

# Indigenous Education Report



March 2026





# Table of Contents

<b>Gratitude and Acknowledgment</b>	<b>3</b>
<hr/>	
<b>Message from the Director of Indigenous Education</b>	
Welcoming Feast at MajagaleehI Gali Aks Elementary School	<b>3</b>
Mural Celebration at Kildala Elementary School	
<hr/>	
<b>Professional Learning – Capacity Building</b>	<b>5</b>
First Peoples	
<hr/>	
<b>Indigenous Outreach Worker</b>	
Appointed to strengthen attendance and re-engagement in Kitimat-area schools	<b>6</b>
<hr/>	
<b>Skeena Middle School and Caledonia Secondary School</b>	<b>7</b>
Honouring Hoobiye	
<hr/>	
<b>Suwilaawks Community School</b>	<b>9</b>
Local Plants and Trees on the Land Learning	
<hr/>	
<b>Kitwanga Elementary School</b>	<b>10</b>
Feasting teachings, Formline Designs Art	
<hr/>	
<b>Thornhill Primary School</b>	<b>12</b>
Land Based Learning and Storytelling	
<hr/>	
<b>Caledonia Secondary School</b>	<b>14</b>
Dudes and Girl Groups. supporting student connection and mentorship	
<hr/>	
<b>Nechako Elementary School</b>	<b>15</b>
Creative Expression Challenge	
<hr/>	
<b>Hazelton Secondary School</b>	<b>16</b>
Family Connections and Identity Learning	
<hr/>	
<b>1.31 Indigenous Targeted Funds</b>	<b>17</b>
Approvals to support language, culture, land-based learning, and student wellness initiatives	
<hr/>	

### Gratitude and Acknowledgment

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

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

### A Message from the Director of Instruction, Indigenous Education



Angie Olson, K/1 Gitxsan Immersion Teacher; Gwen Simms, Gitxsan and Language Culture Teacher; Monica Simms, GGC Education Advisor; Donna Mortmer, Director of Indigenous Education

Ama Sah / Good Day

It was a privilege to attend Majagaleehl Gali Aks Elementary School and participate in the welcoming feast. The event provided a meaningful opportunity to witness the welcoming of new students and to honour the learners in the Gitxsanmaax Immersion program. The gathering reflected the strength of community, culture, and language, and the school's commitment to fostering identity and belonging.

Participation in the feast also provided an opportunity to learn about the Gitxsan Feast Protocols. These teachings emphasize the importance of cultural knowledge and respectful practice within educational settings and highlight the role of schools in supporting cultural continuity.

Events such as this play a vital role in uplifting culture and language by creating authentic spaces where students, families, and community members come together. Inviting families and community members into the school strengthens relationships, supports intergenerational learning, and affirms the value of Indigenous knowledge systems. These gatherings help students see themselves reflected in their learning, build pride in their identity, and reinforce language revitalization efforts. They also foster a shared sense of responsibility for education, where schools and communities work in partnership to support student success and well-being.

A particularly significant moment was being invited to take part in the blessing of the drums alongside Monica Simms of the Gitxsan Government Commission and Elder Dr. M. Jane Smith, a respected community storyteller recognized for her dedication to revitalizing the Gitxsanimaax language. This experience was deeply meaningful and speaks to the strength of relationships between community and school.



The drums are a powerful reflection of collaboration and cultural pride. Indigenous Support Workers Jodi Marshall and Bonnie Mowatt led the creation of the drums, with Bonnie thoughtfully applying the designs. These designs were generously shared by Gitxsan artist Michelle Stoney, who was raised in Gitxsan territory in the house of Delgamuukw. Michelle is an accomplished acrylic painter, jeweler, sculptor, and muralist.

The feast itself was thoughtfully prepared, with food shared generously among all attendees, further reinforcing the values of community care and connection.

# Indigenous Education Report

## March 2026

Overall, the visit highlighted the importance of culturally grounded educational experiences and the powerful role of community partnerships in supporting student success.



Andrew Bolton, Chief; Leah Robinson, Chief Lady; Janelle Hittel, Principal; Amanda Hugon, Artist Mary Nyce, Chief Lady; Tom Nyce, Chief; Kevin Stewart, Chief; Donna Mortimer, Director of Indigenous Education.

I would also like to extend my sincere appreciation to everyone involved in the recent Mural Celebration at Kildala Elementary in Kitimat. It was truly a privilege to witness the Haisla Braid Singers & Dancers perform and to see students actively engaged in the singing of the songs. Moments like these reflect the strength of culture, community, and shared learning. It was especially meaningful to welcome classes from Haisla Community School, further strengthening the connections between our schools and the broader community.



Shelley Bolton, Haisla Culture & Language Teacher; Donna Mortimer, Director of Indigenous Education.

This special event was thoughtfully organized by Culture and Language Teacher Shelley Bolton, whose leadership and dedication were evident throughout the celebration.

Her role as a member of the

dance group added a deeply personal and authentic connection to the experience.

We were honoured by the presence of Chiefs and Chief Ladies, whose participation made the celebration especially meaningful and reflective of the rich traditions of the Haisla Nation.

The mural itself was created by artist Amanda Hugon, a contemporary First Nations artist with

deep roots in Coast Salish communities and a strong presence in the northern arts community. Her work reflects both cultural knowledge and collaboration, bringing communities together through art. The mural beautifully illustrates the salmon life cycle alongside local plants, symbolizing the growth and learning journey of students and the importance of community, connection, and working together.

Events such as this remind us of the importance of creating culturally welcoming and inclusive spaces where students can learn from and celebrate the rich traditions of the communities they are part of.

Thank you to everyone who contributed to making this celebration so meaningful.

Warm regards,



Donna Mortimer





# Indigenous Education Report

## March 2026

---

### Professional Learning & Capacity Building

Ongoing professional learning continues to support educators in strengthening culturally responsive teaching practices and deepening the integration of Indigenous knowledge and perspectives across classrooms.

#### Professional Learning – Learning First Peoples Spring Institute

During Spring Break in March, Conor Farrer from Hazelton Secondary attended the Learning First Peoples Spring Institute held in Richmond, BC.

The institute, hosted by the First Nations Education Steering Committee (FNESC) and First Nations Schools Association (FNSA), supports educators in bringing authentic First Peoples perspectives, knowledge, and teaching approaches into classrooms across British Columbia.

Over the two-day institute, participants engaged in professional learning sessions focused on curriculum resources, including English First Peoples, Land, Title and Governance, and Indigenous-focused Applied Design, Skills and Technologies (ADST). The ADST sessions included hands-on learning opportunities such as loom beading, as well as practical examples for woodworking programs. One example highlighted Indigenous engineering and design through traditional and contemporary bridge structures, including the bridge at Hagwilget Canyon, which was used as a foundation for developing unit plans.

These sessions provided opportunities for educators to explore instructional strategies, collaborate with colleagues, and deepen their understanding of how to meaningfully integrate Indigenous knowledge and perspectives into their teaching practice.

Participation in professional learning opportunities such as this supports ongoing growth in culturally responsive teaching and strengthens our collective commitment to the First Peoples Principles of Learning. This learning continues to support classroom practice and enhances student engagement, identity, and connection to culture and community.

*Professional learning strengthens educators' ability to integrate Indigenous knowledge and hands-on, culturally relevant approaches into classroom practice, supporting meaningful and engaging learning for students.*

---

### Introducing Kitimat CMSD Indigenous Outreach Worker



#### Indigenous Outreach Worker – Kitimat Schools

We are pleased to welcome Carlos as the new Indigenous Outreach Worker supporting students and families in Kitimat-area schools.

Carlos has worked with Coast Mountains School District for the past three years, including two years as an Indigenous Support Worker at Kildala Elementary School. During this time, he built strong relationships with students, families, and community, supporting meaningful connections to school and available supports.

Carlos brings additional experience working with youth through harm reduction and empowerment programs, shaping his ability to meet individuals where they are at and respond with care and understanding. His experience

working in northern communities has further strengthened his appreciation for the knowledge, resilience, and strengths within Indigenous communities.

In his new role, Carlos is focused on building relationships, listening, and supporting students and families as they navigate resources. He approaches his work with openness, respect, and humility, and is committed to learning alongside the communities he serves.

Carlos' role will support student attendance, re-engagement, and connection to school, while strengthening relationships between families, schools, and community partners.

We are pleased to welcome Carlos into this role and look forward to the positive impact he will have in supporting Indigenous learners in Kitimat.

*The addition of the Indigenous Outreach Worker position reflects the district's continued commitment to strengthening attendance, supporting re-engagement, and ensuring Indigenous learners feel connected, supported, and valued both at school and at home. This role enhances our layered support model and aligns with our Indigenous Education Department goals and district strategic priorities*

### Caledonia Secondary & Skeena Middle School – Honouring Hoobiye Through Song, Dance, and Community

Caledonia Secondary School and Skeena Middle School both marked Hoobiye, the Nisga’a New Year, through engaging cultural experiences that brought students, staff, and community together in celebration.

At Caledonia Secondary, students attended a performance at the R.E.M. Lee Theatre where they had the opportunity to watch the Gitlaxdax Youth Drum Group share traditional song and dance. This school-wide celebration was a youth-led initiative, brought forward by a Grade 12 student who wanted to see Hoobiye recognized within the school community. The Indigenous Support Worker team worked alongside the student to coordinate the event, including organizing the venue, scheduling performances, and supporting a formal acknowledgment and traditional Nisga’a feast.

The performance provided students with a meaningful opportunity to experience Nisga’a culture through storytelling, rhythm, and movement in a community setting. Following the performance, students returned to the school to share a meal of traditional Nisga’a soup and fried bread, further strengthening the sense of community, connection, and cultural appreciation.



# Indigenous Education Report

## March 2026

Skeena Middle School also welcomed the Gitlaxdax Youth Drum Group for a school-wide gathering in the gymnasium. Students and staff were invited to not only watch but actively participate in the celebration. During several songs, participants were encouraged to join in the dancing, creating an interactive and joyful experience that fostered inclusion, confidence, and cultural engagement.



These shared experiences allowed students to connect with living cultural traditions in meaningful ways. Through song, dance, and shared meals, Hoobiye was celebrated not only as an event, but as an expression of identity, community, and continuity.

This initiative stands as a strong example of youth leadership, demonstrating the impact of empowering students to bring forward their ideas and cultural knowledge. It also reflects the school's ongoing commitment to reconciliation, cultural inclusion, and supporting Indigenous student voice.

We extend our sincere thanks to the school teams and community partners whose dedication and collaboration made these celebrations possible.

*Hoobiye celebrations across schools strengthen cultural identity, foster belonging, and create meaningful opportunities for students to engage with living Indigenous traditions through community connection and shared experience.*



Vanessa Shirey, Administrative Assistant; Tracey MacMillan, Superintendent; Donna Mortimer, Director of Indigenous Education; Skeena Middle School Students, Gitlaxdax Youth Drum Group Dancers; Cory Killoran, Principal; Brandy Davis, Indigenous Support Worker.

### Suwilaawks Community School – Land-Based Learning at Skeena Valley Tree Farm



Suwilaawks Community School continues to provide meaningful land-based learning experiences that connect students to local environment, culture, and community. Grade 1 and Grade 1/2 classes participated in a field trip to the Skeena Valley Christmas Tree Farm property. In the weeks leading up to the trip, students engaged in local walking excursions to learn about plants found in the area and their traditional uses by the Ts'msyen people. This learning was further supported through classroom activities exploring the cultural and practical importance of local trees, including cedar, hemlock, birch, and pine.

During the field experience, students applied their knowledge by identifying tree species in their natural environment, with many confidently recognizing cedar. The trip also provided opportunities for connection and relationship-building, as family members joined in the experience, sharing stories, conversation, and time together on the land.

This inclusive and hands-on learning experience supported all learners, including students with diverse needs, and reinforced the importance of community, cultural knowledge, and environmental stewardship. Together, students and families selected a tree for the school, making the day both meaningful and memorable.

- Contributed by: Robin Wilson,



*Land-based learning experiences strengthen students' connection to place, culture, and community while supporting hands-on exploration and inclusive engagement for all learners.*

### Kitwanga Elementary – Feast Protocol & Leadership Teachings

Kitwanga Elementary School welcomed Knowledge Keeper Calvin Hyzims to share teachings on feast protocol, leadership, and cultural responsibility with students.

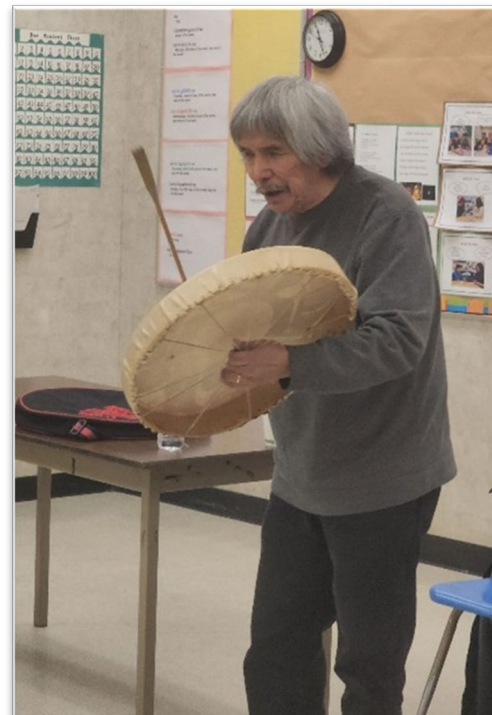
Through storytelling and discussion, students learned about the structure and purpose of the feast hall, including the roles and responsibilities of chiefs, matriarchs, and community members. Teachings emphasized respect, service, and the importance of listening, observing, and learning from Elders and leaders.

Students were introduced to traditional protocols, including how guests are welcomed, how seating is organized, and the many roles involved in preparing and hosting a feast. Mr. Hyzims also highlighted the importance of leadership grounded in humility, self-respect, and care for community.

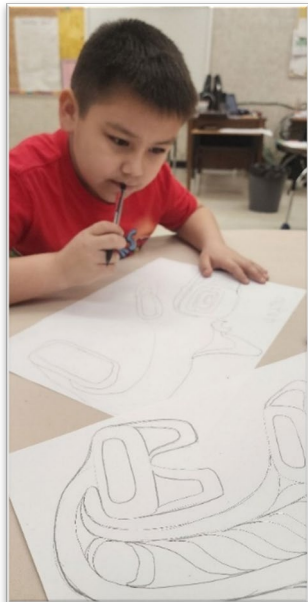
These teachings provided students with a deeper understanding of governance, cultural protocols, and the values that guide leadership within the community.

*- Contributed by Rhonda Morgan, Language and Culture Teacher*

*Learning feast protocols and leadership teachings strengthens students' understanding of cultural responsibility, respect, and the roles they hold within community.*



### Kitwanga Elementary – Formline Art & Skill Development (Grades 2–4)



Students in Grades 2–4 at Kitwanga Elementary participated in a multi-week formline art program led by Gitxsan/Nisga’a artist Darryl Moore . Over three weeks, students developed foundational skills in Northwest Coast design through hands-on learning and guided practice.

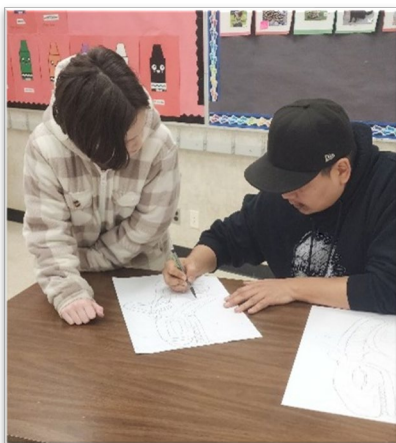
Students explored key formline elements, including ovoids, U-forms, and S-forms, while learning about the cultural significance of these designs. Through tracing, drawing, and painting, students built fine motor skills, visual awareness, and confidence in their artistic abilities.



The program emphasized “progress over perfection,” encouraging students to take risks, problem-solve, and express creativity while developing patience and

persistence. By the final week, students applied their skills to complete painted designs on canvas, demonstrating both technical growth and pride in their work.

This experience supported artistic development while strengthening cultural awareness and respect for Indigenous art and its meaning.



*Hands-on formline learning builds confidence, strengthens fine motor and creative skills, and deepens students’ understanding of Indigenous art and cultural identity.*

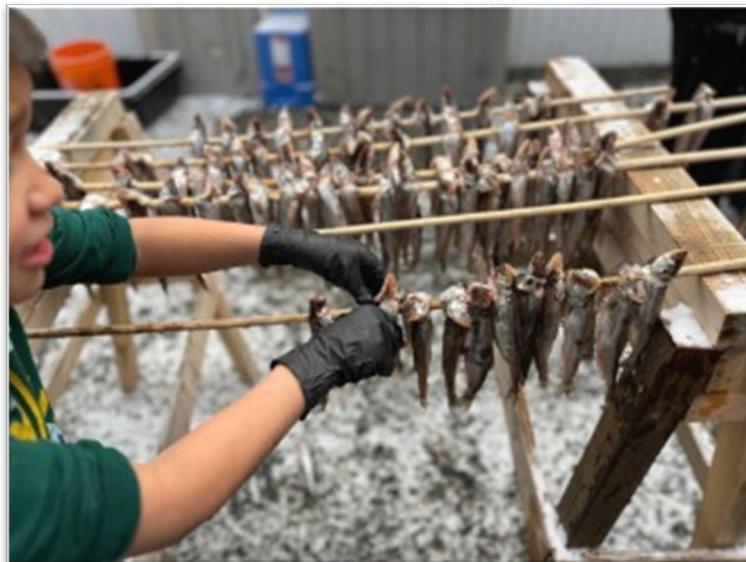
### Thornhill Primary – Land-Based Learning at K5T



Grade 3 students from Thornhill Primary had the opportunity to bring their seasonal round learning to life through a visit to the K5T grounds in Kulspai. Accompanied by Indigenous Support Worker Mrs. Dowse, students engaged in hands-on learning connected to local culture and traditional practices.

During the visit, students learned about the harvesting and preservation of eulachon, as well as their significance to local communities. Despite the cold weather, students were enthusiastic and actively participated in the experience.

We extend our sincere thanks to David Hansen and the K5T team for sharing their knowledge and providing this meaningful learning opportunity. Experiences such as this support students in connecting classroom learning to land, culture, and community.



- Contributed by Sandy Kenmiur, Principal



*Land-based learning experiences strengthen students' understanding of seasonal practices, cultural knowledge, and their connection to community.*

### Thornhill Primary – Storytelling & Cedar Preparation

Thornhill Primary School welcomed Knowledge Keepers Jenine Klein and JoAnne Edgar to support students in learning through storytelling and hands-on cultural practice.

Jenine Klein worked with students to explore the importance of oral storytelling as a traditional way of passing down knowledge, history, and teachings. Through stories and discussion, students learned how Indigenous Peoples have shared lessons, values, and legends across generations, particularly during the winter months.



Students also began preparing cedar for an upcoming project connected to their June feast. Under the guidance of Jenine Klein and JoAnne Edgar, students are learning about the significance of cedar to the Ts'msyen Peoples, including its many uses and cultural importance.

Through storytelling and hands-on learning, students are building a deeper understanding of cultural knowledge, tradition, and connection to community.

- Contributed by Elizabeth Dowse, ISW



*Storytelling and hands-on cedar work support cultural knowledge, strengthen connection to tradition, and help students understand the importance of Indigenous ways of learning.*

### Caledonia Secondary – Oolichan Harvest – Land-Based Learning



Students participated in a culturally significant oolichan harvest along the Skeena River on Laxgibuu territory. This learning opportunity was made possible through strong partnerships with Kitsumkalum Fisheries, the Kitsumkalum Health Department, and respected knowledge keepers Ron and Rob from Kitsumkalum.

This land-based experience provided students with hands-on learning rooted in traditional practices. Students were able to observe and participate in the harvesting process, learn proper cultural protocols, and gain a deeper understanding of the seasonal significance of oolichan harvesting. The presence and guidance of knowledge keepers ensured that teachings were shared in a respectful and culturally appropriate way, reinforcing the importance of intergenerational knowledge transfer.



This initiative also highlighted the strength of community collaboration, bringing together school programming, local First Nations departments, and Elders to support student learning and cultural reconnection.

As an extension of this work, the Friends Group, in partnership with the Kitsumkalum Health Department, organized and distributed a fresh feed of oolichan to local Elders. This act of giving reflects the cultural values of reciprocity, respect, and community care, and provided students with an opportunity to actively participate in giving back to the community.



In addition, the ISW team developed a formal Caledonia Oolichan Harvest Field Trip Protocol to guide future trips, ensuring that safety, cultural practices, and respectful engagement with territory and community partners are upheld.

**- Contributed by Stephanie Louie, ISW**

*This work reflects our shared responsibility to ensure Indigenous students experience education as a place of respect, identity, and opportunity.*

### Nechako Elementary – Creative Expression Through Art Challenge

Students at Nechako Elementary School participated in a creative three-colour art challenge using a design created by Michelle Stoney.

Students from Grades 2, 4, and 5 were each given a basket of markers and asked to select three colours at random, choosing with their eyes closed. Once selected, students were challenged to complete their designs using only those three colours, without mixing or exchanging colours with others.

This activity encouraged students to think creatively, plan their designs carefully, and problem-solve within set parameters. The challenge supported artistic expression while also building confidence and decision-making skills.

Completed artwork will be displayed throughout the school, celebrating student creativity and showcasing the unique approaches each student took in responding to the challenge.



**- Contributed by Lauren Alex, ISW**

*Creative challenges support student confidence, problem-solving, and artistic expression while encouraging students to take risks and explore new ideas.*

### Hazelton Secondary – Family Connections & Identity Learning

#### Elders in Residence Program

At Hazelton Secondary School, Elders continue to support students through meaningful, relationship-based learning experiences. This month, students participated in a hands-on activity focused on family, identity, and connection to community.

Using an interactive game similar to Snakes and Ladders, students explored their family trees, shared personal stories, and reflected on their connections to ancestry and community. The activity created a welcoming and supportive space for conversation, learning, and reflection.

Through this experience, students strengthened their understanding of identity and belonging while building meaningful relationships with Elders. Opportunities such as this highlight the importance of intergenerational learning and the role of storytelling in supporting student connection and well-being.



- Contributed by Ryan McCann, Vice Principal

*Relationship-based learning with Elders supports students in exploring identity, strengthening connections to family and community, and fostering a sense of belonging.*

### 1.31 Indigenous Targeted Funded Projects 2025-2026

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

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

# Indigenous Education Report

## March 2026

### Elder & Knowledge Holder Role Model Program 2025-2026

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

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