

Superintendent's Report to the Board

October 2025



A Message from the Superintendent

Ama Sah / Good Day,

October has been a month of meaningful connection, collaboration, and progress across Coast Mountains School District.

We were honoured to host our inaugural Indigenous Education Council (IEC) meeting, an important milestone for our district. With Indigenous learners making up nearly 50% of our student population, the establishment of the IEC marks a vital step forward in ensuring an additional layer of support for Indigenous learners and in advancing equity in learning across all schools. The voices and perspectives shared through this council will strengthen how we collectively support student success and well-being throughout the district.

We were also pleased to welcome Trustees, Superintendents, and Secretary-Treasurers from across the Northwest and Northern Interior regions for the Joint BC School Trustees Association (BCSTA) Fall Branch Meeting held in Terrace. It was a privilege to collaborate with colleagues from across the province, to share ideas, and to highlight the unique programs and successes that define learning in Coast Mountains School District — from innovative classroom practices to community-connected opportunities that inspire our students every day.

Throughout the month, we have had many opportunities to strengthen our community connections — attending the Kitselas Totem Pole Raising, the Gitanmaax Community Meet and Greet, the Principals and Vice-Principals Forum, and the Indigenous Support Workers Conference. Each of these events reflected the deep sense of belonging, partnership, and shared purpose that guides our collective work for learners. Together, these relationships enrich the experiences we are able to offer students, both in and beyond the classroom.

We were also inspired by Leona Prince, a renowned Indigenous author and educator, who joined us as the keynote speaker for the National Day for Truth and Reconciliation District Inservice Day on September 26. Her presentation on *Indigenous Brilliance* emphasized the importance of collective strength and the power of weaving cultural teachings into daily life and classroom learning. Her message was a powerful reminder that being connected to place, people, and purpose is at the heart of meaningful learning for both students and educators alike.

Across the district, the District Education Team has been meeting with school administrative teams to review and support the implementation of their School Growth Plans, which focus on four key areas:



Leona Prince, Author and Educator gifted a signed copy of her new book to Superintendent Tracey MacMillan.

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Literacy, Numeracy, Inclusion/Indigenous Education, and Mental Health & Well-Being. These priorities, which are also central to our District Strategic Plan, ensure that every school is focused on improving learning outcomes, supporting individual growth, and fostering environments where all students feel seen, supported, and capable of success.

This month's stories from our schools capture the incredible creativity and commitment of our educators and students from literacy and language learning at Kitwanga Elementary to outdoor education at Nechako, community gardening at Parkside, and cultural and science projects at New Hazelton. These examples reflect the heart of teaching and learning across Coast Mountains — where curiosity, culture, and community come together in classrooms, gardens, and outdoor spaces. I am continually inspired by the dedication of our teachers, support staff, and school leaders who bring learning to life each day for our students.

Finally, I continue to highlight in each report our Ongoing Considerations — areas we monitor closely and discuss openly as part of our continuous improvement journey. These reflections help us stay grounded in the realities of our work while celebrating the progress we are making together for learners across our district.

As we move into November, I remain grateful for the dedication of our staff, the support of our partners, and the strong relationships that continue to guide our collective efforts to engage, ignite, and empower every learner across the Coast Mountains School District.

With gratitude and appreciation,

Tracey MacMillan
Superintendent



Upcoming Dates:

November 11 – Remembrance Day
November 19 – Early Dismissal – November 19 & 20
November 28 – Non-Instructional Day (No Classes)

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Coast Mountains School District Hosts BCSTA Fall Branch

Building Understanding of Early Childhood Education and Childcare.

Pictured: Margaret Warcup, CMSD Board Chair and Presenter.



Meetings

Coast Mountains School District was honoured to host the BC School Trustees Association (BCSTA) North West and Northern Interior Fall Branch Meetings in Terrace from October 17–19, 2025. The three-day event brought together Trustees, Superintendents, and Secretary-Treasurers from across northern British Columbia for learning, collaboration, and connection focused on improving student learning and well-being. Special thanks are extended to Ed Harrison, Northwest Branch President, who co-planned and cofacilitated the event with Helen Gilbert, Northern Interior Branch President. Their leadership and thoughtful coordination ensured an engaging and well-organized program from start to finish. The meetings opened with a territorial welcome and a school tour

highlighting the great work taking place at Skeena Middle School. Participants then engaged in discussions on recruitment and retention, workforce strategies, and rural education networks — all areas of importance to the North.

We were also pleased to welcome BCSTA President Tracy Loffler and Director of Education Services Gordon Li, who led a session titled A Board's Legacy: How You Matter to Public Education, emphasizing the collective responsibility of Boards of Education in shaping the future of learning across the province. The weekend also featured a presentation on Building Understanding of Early Childhood Education and Child Care, facilitated by our own Board Chairperson, Margaret Warcup. The session emphasized the vital role of early learning in supporting long-term student success and well-being. The final day offered participants an unforgettable experience — a cultural visit to the Nisga'a

Nation, including tours of the Nisga'a Elementary/Secondary School in Laxgalts'ap. This visit provided an opportunity to deepen understanding of Indigenous self-governance, language, and cultural revitalization in education.

We extend heartfelt appreciation to all who contributed their time and

expertise to the hours of planning and facilitation that made this event possible. The collaboration and discussion of shared challenges and successes once again reminded us that by working together across districts Nations, and regions — we strengthen our collective ability to improve outcomes for all learners.



*Helen Gilbert; Northern Interior Branch President facilitates the Superintendent Panel
Pictured l-r: Helen Gilbert, Mike McDiarmid, Bulkley Valley; Tracey MacMillan, Coast Mountains;
Stephen Petrucci, Peacer River North; and Andrew Samoil, Prince Rupert.*

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BCSTA President Tracy Loffler and Director of Education Services Gordon Li.



Pictured: Ed Harrison, Northwest Branch President thanks Chief Glen Bennett (Kitselas Nation) for providing a welcome to the Territory.



Pictured: Ed Harrison, Northwest Branch President, Ginger Fuller, Secretary Treasurer, Tracey MacMillan, Superintendent.

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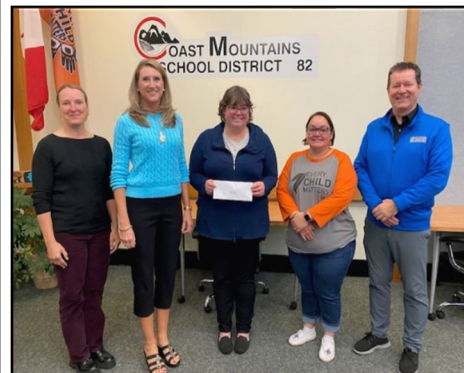


Terry Marleau and Joslyn Bagg: Leading with Experience and Dedication

Terry Marleau and Joslyn Bagg bring decades of passionate service to their roles as co-presidents of the Coast Mountain Teachers' Federation. Their commitment to students, educators, and public education is reflected in their diverse teaching experiences and support for their colleagues across the district.



*Coast Mountains Teachers Federation celebrating years of service (picture above l-r)
Presenters – Tracey MacMillan, Superintendent
25 years – Terry Marleau, Co-President CMTF*



*Coast Mountains Teachers Federation celebrating years of service (picture above l-r)
Presenters – Tracey MacMillan, Superintendent and Julia Dieckarz, Director of Instruction, Inclusive Education
20 years – Joslyn Bagg, Co-President CMTF
Presenters – Donna Mortimer, Director of Instruction, Indigenous Education and Phillip Barron, Director of Instruction, Learning Services*

Celebrating the Inaugural Indigenous Education Council Meeting

Coast Mountains School District is proud to celebrate the inaugural meeting of the Indigenous Education Council (IEC), a significant milestone in our ongoing commitment to Indigenous education and student success.

The newly formed IEC brings together representatives from the Gitksan, Haisla, Nisga'a, and Ts'msyen Nations, supported by district leaders, to strengthen collaboration and guide educational priorities that reflect local knowledge, language, culture and community.



*Back Row (L-R): Lesley McLean, Brandon Campbell, Marion Kotowich-Laval, Jericho Collison, Pansy Wright-Simms, Jaclyn Whitecotton, Broderick Nyce, Ginger Fuller (CMSD Secretary Treasurer), Tracey MacMillan (CMSD Superintendent).
Front Row (L-R): Lindsay Harder (CMSD Executive Assistant to the Superintendent & Board of Education), Lesley Sebastian, Elder Anne McDames, Joe Sampare, Freda Wright (Alternate), Sandra Wesley-Olson, and Donna Mortimer (CMSD Director of Indigenous Education).*

This first gathering marks the beginning of an exciting new chapter — one rooted in partnership, respect, and a shared vision for equitable learning opportunities for all Indigenous learners across the district. We are deeply grateful to every member of the Council for their willingness to share their voices, wisdom, and guidance. Together, we will continue to build meaningful relationships and shape a future where every learner feels connected, supported, and proud of who they are.

The following chart lists the names of the newly appointed members of the Indigenous Education Council (IEC).

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Indigenous Education Council

Community/Band Council	Representative/Role/Position
Anspayaxw Band (Kispiox)	Sandra Wesley-Olson, Anspayaxw Education Society Administrator Kolin Sutherland-Wilson
Gitwangak Band	Vacant
Gitanmaax Band	Pansy Wright-Simms, Director of Education Jaclyn Whitecotton, Elected Councillor Community Rep
Hagwilget Village	Vacant
Gitanyow Band	Ben Russell, Elected Councillor Lesley McLean, Elected Councillor Jason Derrick, Elected Councillor (Alternate)
Gitsegukla First Nation	Joe Sampare, Education Coordinator Wendy Wesley, Elected Councillor Julia Walker, Elected Councillor (Alternate)
Kitselas First Nation	Jericho Collison, Councillor Kitselas Nation Gerald Nyce, Councillor Kitselas Nation
Kitsumkalum Band	Marian Kotowich-Laval, Education Coordinator Cynthia Bohn, Elected Councillor Kitsumkalum
Haisla Nation	Kimberly Robinson, Elected Deputy Chief Councillor, Haisla Nation Broderick Nyce, Councillor Haisla Nation Kailee Gardiner, Executive Director, Community Services (Alternate)
Nisga'a Lisims Government	Nikki Villeneuve Karen Bright
Sik-E-Dakh (Glen Vowell)	Brandon Campbell, Elected Councillor Leslie Sebastian, Education Coordinator Kathleen Combs, Education Coordinator (Alternate)

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Empowering Education: District Team Explores the Future of AI in Schools

A district team of five participants recently took part in two days of intensive learning focused on Artificial Intelligence (AI) in education. The sessions brought together educators, administrators, and technology leaders from across the country to explore the rapidly evolving role of AI in teaching, learning, and implications for schools. The district team engaged in hands-on workshops and collaborative discussions designed to deepen understanding of both the opportunities and challenges AI presents in educational settings.

Throughout the two days, participants explored topics such as AI ethics, digital literacy, and responsible use, as well as practical applications for supporting student learning. The group gained insights into how AI tools can support instructional design, communication, and creativity while also examining important topics such as data privacy, ethics and equity. The learning emphasized the importance of developing both knowledge and critical thinking skills to guide students and staff in the responsible use of AI.

The team reflected on how AI can enhance creativity, streamline workload, and personalize learning while ensuring that human relationships and critical thinking remain central to the educational experience. With this shared learning as a foundation, the group plans to bring their insights back to the district to build collective capacity. They will collaborate across the district with teachers, school leaders, whole school staff and district staff to share resources, facilitate professional learning sessions, and help develop a framework for thoughtful, equitable, and ethical AI use across schools. This work will support the district's commitment to innovation, inclusivity, and preparing both staff and students for a future where AI plays an increasing role in everyday life.



Shaping Tomorrow: Educators Dive into AI Learning and Innovation! Pictured l-r: Phillip Barron (Director of Instruction, Learning Services), Steve Wallace (Principal, Ecole Mountainview), Tracey MacMillan (Superintendent of Schools), Lindsay Harder (Interim Executive Assistant to the Superintendent & Board of Education) and Shawna Wilson (Interim Executive Assistant to the Secretary-Treasurer).

Wellness in Action: Foundry and CMSD Partner for Student Support

A community-based organization dedicated to supporting youth through accessible mental health, wellness, and social services. Over a week in October, Foundry and CMSD partnered to visit classrooms at Skeena Middle School, sharing information about the wide range of programs and supports available for young people. Their services include mental health counseling, wellness initiatives, access to nursing professionals and connections to community resources that help youth thrive. As a follow-up, Foundry and CMSD staff will host a *Foundry Outreach Lunch Lounge*, providing students with a safe and welcoming space to relax, connect with peers, and engage with supportive



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adults. The goal is to empower students to feel comfortable and supported in accessing Foundry's programs while fostering positive relationships and promoting overall well-being.

Fostering Mental Health in Education: Resources and Reflections for Awareness Week and World Mental Health Day

Mental Health Awareness Week (October 5-11) and World Mental Health Day (October 10) offered a meaningful opportunity to reflect on how we foster mental health in our schools, workplaces, and communities.

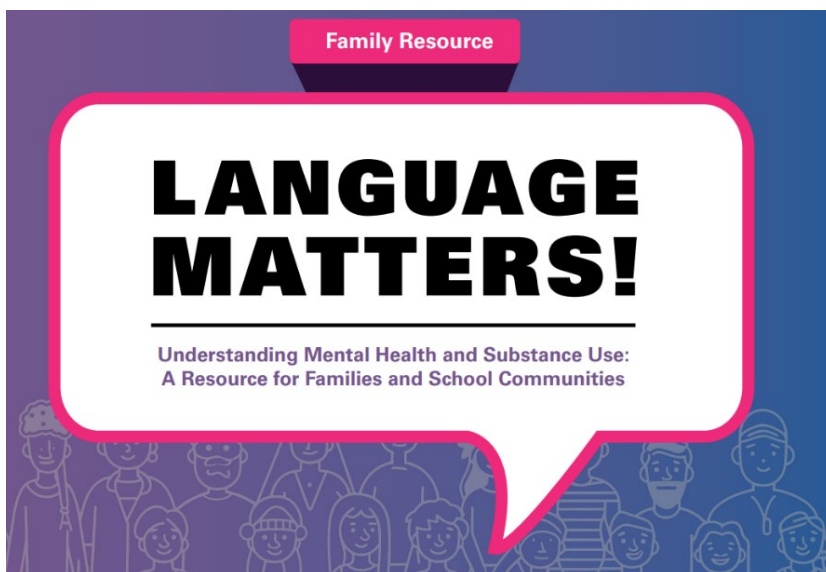
We invite all education sector staff to explore the updated *erase* (Expect Respect and a Safe Education)

[Mental Health and Substance Use website](#), which provides accessible information and resources for students, adults, and school staff. The site includes practical strategies for integrating mental health into everyday learning environments.

[Supporting Students in Times of Change](#) is a practical guide to help educators support students' mental health and well-being during periods of transition, uncertainty, or crisis.



The Ministry of Education and Child Care has partnered with the BC Children's Hospital to launch a new mental health resource for families. [Language Matters! An Introductory Guide for Understanding Mental Health and Substance Use for Educators and School Communities](#) is a companion resource to the educator guide and is designed to help parents, guardians and caregivers of school-age children (5-11) and youth (ages 12-18) build a shared understanding of key concepts and language on mental health and substance use.



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Trades Exploration Programs Kick Off at NTETC and KCH

From Aug. 19–22nd at the Northwest Trades & Employment Training Centre, and from Aug. 25–28th at Kitimat City High, students kicked off the school year with hands-on trades exploration! These engaging activities gave students a chance to learn real-world skills used by professionals in various careers.

Programs like these require significant organization, collaboration, and support. We are grateful for the contributions of the Construction Foundation, Piping Industry College, LNG, BC Road Builders, BCCWITT, and CMSD—without their involvement, these opportunities wouldn't be possible.

But these programs go beyond career exploration. Students also discover their interests, recognize their strengths, and, just as importantly, identify what doesn't appeal to them. By stepping out of their comfort zones and trying new skills, students build confidence and unlock hidden potential.

These experiences also encourage social connection, as students meet peers who share similar interests—sparking new friendships and networks. Meeting role models, such as women working in the trades, further broadens students' perspectives and aspirations.

In short, students aren't just learning trades, they're learning about themselves. Programs like this help shape their future paths and personal growth. We deeply appreciate the individuals and volunteers whose time and dedication make it all possible. Thank you!



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Parkside Secondary School & Community Garden Partnership



“Growing Together”

Parkside Secondary Foods Students have partnered with a local Community Garden to harvest fresh vegetables for the school's food program, strengthening the connection between school and community. This collaboration provides students with hands-on outdoor learning, fosters a deeper relationship with the land, and highlights the value of healthy eating and active lifestyles. The team hopes to continue this connection

throughout the school year, involving students in planting, prepping, tilling, and cooking the bounty of the course! Students are eager to continue with winter garden-building projects, nurturing both their well-being and their connection to the wider community.

Rooted in Nature: Nechako's Outdoor Education Center Opens with Ceremony

Nechako Elementary School held an assembly on Oct. 24 to celebrate the opening of their new Outdoor Education Center. Mr. Duncan, the hereditary chief of the Beaver Clan of the Haisla Nation, blessed and welcomed everyone to the dedication ceremony. The center, which took three years to complete, is designed to provide safe, active, and enriching outdoor learning experiences for all staff and students. Immersing participants in natural and urban environments encourages personal responsibility and fosters respect for themselves, others, and the world around them.



Pictured l-r: Adam Gray, Darlene Duncan, Jake Duncan, Hereditary Chief of the Beaver Clan and Lis Stannus.



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A Strong Start: Literacy and Culture Shine at Kitwanga Elementary

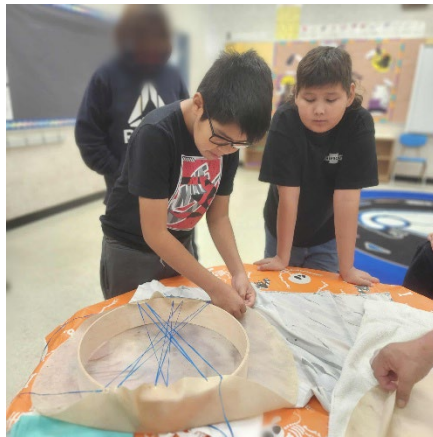
We are delighted to share that the school year at Kitwanga Elementary School is off to a truly amazing start. The students and staff have demonstrated tremendous enthusiasm, creativity, and commitment to learning. We are pleased to highlight two significant success stories that reflect the dedication and collaborative spirit within our school community.

Literacy Learning in the K/1/2 Classroom The early primary students are engaging in exciting and impactful literacy learning experiences. Through the implementation of the Heggerty and UFLI (University of Florida Literacy Institute) programs, students are developing strong foundational skills in phonemic and phonological awareness. Both of these programs are research-based and supported by extensive evidence demonstrating their effectiveness in teaching early literacy. The lessons are thoughtfully designed to be both engaging and multisensory, incorporating physical movement and tactile learning activities to accommodate diverse learning styles. This hands-on approach not only strengthens students' literacy development but also enhances their ability to retain and apply new skills in meaningful ways. The enthusiasm and progress observed in our young learners are truly inspiring.

Cultural Learning Through Drum Making Another remarkable highlight this term has been the drum-making project led by the Language and Culture Teacher, Rhonda Morgan, and Elder, fluent speaker, and artist Barry Sampare. This initiative involved all of the intermediate students (Grades 4–7), providing them with a profound cultural learning experience. Students had the opportunity to participate in each step of the drum-making process, gaining insight into the deep cultural significance of this traditional practice. They learned that drum making is a sacred practice—one that nurtures spiritual, emotional, and communal connections. Each drum carries its own spirit and voice, which must be awakened through ceremony. Once all the drums are

completed, Barry Sampare will guide students through this important process, allowing them to experience every dimension of their work firsthand.

We are extremely proud of the learning, growth, and sense of community being fostered at Kitwanga Elementary School. These experiences—rooted in both academic excellence and cultural understanding—reflect our ongoing commitment to nurturing well-rounded, confident, and culturally grounded learners.



Pictured: Barry Sampare, Elder & Artist, Guides Intermediate Students at Kitwanga Elementary in Drum Making – A Hands-On Cultural Learning Experience

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Seeds of Learning: How New Hazelton Elementary is Growing Minds Through Culture, Community, and Nature

At New Hazelton Elementary School, incredible learning experiences are unfolding across all grade levels, connecting our learners to culture, community, and the natural world. Classrooms have been buzzing with pumpkin-inspired learning that spans language arts, science, math, and art. The Grade 3/4 class recently completed a spectacular Pumpkin Investigation lesson where learners carved pumpkins, estimated seed counts, compared their predictions to actual results, and calculated the differences- a perfect blend of hands-on exploration and mathematical thinking. Across different classes, learners have created stunning pumpkin-inspired artwork while also building "ecosystems in a jar" (terrariums) (inspired by the story "Pumpkin Jack" by Will Hubbell) featuring small pumpkins that learners have been observing, documenting, and making predictions about. These decomposing pumpkins have changed drastically since observations began, with many sprouting pumpkin seedlings that mirror the growth and transformation happening within our learners themselves. Just as the pumpkin seeds have grown and changed throughout the school year, so too have the learners!

Beyond pumpkin studies, the Gitxsan Language and Culture program is robust and in full force, supporting the cultural learning at the heart of our school. This has been shaped through intensive language learning and meaningful on-the-land experiences. Learners have explored nature mandalas using natural materials while learning about patterns and symmetry, witnessed coho salmon jumping through our local Station Creek, practiced Gitxsanimaax vocabulary during outdoor scavenger hunting activities, and have started caring for the salmon eggs in our school fish tank that will eventually be released in the Skeena River. We are also actively nurturing relationships with surrounding First Nations communities and organizations. The primary learners have been connecting with Gitanmaax Nursery for meaningful time together filled with singing, drumming, play, and cultural sharing, strengthening community bonds and creating experiences the learners will remember forever. These are the moments that truly define the school community and the commitment to nurturing important connections while celebrating the amazing growth happening in every classroom.



Little Hands, Big Discoveries: New Hazelton Elementary Students Shine

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October PVP Forum: Learning Together, Realizing Success for All

On October 16, 2025, district principals and vice-principals gathered at the Northwest Trades and Employment Training Centre in Thornhill for the Fall PVP Forum. The day focused on learning, collaboration, and reflection under our shared vision — Engage, Ignite, Empower.

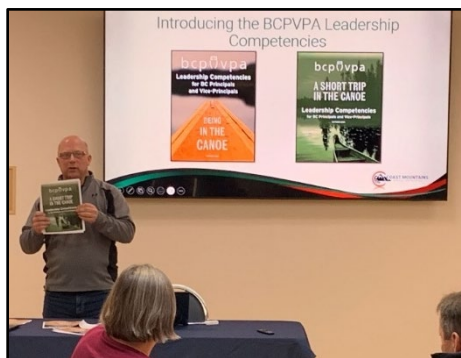
Morning discussions highlighted School Growth Plans, Inclusive Education, and updates in Literacy, Numeracy, and LEA work. Phillip Barron and Steve Wallace shared insights from the Canadian K-12 GenAI School Leadership Summit, sparking thoughtful dialogue about the opportunities and challenges of artificial intelligence in education.



Over 30 participants then joined the Kitselas Totem Pole Raising — a powerful community event that honoured Truth and Reconciliation through culture, ceremony, and connection.

The afternoon brought rich professional dialogue. Leaders shared promising practices during the Literacy Table Talks and “Circle of Highlights,” celebrating the positive work happening in schools across the district. The session concluded with an introduction to the BCPVPA Leadership Competencies, led by CMAA colleagues Cory Killoran and Julia Jacobs, supported by the District Education Team. Principals and vice-principals explored how the competencies can help shape meaningful, personalized growth plans aligned with school and district priorities.

It was a day that blended professional learning, cultural connection, and shared purpose — reaffirming our collective commitment to learning together and realizing success for all.



CMAA President, Cory Killoran, introduces the new PVP Leadership Competencies



EMV Principal, Steve Wallace, leads a discussion on the role of AI in Education.



Trustee Ed Harrison; Superintendent Tracey MacMillan, Executive Assistant Lindsay Harder, David Try, Treaty Negotiator.

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Congratulations to Lindsay Harder and Shawna Wilson on Interim Appointments

Coast Mountains School District is very pleased to share two interim leadership appointments.

Ms. Lindsay Harder has stepped into the role of Interim Executive Assistant to the Superintendent and the Board of Education until a permanent appointment is made. Lindsay brings a wealth of experience, professionalism, and heart to this position. Over the years, she has served in several capacities that have prepared her well for this new role including as Executive Assistant to the Director of Indigenous Education, Secretary Treasurer, Secretariat for the Indigenous Education Council (IEC), and Justice of the Peace/Court Clerk for the Ministry of Attorney General, Court Services Branch with the Terrace Law Courts. Lindsay is known for her exceptional organizational skills, sound judgment, and deep understanding of district operations.

Ms. Shawna Wilson has taken on the role of Interim Executive Assistant to the Secretary-Treasurer. Shawna brings valuable experience, a strong work ethic, and a caring approach to everything she does. Her previous experience as an Accounting & Traffic Clerk with the Ministry of Attorney General, Court Services Branch with the Terrace Law Courts has provided her with a solid foundation in organization and financial processes. In addition to her new responsibilities, she will continue her work as District Food Program Manager, ensuring continuity for this important program. Shawna's dedication, reliability, and attention to detail make her an excellent fit for this expanded portfolio.



Pictured l-r: Lindsay Harder and Shawna Wilson

These interim appointments highlight the strength and depth of our district team and reflect our commitment to supporting growth and leadership from within. It's exciting to see talented individuals stepping forward to take on new challenges and continue developing their skills and contributions.

We extend our warmest congratulations to Lindsay and Shawna on their interim appointments and thank them for their continued service, teamwork, and leadership during this transition period.

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Ongoing Considerations

Gitksan Language Immersion Program – Majagaleehl Gali Aks Elementary

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

While this initiative represents a significant milestone in Indigenous language revitalization, its continued growth depends on the availability of qualified speakers of the language. The district remains committed to working closely with the Gitanmaax Band, the Gitksan Government Commission, and other local partners to build capacity and encourage language teacher training pathways.

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



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

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

The Board continues to advocate for major upgrades and/or replacement to ensure the school supports current and future learning needs. Recently, MLA Claire Rattee visited MEMSS and expressed her support for the district's advocacy efforts, joining the Board in calling for renewed attention to this long-standing capital priority.

French Immersion (MGA and HSS)

French Immersion programming in Hazelton remains an ongoing consideration for the district. Currently, 29 students are enrolled at Majagaleehl Gali Aks (MGA) and 8 students at Hazelton Secondary School (HSS). Given these low enrolment numbers, sustainability of the program into future years is a significant concern.

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

Staffing and Retention

Recruitment and retention remain significant challenges across the province, particularly in rural and northern communities. Our district continues to actively recruit qualified educators and provide mentorship supports for new teachers and vice-principals. We extend appreciation to our school communities for their understanding as we work to maintain classroom consistency and stability for learners.

Inclusive Education (Funding Formula)

The district continues to advocate for an updated provincial funding model that accurately reflects the growing complexity of student needs. Despite funding limitations, staff across CMSD continue to demonstrate creativity and collaboration in providing equitable learning opportunities for all students.

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Early Learning Programs

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

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Literacy Initiative

Our district-wide Literacy Initiative remains a cornerstone of learning improvement across CMSD82. Sustained largely through the generosity of corporate sponsors, this work has enabled the use of research-based resources and professional learning to strengthen early and intermediate literacy outcomes. We continue to seek long-term funding stability to ensure the continuation of this essential work beyond sponsor cycles.

Numeracy Framework

This year marks the launch of a district-wide Numeracy Framework—an important next step in strengthening student achievement in mathematics. While no Ministry funding has been designated to support this initiative, planning and foundational work are underway, supported by staff leadership and external partnership development. The district remains committed to finding creative ways to sustain this priority area.