secondary School is seeking funding to provide a French-language and cultural immersion experience in Quebec for five high school students who have dedicated their entire education to French Immersion.

The five students remain committed to their French education. Our proposed visit to Montreal and Quebec City will let them put their years of learning into practice in authentic French-speaking settings.

For students in rural northwestern British Columbia, opportunities to experience French as a living language are limited. This trip will build confidence, deepen their understanding of Canada's bilingual identity and show how French can open doors to education, employment, travel and connections across the country.

Project Goals

- Provide meaningful French-language immersion opportunities for students.
- Build confidence and fluency through authentic interactions with French speakers.
- Strengthen connections to Canadian identity through Quebec's language, history and culture.
- Recognize students' commitment to continuing their French education.
- Inspire younger immersion students to continue studying French into high school.
- Promote bilingual education as a relevant and exciting pursuit across the school community.

Activities and Learning Experiences

- Guided French-language visits to historical and cultural sites.
- Conversations with local residents in restaurants, markets, shops and on public transportation.
- Exploration of Quebec's history, traditions and contributions to Canadian culture.
- Daily opportunities to practise French through conversations, reflections and group activities.

Anticipated Impact and Community Benefits

For participating students, the trip will strengthen confidence, renew enthusiasm for learning French and encourage continued bilingual study. Communicating independently in Quebec will help them appreciate the abilities they have developed.

For younger French Immersion students, seeing older learners travel across Canada and use French in real situations will create pride and excitement about their own educational journeys.

For the broader school community, the project will celebrate student achievement, demonstrate that French is useful and culturally relevant, and strengthen appreciation of Canada's bilingual identity.

Student-Led French Presentation at New Hazelton Elementary School

Following the trip, all five participants will prepare and deliver a presentation entirely in French to younger French Immersion students at New Hazelton Elementary School. Through photographs, stories and personal reflections, they will share what they learned about Quebec, the people they met and the ways they used French.

This presentation will celebrate the high school students' proficiency, build their leadership skills, strengthen connections between the schools and inspire younger learners to continue in French Immersion. It provides a concrete outcome that extends the trip's educational impact beyond the five travellers.

Project Budget

Preliminary estimates for five students and two adult chaperones; all amounts in Canadian dollars.

Expense Category	Description	Cost
Plane Tickets – Smithers to Quebec	$1,300/person × 7 travellers, round trip	$9,100
Lodging	Montreal, Quebec City and surrounding communities; 9 nights	$3,150
Food	$40/day × 10 days × 7 people	$2,800
Transportation in Quebec	Trains, buses, public transit and occasional taxis/Ubers	$1,600
Transportation from Hazelton to Smithers	$100 fuel + $10/day × 10 days parking; one vehicle	$200
Cultural Activities and Educational Tours	Museums, historical sites, guided tours and cultural experiences	$875
Teacher Coverage	Substitute teacher coverage during trip	$2,250
Project Management	Planning, applications, fundraising and preparation (in-kind)	$0
Miscellaneous Expenses	Supplies and incidental expenses	$200
Contingency	Travel disruptions, unexpected expenses and price increases	$1,900
TOTAL	Cost per person: $4,415 ($22,625 ÷ 5 students)	$22,075

Total project cost and funding requested: $22,625 CAD. The budget includes both adult chaperones. We aim to secure full funding through grants, community partnerships and fundraising so every student

can participate regardless of family income. Estimates will be revised as bookings and activities are confirmed.

Conclusion

This project will honour these students' commitment, provide meaningful language experiences and show younger learners where French can take them. Funding will support not only five students' travel to Quebec, but the future of French-language learning in our rural community.

Contact Information

Michelle Beam

Drama Teacher at Hazelton Secondary School

Phone: 250-508-5625

Email: michelle.beam@cmsd.bc.ca

Coast Mountains Board of Education School District 82

MEETING AGENDA ITEM #11.2.3

Action:	X	Information:	
Meeting:	Regular	Meeting Date:	November 24, 2026
Topic:	**2026-2027 School Growth Plans**		

Background/Discussion:

School Growth Plans form part of a provincial accountability framework supporting continuous improvement in learner achievement and well-being. In this framework, school principals prepare and submit their plans for the Board of Education's approval.

The 2026–2027 School Growth Plans reflect the unique priorities and needs of each school and align with the Board's 2022–2027 Strategic Plan goals: Engage, Ignite, Empower. The four shared focus areas remain Literacy, Numeracy, Inclusion (including Indigenous Education), and Mental Health & Well-Being.

For 2026–2027, the School Growth Plan template was further developed with feedback and contributions from the Coast Mountains Administrators' Association (CMAA) to include a dedicated data and evidence section. Schools were asked to use relevant school and district data, including literacy and numeracy assessments, attendance, student voice, and well-being measures, to inform their priorities and demonstrate growth. This evidence may be presented through charts, graphs, tables, or summaries, accompanied by context explaining the school's current progress and intended outcomes.

The planning process emphasizes collaboration, reflection, and ongoing refinement, with school teams encouraged to engage staff and consider student, family, and community perspectives. Schools were also asked to include a Mental Health & Well-Being goal specifically addressing staff wellness.

The 2026–2027 School Growth Plans are being presented to the Board of Education for review and approval at the November 24, 2026, Regular Board Meeting. The plans are available for viewing on the district's website at **https://cmsd.bc.ca/school-plans**.

Recommended Action:

THAT the Board approve the 2026-2027 School Growth Plans.

Presented by: Superintendent of Schools

MEETING AGENDA ITEM #13.1

Action:		Information:	X
Meeting:	Regular	Meeting Date:	November 24, 2026
Topic:	**Board Chair Report**		

Background/Discussion:

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

Recommended Action:

Information only; no action required.

Presented by: Board Chair

Coast Mountains Board of Education School District 82

BOARD CHAIR REPORT

NOVEMBER 2026 REGULAR BOARD OF EDUCATION MEETING

I am honoured to serve another term as Board Chair and look forward to working alongside my fellow Trustees as we fulfill our governance roles and responsibilities in support of our District. Thank you for your continued confidence and support.

At our first meeting following the swearing-in ceremony on November 19, 2026, we established our Board committees, which include the Business Committee, Education Committee, and Policy Review Committee. Trustees were asked to consider and approve committee membership.

Each committee has established Terms of Reference to guide its work. At the first meeting of each committee, members will have an opportunity to review these Terms of Reference and, should any revisions be recommended, bring them forward to the Board for consideration and approval.

The composition of the committees is as follows:

Education Committee: Chaired by Trustee Karen Jonkman, with Trustees Wayne Jones and Bryanna Jack serving as committee members.

Business Committee: Chaired by Trustee Ed Harrison, with Trustees Angela Maitland and Troy Peters serving as committee members.

Policy Committee: Chaired by Secretary Treasurer, Ginger Fuller, with Trustees Margaret Warcup, Karen Jonkman and Bryanna Jack serving as committee members.

As Board Chair, our governance structure allows me to attend all Board committee meetings, and I intend to continue participating regularly in Business Committee meetings. Board committees provide important opportunities for Trustees to engage in discussion, review information, and bring recommendations forward for consideration by the full Board. These discussions support informed decision-making, while formal decisions remain the responsibility of the Board of Education in accordance with its established governance procedures.

During my previous term as Board Chair, including over the past month, much of the communication and discussion at both the provincial and local levels have centred on the recent election and what a new government may mean for public education. As Trustees, we continue to consider the potential implications for school districts. There is still much that is unknown regarding the new government's priorities and direction for education.

Trustees, following this Board meeting, will be attending the BCSTA gathering *(B.C Association of School Trustees Association)* in Vancouver November 26th to 28th with the meetings focused on orientation to our governance roles and responsibilities.

Additionally, during the BCSTA meeting in Vancouver, Trustee Ed Harrison has agreed to take on a leadership role in chairing the upcoming BCSTA Northwest Branch meeting, with support from our District administration team. His commitment to ensuring a strong northern voice in public education is greatly appreciated. Planning is also underway for a future gathering of northern Trustees, bringing together school boards from both the Northwest and Northeast regions to strengthen collaboration and advocate for the shared priorities of northern school districts.

In December 2025, the Board did not hold a regular Board meeting, as there were no required actions identified in the annual Board Work Plan or mandated by the Ministry of Education and Child Care. With a newly elected Board beginning its four-year term, our focus this December will be on Trustee orientation and professional learning. As such, there will be no regular Board meeting scheduled for December 2026. This change will also require a review of our current Board Bylaws, which has been identified as a priority in our work plan for the coming year.

Throughout December, Trustees will be invited to attend school events and celebrations, and I look forward to these opportunities to connect with our school communities. While Trustees were previously assigned to individual schools, our approach has evolved to coordinating school visits by region. For example, Trustees representing Terrace are invited to events across Terrace schools and coordinate their attendance based on availability, either attending together or individually. A similar approach is followed in our other regions, and Trustees are also welcome to attend events in other communities when opportunities arise.
Although Trustees are elected to represent specific geographic areas, once elected, we share a collective responsibility to make decisions in the best interests of students, families, and school communities across the entire District.

Another area of Trustee responsibility that we will revisit in the coming year is strengthening communication and relationships with local government leaders, First Nations leadership, and our MLA. In the past, both Kitimat and Terrace City Councils have appointed Council liaisons who have met with Board representatives and, on occasion, attended Board meetings. Similar arrangements have not been established in all communities, including Hazelton and Stewart. Moving forward, we will consider opportunities to strengthen these connections across our District and explore how regular communication and collaboration can support public education and the students, families, and communities we serve.

As we approach the holiday season, we wish all students, staff, families, and community members a safe and happy holiday season. We look forward to the opportunities and continued collaboration the new year will bring.

Respectfully submitted,

Trustee Margaret Warcup
Board Chair