

Superintendent's Report to the Board

May 2025



A Message from the Superintendent

Ama Sah / Good Day,

As we close out May and look ahead to the final month of the school year, the team at Coast Mountains School District continues to be filled with pride for the incredible learning, growth, and leadership happening across the district. This report reflects the energy and engagement of students, staff, and community partners — from the inspiring stories of student voice and inclusive education, to international student connections and regional collaborations that open new pathways for learners.

At the same time, it is important to acknowledge the challenges that persist in our classrooms. As we work through our budget allocations for the upcoming year, both quantitative and qualitative data — such as the Provincial Foundation Skills Assessment, the Aboriginal *How Are We Doing?* Report, and school-level assessments — as well as anecdotal feedback from educators, clearly indicate that many students continue to struggle with foundational literacy and numeracy. In response, we have made a commitment to develop a district-wide Numeracy Framework beginning in the next academic year. This will guide our efforts in improving mathematics instruction and outcomes across all grade levels. We will also continue to enhance and expand our current literacy initiatives, recognizing early reading success as foundational to learner confidence and long-term achievement.

Many of the meaningful initiatives featured in this month's report would not have been possible without the support of our community partners, organizations, and parent volunteers. Equally, I want to acknowledge the staff across the district who continually go the extra mile — organizing events, building relationships, and creating opportunities that connect students to real-world learning. From students engaging with Elders and Knowledge Holders on the land, to high school learners practicing medical procedures during career exploration events — these powerful experiences are made possible through the shared efforts of a dedicated team of educators and community members. We are deeply grateful for this collective commitment to helping all learners thrive — in their classrooms, in their communities, and beyond.

As we enter June, a month that honours both Indigenous History and Pride, we are reminded of the strength in our diversity and the importance of continued collaboration in service of all learners.

With gratitude and appreciation,

Tracey MacMillan
Superintendent



Autumn Hayden, Grade 11 student at Hazelton Secondary School, demonstrates to Superintendent MacMillan how to intubate an infant during the Adventures in Health Care Day at the Kysen Hospital.



Upcoming Dates:

May 29 – Grade 7 Maker Day, Terrace
June 1 – National Indigenous History Month Begins
June 1 – Pride Month Begins
June 11 – Grade 7 Maker Day, Kitimat
June 11 – Business & Education Committee Meetings
June 18 – School Board Hybrid Meeting (Terrace)

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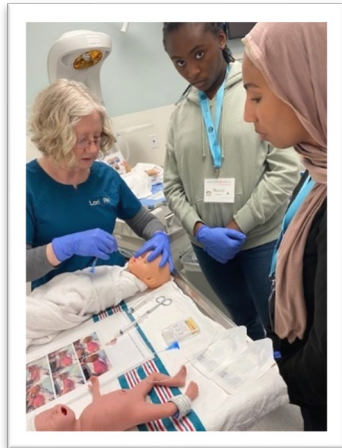
Rotary's Adventures in Health Care Northwest

Forty-one grade 10-12 students from Bear Valley, Caledonia Secondary, Centennial Christian, Charles Hayes Secondary, Hazelton Secondary, and Mount Elizabeth Middle/Secondary Schools participated in **Rotary's Adventures in Health Care Northwest** on May 13-15, 2025, a short exploratory program that aims at inspiring high school students to explore health science education and careers.



Grade 10-12 students from Terrace, Kitimat, Hazelton and Prince Rupert schools participated in Rotary's Adventures in Health Care Northwest, May 13-15, in a short exploratory program which aims at inspiring high school students to explore health science education and careers.

May 13 students engaged in an ice breaker as an opportunity to get comfortable with each other. The morning was dedicated to nursing laboratories and wet labs where students received instruction on the utilization and underlying principles of lifts, vital sign monitoring, and laboratory equipment. The afternoon was an opportunity to gain experience about occupational therapy, pharmacy and naloxone training (received certificates and kits), and students identified issues to discuss during a social work session.



May 14 was a full day at the new Kysen Hospital (formerly Terrace Mills Memorial Hospital). There were many hands-on activities to try in the simulation labs (how to deliver a baby, CPR, respiratory therapy, etc.), a visit to the Intensive Care Unit to try life-saving equipment, a whirl-wind tour through diagnostics including using an ultrasound to check out internal organs, everything you needed to know about physiotherapy in a hospital setting, and wound care. Students were impressed by the lab's size and diverse activities. During the lunch hour there were two guest speakers - a doctor who grew up in Terrace and a third-year medical student, both discussing their journeys to where they are today.

May 15 the students had an opportunity to go to the Cedar Coast Dental Office. Students practiced plaque removal on teeth models, drilled eggshells, injected anesthesia into oranges, sutured turkey drumsticks, and observed a real patient procedure. At the University of Northern British Columbia (UNBC) campus, paramedics did a mock call-out and showcased the ambulance. Nursing instructors gave an in-depth demonstration and explanation of CPR, simulator babies were given baths, a social worker presentation on racial equity, a brain/pain discussion followed by dissecting a sheep's brain, and a hands-on demonstration of traditional cultural medicine.



A successful program due to the tremendous partner support - three former Adventures in Health Care students, Cedar Coast Dental Office, Coast Mountain College, Coast Mountains School District, First Nations Health Authority, Northern Health, and UNBC. Thank you, Rotary Club of Terrace, Rotary Club of Terrace Skeena Valley, Rio Tinto, BC Nurses Union and LNG Canada, for the invaluable financial support. Special thanks to the Northwest Trades & Employment Centre (NTETC) Staff - Cory Redl, Discovery/Dual Credit Teacher bused Kitimat students daily to Terrace; Kim Hoekstra, District Careers Coordinator organized dinners and evening events for the dorm students; Dan Hamel, NTETC Principal provided chaperone duties at the dorms for a few nights.

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Student Voice

Over the last several weeks, Phillip Barron, Director of Instruction, Learning Services, spent time with groups of students from grades 8–12, hearing about a wide variety of topics important to today's youth. Their energy, honesty, and deep sense of justice bring fresh perspectives that challenge traditional thinking and push for meaningful change. These experiences remind us time and again that young people are not just the future — they are powerful leaders of the present.



A group of students at Caledonia Secondary School stand together, smiling and energized, after wrapping up a meaningful student voice session. Their expressions reflect pride, unity, and a shared sense of purpose from having their voices heard and valued.

High school students are much more than just learners in the classroom — they are insightful observers, active participants in their communities, and future leaders in the making. Elevating student voice in our schools isn't just about giving them a platform; it's about recognizing them as essential partners in the education process.

When students are empowered to share their ideas, feedback, and lived experiences, schools benefit from a clearer understanding of what's working and what isn't. From classroom instruction to school culture, no one experiences the daily realities of education more directly than the students themselves.

Hearing directly from students gives schools access to:

- **Authentic Feedback:** Students offer firsthand insight into teaching practices, school safety, mental health needs, and campus culture. Their perspectives help identify both strengths and areas for growth that adults may overlook.
- **Creative Solutions:** Young people often think outside the box. When invited into conversations about school improvement, they bring fresh ideas and innovative approaches.
- **Greater Engagement:** When students feel heard and valued, they become more invested in their education. This can lead to higher motivation, better attendance, and stronger academic performance.
- **Equity and Inclusion:** Student voice is especially vital for ensuring all students — including those from historically marginalized backgrounds — are seen, heard, and represented in decision-making.



Creating Space for Student Voice

Fostering student voice requires more than occasional surveys or student council meetings. It means building systems where students are invited to co-create their educational experience. This includes:

- Involving students in school improvement planning.
- Creating leadership opportunities within and beyond the classroom.
- Holding regular listening sessions and focus groups.
- Encouraging student-led initiatives and peer mentoring.
- Supporting journalism, civic engagement, and storytelling opportunities.



Students at Skeena Middle School actively engaged in their Student Voice session – sharing ideas and collaborating to drive positive change in their school community.

Students are our schools' most valuable source of insight — and when we truly listen, we show them that their voices matter. In doing so, we build stronger schools, more inclusive communities, and a better future for all.

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CMSD International Student Program

In its inaugural year, the Coast Mountains' International Student Program has made remarkable strides. This year, we welcomed 32 students from Spain, Germany, Brazil, Vietnam, Mexico, Switzerland, and Japan to Caledonia Secondary School, Mount Elizabeth Middle/Secondary School, and Bear Valley School. Students participated in programs ranging from one year to one semester, and even three months. We deeply appreciate the host families who open their homes, as their generosity is essential in making this experience possible. The program has generated numerous heartwarming stories, reflecting the lasting connections being built among participants.

In September 2025, we are welcoming 30 students from Germany, Spain, Andorra, Vietnam, Netherlands, Brazil, and Italy. Then 10 more students will arrive in January from Brazil.



Students take part in eulachan harvest at Kincolith.



Hiking at Estew Falls with Caledonia Secondary School Administrators, Joe Dominguez and Spencer Edwards.



First time making a snow man!



Brazilian students first time ice skating at Lakelse Lake.

CMSD International Students engaged in local Indigenous culture, sports and more, gaining a deeper appreciation for the local way of life in Northwest BC.



Welcoming students to Coast Mountains School District with host families.



Group picture at Shames Mountain Ski Hill.

Quotes from students and a host family:

- Arthur from Germany shared, "For my birthday, I asked my parents to buy me a plane ticket next year so I can go back to Stewart and visit my host family".
- Lena who left after the first semester noted, "When I become a doctor, I will be moving back to Terrace. This is where I want to live."
- Jen (host mother) is going to Germany in a couple years to celebrate Lena's graduation in Germany.
- Francisco from Spain shared, "I was supposed to go to California for this experience, but I am so happy that I ended up in Terrace. I am thankful for Darrin and Roanna and my respite family Len and Colleen."

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Lifelong Connections are Formed!

A heartwarming note that was shared with Joe Dominguez, Administrator for CMSD's International Student Program by Nicole Kriegl who is hosting a student and she is also a Teacher at Caledonia Secondary School. As displayed to the right, this is Eduardo's (a Brazilian student attending Caledonia Secondary School) Mother's Day note to her. In case you cannot read it, here is what it says:

"Even though you are temporary, you are my mom too. You always care about me and do everything for me. You clean my bathroom, give me money for food, help me with my homework, always ask if I need anything or about my day. Thank you for always caring about me and always helping me when I need it. Thank you for always being on my side when most people are against me. Thank you for being the best host mom ever. I hope I am being a great kid and that I am not too much trouble ... lol" (Eduardo)



Navigating the World of Counselling from a Legal Perspective

On May 12, the Inclusive Education Department hosted an in-service session regarding "Navigating the world of counselling from a legal perspective" held at the School District Board Office. The focus of the in-service session was for school counsellors with invitations extended to the Integrated Child and Youth Teams (ICYT), Child & Youth Mental Health (CYMH) and Ministry of Children and Family Development (MCFD) for their participation. The student-counsellor relation is a unique and meaningful one that can have a lasting positive impact on students' lives.

The session was facilitated by Warren Woodhurst, a lawyer with Harris & Company based in Vancouver. Warren's practice is focused on education law in the K-12 and post-secondary sectors. His experience in the K-12 sector is bolstered by his time spent as a director of labour relations for the British Columbia Public School Employers' Association (BCPSEA) and he comes from a family of public educators.

The in-service presentation addressed the following topics including both lecture and case-study components:

- Recent changes to the *Health Professions Act* which classify "psychotherapy" as a health profession;
- Issues of consent including the mature minor doctrine;
- The privacy and confidentiality of student information;
- A counsellor's duties to report and warn; and
- Record-keeping requirements.



An in-service session with a focus for school counsellors titled, "Navigating the world of counselling from a legal perspective" was held May 12 at the School District Board Office facilitated by Warren Woodhurst, a lawyer with Harris & Company.

For more information regarding this in-service session, please contact Julia Nieckarz, Director of Instruction for Inclusive Education at julia.nieckarz@cmsd.bc.ca.

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Inclusive Education Student Success Story

This school year, Giuliana Reniero, the district's Speech Language Pathologist initiated a pilot of the ImpAACt program with the support of the district's Behaviour Interventionist, Bobbie Pastershank and Education Assistant Mentor, Maiya Dominguez, as a way to begin building more capacity in the school district's Education Assistants and to help create more inclusive and meaningful opportunities for students with complex communication profiles.

This six-week pilot program was specifically developed to support students who use Augmentative and Alternative Communication (AAC) and the Education Assistants who work closely with them. Students from multiple primary and elementary schools in Terrace attended once per week at Cassie Hall Elementary School's multipurpose room. The primary goal of ImpAACt is to foster meaningful connection, collaboration, and skill development among students using AAC and their support teams. The program created dedicated opportunities for students to come together, socialize, and see others like themselves using AAC devices in a communicative and empowered way. This peer interaction proved to be both validating and encouraging for the students. Equally important was the professional development aspect for the Education Assistants.

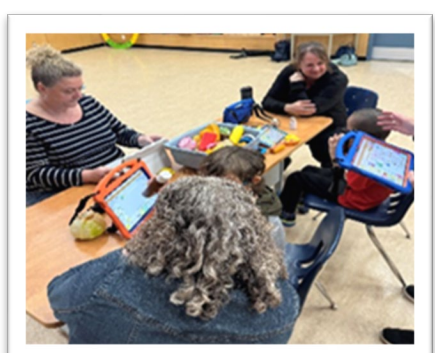
Through shared experiences, modeling sessions, and guided practice, Education Assistants were able to build confidence and capacity in supporting AAC users. Many reported feeling more skilled in using aided language stimulation and more connected to a network of colleagues who share similar roles and challenges.

The feedback from staff has been positive and the excitement from students who attended each day has shown how successful this pilot program has been. The ImpAACt program provided a valuable space for learning, and community building.

Giuliana strongly believes that programs like ImpAACt play a critical role in advancing communication equity and in supporting the diverse learning needs in Coast Mountains School District.



CMSD students from multiple primary and elementary schools in Terrace participated in the six-week ImpAACt pilot program specifically developed to support students who use Augmentative and Alternative Communication (AAC) and the Education Assistants who work closely with them. Students attended once per week at Cassie Hall Elementary School's multipurpose room. The primary goal of ImpAACt is to foster meaningful connection, collaboration, and skill development among students using AAC and their support teams.



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DHH Connections Day!

The British Columbia Provincial Outreach Program for Deaf and Hard of Hearing (POPDHH) hosts an annual DHH Proud Day for all their students. This year, Coast Mountains School District received an invitation to join them for a Friendship Day at the Vancouver Aquarium on April 8. While we truly appreciated the invitation, most of our youth are unable to attend events in the lower mainland. In light of this, POPDHH graciously offered to help sponsor a regional event, allowing the opportunity to create a gathering for our students to connect. Coast Mountains School District 82 (CMSD) and Prince Rupert School District 52 (PRSD) came together to celebrate our first Deaf and Hard of Hearing Connections Day. Alisha Cameron and Chiara Young, District Teachers for the Deaf and Hard of Hearing for CMSD and PRSD respectively, agreed it would be beneficial to bring their students together. Students from Hazelton, Terrace, Kitimat, and Prince Rupert joined at Maxxed Out Laser Tag in Terrace for a day filled with games and connection.



Hazelton, Terrace, Kitimat and Prince Rupert students from Coast Mountains School District and Prince Rupert School District joined in a regional Deaf and Hard of Hearing (DHH) Proud Day held at Maxxed Out Laser in Terrace. This event was all about making new friends, sharing experiences, and having fun!



Students of all ages bonding and have fun at the DHH Proud Day! It is the hope to make this an annual tradition.

This event was all about making new friends, sharing experiences, and having fun! Special thanks to Jacob Liubomudrov, a Grade 10 student from Caledonia Secondary School, for his efforts in helping plan the event and create invitations for all the students. Thank you to Chiara for organizing and bringing her students from Prince Rupert to Terrace. It was heartening to see students of all ages bonding and having fun!

Alisha is grateful for the support from CMSD and POPDHH in providing our students with such valuable opportunities. The event was successful, as students from various schools formed friendships, which was one of our primary goals — encouraging connections and sharing experiences. It is hoped this event will be an annual tradition.

A new Deaf Education Terminology poster (see next page) developed by Claudia Piccinin, Team member with the Auditory Outreach Provincial Resource Program (AOPRP), was created to bring awareness to the language that people use around Deaf and Hard of Hearing individuals, and that they are offensive and outdated. Lora Baker, Principal & Speech Language Pathologist with the AOPRP recently visited CMSD and shared the following feedback:

- *I just wanted to send you a quick note about how wonderful my time in the region was and also to commend Alisha for exemplary support for the Deaf and Hard of Hearing students in your district.*
- *Having visited many districts and Teachers of the Deaf and Hard of Hearing, I was so impressed with Alisha who has tackled this challenging new role with enthusiasm and dedication. She is an exceptional advocate for her students — consistently demonstrating deep care, tireless dedication, and a thoughtful approach to supporting each learner's unique needs.*
- *What truly sets her apart is her inspiring thirst for continued learning and professional growth. Whether it's through seeking out new strategies, engaging in professional development, or reaching out to our community of professionals, Alisha exemplifies the very best of lifelong learning and reflective practice.*
- *A huge thank you Alisha for a wonderful visit to the Coast Mountains School District!*

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New Deaf Education Terminology Poster

A new Deaf Education Terminology poster, as shared below, was created by Claudia Piccinin, Team member with the Auditory Outreach Provincial Resource Program to bring awareness to the language that people use around Deaf and Hard of Hearing individuals, and that they are offensive and outdated.

The Province of British Columbia, in addition to the regular block of funds allocated to school districts and independent schools for education, also funds a group of education alternatives known as [Provincial Resource Programs](#). These programs help public and independent schools meet the educational needs of students in exceptional circumstances. Auditory Outreach, in collaboration with provincial centres, local audiologists and other service providers, assists public and independent schools throughout the province address the needs of school-aged students with hearing loss. The Auditory Outreach loans assistive listening devices to public school districts, and group 1 and 2 independent schools, for individual students with hearing loss identified as needing this technology for school use. Visit the [Auditory Outreach website](#) to learn more.



DEAF

Education Terminology

Terminology changes over the years and sometimes outdated terminology can become offensive. One of my favourite quotes by Maya Angelou states "when you know better, do better". So, here is a list of terminology to make sure we are doing the best we can. To continue to stay up to date and know better so that you can do better, we encourage you to continue to speak with members of the d/Deaf, d/Deafblind and Hard of Hearing communities, do research online and other places to stay up to date with the most current and appropriate terminology to ensure we are creating safe, inclusive and welcoming spaces.

Deaf (Capital D) A term used to encompass deaf individuals regardless of their hearing threshold who participate in Deaf culture, society and mode of communication. Sign languages are often the preferred language.	Hard of Hearing This term is used by individuals who most commonly use listening and spoken language as their primary languages to communicate with. It is used by individuals with various hearing thresholds.
deaf This term can refer to individuals who have little or no functional hearing, however it can also be used by anyone who has reduced hearing. This is often a medical term but may also be used by individuals who do not identify with the Deaf community.	deafened/late-deafened Individuals who acquired a hearing difference after birth. These individuals may not identify with either the Deaf or Hard of Hearing Communities.
d/Deafblind d/Deafblind individuals experience a combination of reduced vision and functional hearing. These individuals will have varying degrees of hearing and vision which affects communication, learning, social interactions, mobility and access to information. This disability is considered an information-gathering disability. These students need support beyond what is provided solely to d/Deaf or Hard of Hearing or having individuals or those with a visual impairment. Students may work with Interveners who are EAs with specialized training to support the unique needs of d/Deafblind individuals.	d/Deaf-plus (unacceptable) Previously used when referring to d/Deaf people with additional disabilities. However, preferred terms now include Deafblind, Deaf with CP, etc.
deaf-mute (unacceptable) This term is not appropriate. Regardless of if a d/Deaf person chooses to speak or sign, this does not make them "mute". This term prioritizes verbal modes of communication and makes it seem as though d/Deaf individuals who do not speak cannot communicate. However, rich language also comes in the form of visual and tactile, not just auditory.	deaf and dumb (unacceptable) This term is not appropriate. It originates from the medieval times and the idea that since some deaf individuals did not speak, they were incapable of cognitive functions. This is absolutely not the case and this terminology should never be used.
Sign Language The official languages of Deaf communities. These are rich and full languages with unique grammar and syntax that span across the globe. There are over 300 different sign languages across the globe. The most common sign language in North America is American Sign Language.	Listening and Spoken Language Listening and spoken language is often used by deaf individuals and those who consider themselves hard of hearing. Individuals do not have to choose between a sign language or listening and spoken language. There is no disadvantage of learning multiple languages, however there are many benefits.

Teacher of the d/Deaf and Hard of Hearing: This term is more inclusive than the term Hearing Resource Teacher (HRT). The title 'Teacher of the d/Deaf and Hard of Hearing' recognizes that there are multiple modalities of communication and that hearing is not the only or main focus for our students. Teacher of the d/Deaf and Hard of Hearing is the term recommended by the Canadian Association of Educators of the d/Deaf and Hard of Hearing (CAEDHH).

If you have any questions please reach out to claudia.piccinin@sd47.bc.ca, TDHH for Auditory Outreach

Please note: none of these definitions are my own, they came from many wonderful sources and are meant to reflect the thoughts and feelings of the d/Deaf, d/Deafblind and Hard of Hearing communities.

WHAT TO DO

When someone uses outdated language

When someone uses outdated offensive language, it's best to address it directly. Calmly explain why the term is problematic and suggest a more appropriate alternative, while focusing on educating them about the harmful connotations of the language. If you feel uncomfortable confronting them directly, you should report the issue to a relevant person to support you.

Choose the right moment Pick a time when you can privately talk to the individual about their language choice.	Start with empathy Acknowledge the person might not have intended to offend, but explain that the language they used is considered outdated and offensive.
Explain the issue Briefly explain why the term is problematic, highlighting its historical context and the negative impact it can have on people.	Offer an alternative Suggest a more inclusive and respectful term to use instead.
Focus on education It's important to be aware of how language can impact others, and updating our vocabulary is part of that.	Stay informed Keep yourself updated on current terminology and evolving social norms related to sensitive language.

"Hey, I just wanted to mention that the term '_____' is considered offensive and outdated. It might be helpful to use '_____' instead."

"Did you know that '_____' is a harmful stereotype? Perhaps we can rephrase that using a more accurate description, such as '_____'."

References and to learn more:
<https://www.bcccomnews.ca/2021/05/20/the-harmful-ableist-language-you-are-using/>
<https://read.sbc.ca/our-work/terminology/>
<https://www.ndcs.org.uk/information-and-support/nipsa/nipsa-ct/>
<https://deafanddumb.org/news/>
<https://www.cbc.ca/news/indigenous/terminology-2023-01>
<https://www.cbc.ca/news/indigenous/sign-language-community-and-culture-frequently-asked-questions>
<https://www.cordis.ca/resources>

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Richmond Early Learning Conference



Three Early Childhood Educators from Coast Mountains School District attended the Early Childhood Educators of BC (ECEBC) Conference “Honouring our Roots and Nourishing our Connections” from May 8-10 in Richmond.

Joanne Mueller (StrongStart Coordinator, Kildala Elementary School), Amanda Annibal (StrongStart Coordinator, Suwilaawks Community School), and Cindy Hall (Strengthening Early Years to Kindergarten Transitions (SEY2KT) Coordinator and Preschool Instructor, Cassie Hall Elementary School) had the opportunity to enhance their learning with a variety of sessions such as Speak with Presence: how words shape young minds in Early Childhood and Pathways to Creating Culturally Reflective Policies and Procedures. The sessions were numerous, and wonderful educators presented their experiences with our team of Early Learners.



Amanda Annibal (r), StrongStart Coordinator, Suwilaawks Community School is pictured with Jared Qwustenuxun Williams (l), an ECEBC Conference presenter who shared his story about his relationship with his grandmother and the teachings that she passed onto him. Jared is known for his TedTalks on Indigenous food.

Changing Possibilities for Young Children (CP4YC)

On May 14, our dedicated group of Early Childhood Educators attended the CP4YC (Changing Possibilities for Young Children) Provincial Network Meeting held at the School District Board Office with virtual guest speakers Dr. Jean Clinton (Child Psychiatrist/Knowledge Translator), Monique Gray Smith (acclaimed writer of children's and young adult literature), Denise Augustine (retired Superintendent of Indigenous Education for B.C.), Sharon Jeroski (researcher & author) and Dr. Kimberly Schonert-Reichl (UBC Director of the Human Early Learning Partnership in the School of Population and Public Health). Some of the big takeaways included:

- “Do we correct before we connect?”- Dr. Jean Clinton
- “We are gardeners.” - Denise Augustine
- “Do nothing without joy!” - Dr. Kimberly Schonert-Reichl
- There are dandelion children and orchid children. Dandelion children can grow anywhere no matter the context. Whereas orchid children are sensitive to their context. We are the gardeners that can create these atmospheres to help our children grow. - Dr Schonert-Reichl
- “What are your favourite places to go to dream? What do you like to dream about?” - Monique Gray Smith



CMSD Early Childhood Educators participate in the CP4YC Provincial Network Meeting on May 14 at the School District's Board Office.



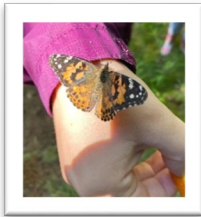
Working together to support children, families, and educators in the early years.

During the afternoon session, each educator presented their “Wonder Child” to the group. Each educator is tasked with identifying a student that they wonder about and select one of the 7 facets (Building Relationships, Kindness and Empathy, Personal Well-Being, Sense of Identity, Self-Regulation, Contributing to the Classroom Community, or Sense of Personal Agency) to help discover who their student is as a person and learner.

The most important message of the work Early Childhood Educators do is to never stop wondering about the children we teach, but more importantly, to never stop wondering for ourselves.

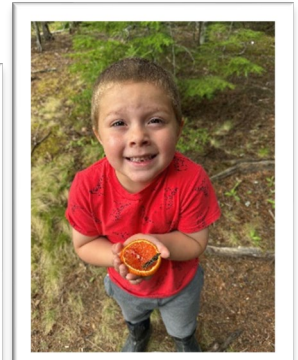
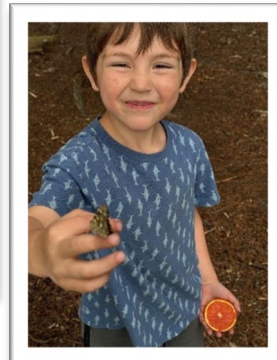
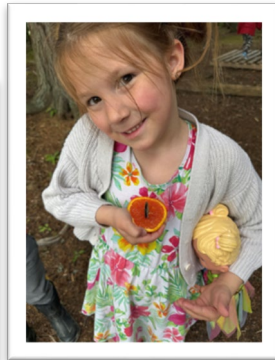
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Preschool Releasing Butterflies

The Just B4 Preschool program at Thornhill Primary School released butterflies they took care of from the caterpillar stage until they blossomed into beautiful butterflies. Jeff Coroghly, the Early Childhood Educator instructor for the pre-school program, facilitated this learning experience with the students on Thursday, May 22. *The epitome of joy!*



Concours d'art Oratoire Provincial

Concours d'art oratoire is a longstanding public speaking competition hosted by Canadian Parents for French for youth who are learning French in schools. The contest is open to students in every province and territory and in a wide range of age/grade categories and French abilities. Thousands of students participate every year in communities big and small. This year, the Concours Provincial was held in Vancouver on May 3.

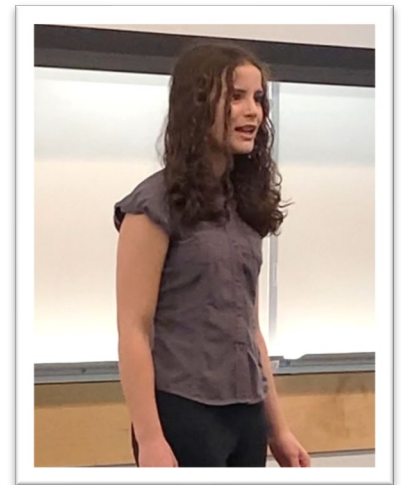


Audrey Arsenault, Skeena Middle School student, placed third in the Grade 9 French category during the Provincial Concours held May 3 in Vancouver. Congratulations Audrey!

Congratulations to Audrey Arsenault, a Grade 9 Skeena Middle School Student, for placing third in the Grade 9 French Immersion category at the Concours Provincial.

Sila Katz Kuperman, a Grade 7 home-schooled student registered with Majagaleehl Gali Aks Elementary School, and Hannah Johnston, a Grade 12 student from Caledonia Secondary School, also travelled on their own to participate in the Concours Provincial.

Sila finished third in the Grade 7 French Immersion category at the Concours Provincial. Congratulations Sila!



Sila Katz Kuperman, homeschooled student registered with Majagaleehl Gali Aks Elementary School, placed third in the Grade 7 French category during the Provincial Concours held May 3 in Vancouver. Congratulations Sila!

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2025 BC Youth Vaping Survey

The McCreary Centre Society's BC Health and Wellness Youth Advisory Council (BC YAC) are leading a survey developed by youth in Grades 8-12 who are members of the provincial YAC (officially known as the BC Youth Health and Wellness Advisory Council, and whose mandate is to provide advice to the Ministries of Health and Education about youth substance use and other health related topics).

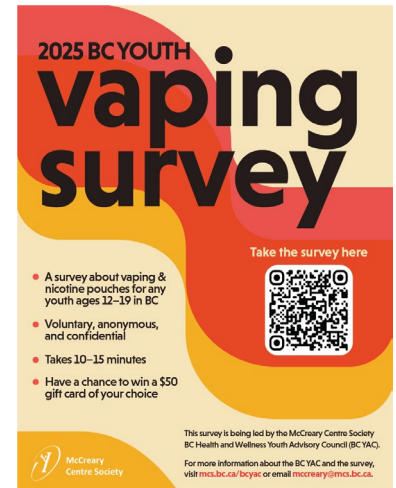
The survey will give youth a chance to share their views and experiences with vaping and nicotine pouches, as well as have their voice heard about how schools and community services can better support young people in these areas.

The McCreary Centre Society is supporting the provincial YAC to hear from as many youth as possible who use these products, as well as those who don't. Coast Mountains School District has shared the anonymous Vaping Survey with students in Grades 8-12 to give them the opportunity to have their say.

What you should youth know about the survey:

- It is about vaping and nicotine pouches.
- The survey is for any youth ages 12-19 in BC, including those who have and have not vaped/used nicotine pouches.
- The survey is anonymous, confidential, and voluntary.
- It takes about 10-15 minutes to complete.
- Youth can be entered into a \$50 gift card draw if they participate.

The provincial YAC are collecting surveys until June 10, 2025 and will then be coming together from across the province to analyze the data and get a report together which will be shared publicly. The 2025 BC Youth Vaping Survey is displayed above which has a QR code that takes youth directly to the survey. For more information about the BC YAC and the survey visit mcs.bc.ca/bcyac or email mccreary@mcs.bc.ca.



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