

Superintendent's Report to the Board

September 2025



A Message from the Superintendent

Ama Sah / Good Day,

As September unfolds, I am pleased to extend a warm welcome back to our students, families, and staff across Coast Mountains School District 82. The start of a new school year always brings a sense of energy and possibility, and this year is no exception.

Our schools opened their doors with enthusiasm, thanks to the dedication of our staff, the excitement of students eager to learn, and the ongoing support of families and communities. The beginning of the year has also been marked by purposeful professional learning and collaboration. In August, our Principals and Vice Principals gathered for their annual forum to focus on leadership, learning priorities, and building shared strategies for student success. We also welcomed new Teachers to the district and ensured our schools were ready to provide safe, welcoming, and engaging spaces for all learners.

Looking ahead, we remain committed to advancing district-wide goals in literacy, well-being, inclusion and equity, while also beginning important new work in numeracy. Together, with the guidance of our Board's Strategic Plan - *Engage, Ignite, Empower*, we will continue to strengthen student learning, honour diverse perspectives, and ensure every child is supported to reach their full potential.

As you continue through this report, you will find articles and stories that shine a light on the learning, partnerships, and achievements across our district. In addition to these celebrations, you will also see a new standing section titled *Ongoing Considerations*. This section highlights the realities we continue to navigate together — such as reduced early learning funding, the uncertainty of sustaining these programs in the future, the lack of dedicated funds for a robust Numeracy framework (requiring third-party support), and program sustainability questions, such as the French Program at Majagaleehl Gali Aks Elementary School and Hazelton Secondary School. Sharing these considerations alongside our successes reflects our commitment to transparency, collaboration, and continuous improvement.

I extend my gratitude to everyone who contributes to making our schools vibrant places of learning. Your commitment, care, and collaboration make a profound difference for our students and communities. *Wishing everyone a successful and fulfilling year ahead!*

With gratitude and appreciation,

Tracey MacMillan
Superintendent



A new school year! The District Education Team welcomes you back with enthusiasm and commitment to a year full of growth and discovery. Pictured l-r: Phillip Barron (Director of Instruction, Learning Services), Tina McDonald (District Principal, Curriculum Support), Tracey MacMillan (Superintendent of Schools), Donna Mortimer (Director of Instruction, Indigenous Education) and Julia Nieckarz (Director of Instruction, Inclusive Education).



Upcoming Dates:

September 22-29 – National Week for Truth & Reconciliation
September 24 – Hybrid Regular Board Meeting
September 26 – District In-Service Day (No Classes)
September 30 – Orange Shirt Day & National Day for Truth & Reconciliation (No Classes)
October 13 – Thanksgiving Holiday (No Classes)
October 24 – Provincial ProD Day (No Classes)

Superintendent's Report to the Board September 2025



MLA for Skeena Claire Rattée Tours Mount Elizabeth Middle/Secondary to Support Advocacy for a New School

On September 10, MLA for Skeena, Claire Rattée visited Mount Elizabeth Middle/Secondary School (MEMSS) for a tour with Principal Julia Jacobs, Director of Facility Services Rob Schibli, and Superintendent Tracey MacMillan. Guided by Rob's expertise, the tour provided an in-depth look at the school's aging facilities and highlighted the urgent need for renewal.

MLA Rattée requested the visit as part of her commitment to strongly advocate with the provincial government for significant upgrades or the construction of a new school. She emphasized her understanding of the community's clear message: while renewal is needed, the cherished theatre—an important gathering place for both the school and the broader Kitimat community—must remain at the heart of any future plans. Investments in refurbishments and grants have already reinforced this priority, ensuring the theatre will not be part of any demolition proposals.

With MLA Rattée's advocacy now added to ongoing district efforts, there is renewed optimism that the call for a new school will gain traction at the provincial level. Her commitment to elevating the voices of the Kitimat community represents an important step forward in ensuring students have safe, modern, and inspiring spaces to learn.



MLA Claire Rattée Tours MEMSS to Support advocacy for a new school. Pictured (l-r): Rob Schibli (Director of Facility Services), Chelsea Bossence (Constituency Advisor for MLA Rattée), MLA for Langley-Walnut Grove, Misty Van Popta, MLA for Skeena, Claire Rattée, Julia Jacobs (MEMSS Principal), and Tracey MacMillan (Superintendent of Schools).

Summer Program Highlights at École Mountainview

This past summer, many students in Terrace participated in the enriching Summer Program hosted at École Mountainview. The program offered a diverse range of activities, including STEM (Science, Technology, Engineering & Mathematics), arts, physical education, literacy, and more. Thanks to the beautiful weather, students enjoyed nature walks, water activities, and plenty of outdoor play.



We extend our sincere gratitude to the dedicated Summer Program Leaders - Cassandra Gerth, Kiera McDonald, and Dinah Qualizza who supported our families throughout the summer. We also

appreciate the enthusiastic contributions of Amanda Annibal, Shannon MacLeod, and Rachel Gull, substitute Summer Program Leaders, who generously offered their time during their vacation

Looking ahead to next year, we plan to introduce themed summer camps, allowing families to select one, two, three, or full-summer programs tailored to their child(ren)'s interests.

Superintendent's Report to the Board

September 2025



Celebrating Years of Service

Coast Mountains School District celebrated years of service for employees and honoured retirees for the 2024-2025 school year. This annual celebration highlights one of the key value commitments from the 2022-2027 District Strategic Plan — *Engagement Culture, Diversity, Relationships, Equity and Well-Being*. The district's recognition program recognizes employees with 10, 15, 20, 25, 30, 35, 40 and 45 years of service and honours employees retiring each school year to foster a culture of appreciation and to ensure that employees feel valued and recognized for their hard work and dedication to their roles within the school district.



Principals and Vice Principal celebrating years of service ... (picture r-l):

- 15 years - Julia Jacobs, Principal Mount Elizabeth Middle/Secondary School
- 30 years - Pam Kawinsky, Principal Suwilaawks Community School & Keith Axelson, Principal Caledonia Secondary School
- 10 years - Dan Hamel, Principal Northwest Trades & Employment Training Centre & Stacey Rodrigues, Vice Principal Mount Elizabeth Middle/Secondary School



Inclusive Education Department members' celebrating years of service ... (picture l-r)

- 10 years – Bobbie Pastershank, Behaviour Interventionist
- 30 years – Nici DeCario, Teacher of the Visually Impaired/Integration Support
- Presenters – Tracey MacMillan, Superintendent and Julia Dieckarz, Director of Instruction, Inclusive Education

In addition to the many year-end celebrations held district wide in June 2025 to recognize employees and retirees, we proudly recognized

several Principals and Vice Principal during the August Principals & Vice Principals Forum and members of the Inclusive Education Department in early September for their years of service. Each of these milestones reflects a deep commitment to supporting students, families, and colleagues, and we are grateful for the lasting contributions of these individuals.

On behalf of the Board of Education, we extend our sincere congratulations and heartfelt thanks to all of our service award recipients. Your dedication and passion for education make a meaningful difference every day in the lives of our learners.

Literacy Framework Update

As many of you know, a dedicated team of educators and administrators collaborated last school year to develop a comprehensive K–6 Literacy Framework.

For your reference and use, the Literacy Block Frameworks for Grades K–3 and 4–6 is available by accessing the following links:

➤ [90-minute literacy block framework_K-3.pptx](#)

➤ [90-minute literacy block framework_4-6.pptx](#)



For more information, or you have questions, please reach out to Tina McDonald, District Principal, Curriculum Support at tina.mcdonald@cmsd.bc.ca.

Superintendent's Report to the Board September 2025



The Importance of Partnerships

Coast Mountains School District deeply values the partnerships that help enhance learning opportunities for our students. Community partners play a vital role in supporting innovative programs that expand what is possible in our classrooms.

One example is LNG Canada in Kitimat, whose generous contributions have helped fund initiatives such as Literacy and Robotics. These investments ensure that our learners have access to meaningful, future-focused opportunities that build both foundational skills and pathways to tomorrow's careers.



The Importance of Partnerships ... pictured (l-r) Donna Mortimer (Director of Instruction, Indigenous Education), Tracey MacMillan (Superintendent), Phillip Barron (Director of Instruction, Learning Services), Morganne von Schleinitz (Social Performance & Local Content Lead for LNG Canada), Julia Nieckarz (Director of Instruction, Inclusive Education), and Tina McDonald (District Principal, Curriculum Support).

Most recently, district staff met with Morganne von Schleinitz, Social Performance & Local Content Lead for LNG Canada Kitimat, to debrief ongoing projects and explore future opportunities for collaboration. We sincerely thank Morganne for her commitment and dedication. We greatly appreciate Morganne's efforts on behalf of LNG Canada and the ongoing support to learners throughout the Coast Mountains School District community.

The photo above captures this debrief session, highlighting the importance of strong partnerships in advancing student success across Coast Mountains.

RCMP Terrace Detachment Welcomes New Staff Sergeant

Coast Mountains School District was pleased to welcome the new RCMP Terrace Detachment Staff Sergeant and Detachment Commander, Michael Bourguignon, who recently made a thoughtful visit to introduce himself and express his enthusiasm for serving our community. Having lived in Terrace before, Staff Sergeant Bourguignon brings a deep appreciation for the area and a genuine commitment to fostering strong relationships with our schools. Joining the visit was RCMP Constable Kelly Cates, Community Policing/Media Relations with the Terrace Detachment. Staff Sergeant Bourguignon shared his intention to collaborate closely with the district and looks forward to participating in upcoming fire and lockdown drills alongside his officers. His proactive approach and warm demeanor are already making a positive impression, and we are excited to work together in support of student safety and well-being.



During his visit, Staff Sergeant Bourguignon shared a reminder urging drivers to take extra care on the roads with students heading back to class, especially in School Slow Zones. Speed limits drop to 30 km/h on collector streets and 40 km/h on arterial roads around schools from 8:00 a.m. to 5:00 p.m. on school days. He also urged drivers to yield to buses, respect school drop-off zones, and consider parking a few minutes away to ease congestion.



CMSD welcomed new Terrace Detachment RCMP Staff Sergeant Michael Bourguignon in early September – pictured (l-r) Staff Sergeant Michael Bourguignon, Tracey MacMillan (Superintendent), Julia Nieckarz (Director of Instruction, Inclusive Education), and Constable Kelly Cates, Community Policing/Media, Terrace Detachment.

Superintendent's Report to the Board

September 2025



Principals & Vice Principals Summer Forum 2025

On August 21–22, our district hosted the annual two-day Principals and Vice Principals (PVP) Summer Forum. The event began with a Welcome to the Territory from Kitselas First Nation Elder, Anne McDames, grounding our learning in place and community.

A central highlight of the forum was a full session on Compassionate Systems Leadership, facilitated by Joanne Schroeder. This work invited participants to reflect deeply on leadership practices that build empathy, awareness, and collective responsibility for the well-being of students, staff, families, and communities.

In addition to this focus, the forum agenda covered a broad range of priorities for the 2025–2026 school year, including: Numeracy, Mentorship, Anti-Racism, Literacy Initiative: Multi-Tiered System of Supports, Indigenous Student Workers' Roles & Responsibilities, Local Education Agreements, Finance and more. The sessions provided important opportunities to learn together, review key initiatives, and share strategies to strengthen student learning and well-being across the district.

The forum concluded with a renewed sense of purpose and collaboration, as Principals and Vice principals prepare to lead their schools in alignment with the Board's vision to *Engage, Ignite, Empower*. With clear priorities in literacy, numeracy, inclusion, and mental health and well-being, our leaders are committed to advancing the District's Strategic Plan and ensuring every student has the opportunity to learn, grow, and thrive.



The annual two-day Principals and Vice Principals Summer Forum was held on August 20 and 21, 2025 at the Northwest Trades & Employment Training Centre. The forum agenda covered a broad range of priorities for the 2025–2026 school year, including: Numeracy, Mentorship, Anti-Racism, Literacy Initiative: Multi-Tiered System of Supports, Indigenous Student Workers' Roles & Responsibilities, Local Education Agreements, Finance and more.



The event began with a Welcome to the Territory from Kitselas First Nation Elder, Anne McDames, grounding our learning in place and community. Pictured (l-r): Donna Mortimer (Director of Instruction, Indigenous Education), Jessica Wieget, Ken McDames, Superintendent Tracey MacMillan, and Anne McDames.



The forum highlighted a full session on Compassionate Systems Leadership, facilitated by Joanne Schroeder (centre) pictured with Superintendent Tracey MacMillan (r) and Phillip Barron, Director of Instruction, Learning Services.



Following the Welcome to the Territory forum opening, Principals, Vice Principals, and members of the District Education Team engaged in meaningful cultural learning experiences.

Superintendent's Report to the Board

September 2025



Foundations for New School Leaders

This summer, a group of new Vice Principals from Coast Mountains participated in the *Foundations for New School Leaders* facilitated by the BC Principals' & Vice Principals' Association (BCPVPA) held at the UBC Vancouver Campus. This intensive program is designed to orient them to the profession and strengthen their early leadership journey. The program was built around the unique challenges and opportunities that come with school leadership, helping participants begin to see the work through the lens of a Principal or Vice Principal. By combining theory, practice, and dialogue, the program provided an engaging environment where new leaders could explore what it means to serve, lead, and inspire in today's schools.

Developed in collaboration with education leaders and continuously evolving, *Foundations for New School Leaders* is much more than an orientation. It is a leadership development experience that supports critical transitions—from classroom teacher to school leader, and from Vice Principal to Principal—while grounding new leaders in the province-wide context of educational leadership.



A group of our new Vice Principals participated in *Foundations for New School Leaders* facilitated through the BC Principals' & Vice Principals' Association (BCPVPA) at the UBC Vancouver Campus, June 30-July 4, 2025. This intensive program is designed to orient them to the profession and strengthen their early leadership journey. Pictured (l-r) at the UBC Vancouver Campus:

- Cori Boguski, Vice Principal, Nechako Elementary School
- Ryan McCann, Vice Principal, Hazelton Secondary School
- Sarah Willan, Vice Principal, Majagalehl Gali Aks Elementary School
- Taryn Armstrong, Vice Principal, Suwilaawks Community School
- Taylor Murrell, Vice Principal, New Hazelton Elementary School
- Shelley Klassen, Vice Principal, Skeena Middle School
- Alysha O'Brien, Vice Principal, Hazelton Secondary School

Through these interactions, participants were able to learn directly from the experience of those who have walked the path before them. This blend of mentorship and professional learning made the sessions both practical and inspirational, offering guidance while also encouraging leaders to reflect on their own leadership style and aspirations.

Beyond the workshops and panel discussions, the institute served as a powerful networking opportunity. New Vice Principals built strong professional relationships that will serve as sources of encouragement, collaboration, and problem-solving throughout their careers.

ERASE = Expect Respect & A Safe Education

The ERASE (Expect Respect & A Safe Education) website <https://www2.gov.bc.ca/gov/content/erase>, developed by British Columbia's Ministry of Education and Child Care, is designed to foster safe, inclusive, and respectful school environments. It offers resources for students, educators, and families on topics like bullying prevention, mental health, substance use, and online safety. The site also features tools like anonymous reporting and educational materials to empower communities and support student well-being. *The Ministry of Education and Childcare has developed new erase infographics for parents and caregivers. The infographics are filled with resources to help support parents, caregivers and their child(ren). Follow closely as ERASE offers free training sessions to help keep children safe online.*

Schools will be sharing these resources through newsletters, emails to families and will make hard copies available.



erase helps students, adults, and school staff build safe, caring and inclusive school communities.

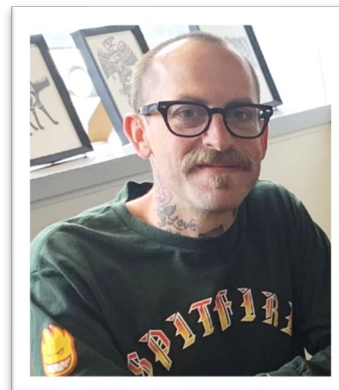
Superintendent's Report to the Board September 2025



New Vice Principal Graduation Success Advisor for Terrace

Coast Mountains School District is pleased to share a leadership staffing update impacting middle, secondary and alternate schools in Terrace with the appointment of Zachary (Zack) Frankel to the new position of Vice Principal of Graduation Success Advisor effective August 1, 2025.

In his new role, Zack will collaborate with Caledonia Secondary School, Skeena Middle School, Parkside Secondary School, and District staff to develop and implement strategic models of learning support and/or interventions that keep students on a path to graduation. Zack will assist the district in fostering an evidence-rich environment aimed at enhancing interventions that support student success.



New Vice Principal Graduation Success Advisor for Terrace, Zack Frankel was appointed August 1, 2025 this new position. Congratulations Zack!

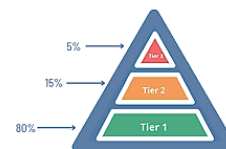


Visit to Terrace's Foundry BC centre by Superintendent Tracey MacMillan. FoundryBC assists young people in accessing integrated services for continued wellness. Pictured (l-r): Superintendent Tracey MacMillan, Deanna Cormano (COO/Associate Director, Home Based Services), Camryn Reiter (Peer Support Supervisor), and Troy Peters (Associate Director, Support Services).

This important work includes building trusting relationships with learners, identifying and removing barriers, advocacy within the school's circle of caring adults, monitoring student academic performance, and supporting learners with relevant approaches to goal setting, all to ensure learners are on track for success. This work involves assisting young people in accessing integrated services for continued wellness such as Foundry BC, and the Terrace and District Community Services Society, in partnership with Northern Health.

The district recognizes significant barriers to accessing meaningful and engaging educational opportunities for many of our most vulnerable learners. Our plan will be to work proactively to support re-engagement for our students who are at risk of dis-engagement as evidenced by attendance patterns (students absent in excess of 65 days per year). Our team will meet our fully disengaged youth (those withdrawn from school) where they are, to support them with harm-reduction services, developing community connections, re-engaging with education, employment support and mentorship, connection to social services, and housing supports.

Our Tier 3 program will work case-by-case to develop youth directed individualized goals. Our mission is to re-engage our Tier 1 and 2 students with the educational process in the hope of increasing graduation rates for all, with a particular focus on indigenous learners. As well, we want to focus on ensuring long-term engagement with community services for Tier 3 youth.



For Tier 1 and 2 youth, our team will develop experiential learning opportunities that can operate as an additional layer of existing school-based supports, designed to foster relationship building, and re-engagement with brick-and-mortar schools. Our team will offer ongoing family support to our Tier 1 and 2 youth where needed, helping families to remove barriers and connecting them with available social services.



An informational session was held in early September with Joseph Sippel with the Nanaimo Community Mental Health & Addictions Rehabilitation/Nanaimo Mental Health – Child Youth & Family Health to discuss initiatives aimed at engagement and support of our most vulnerable youth. Joining the session included (l-r) Zack Frankel (Graduation Success Advisor for Terrace), Julia Nieckarz (Director of Instruction, Inclusive Education), Joseph Sippel, and Superintendent Tracey MacMillan.

Superintendent's Report to the Board

September 2025



Open Parachute

Open Parachute is an evidence-based mental health curriculum designed to empower students with tools to build resilience, emotional intelligence and self-awareness.

This resource supports the goals of the K-12 Mental Health and Well-Being Plan, making it a strong fit for school-wide implementation. Not only is Open Parachute a valuable tool for educators, but it also includes caregiver resources to support student well-being at home.



The Inclusive Education Department will be supporting schools in learning about and implementing this impactful program.

Open Parachute offers lessons on a range of developmentally appropriate topics for K-12 students and parents, covering social-emotional skills and mental health. *Topics include friendship skills, understanding and managing emotions, resilience, overcoming challenges, social media use, anti-bullying, and coping with anxiety and depression.* The curriculum is delivered through a K-12 online program with specific content tailored for each grade level, using documentary videos of real-life experiences and clinically validated psychological skills-building exercises.

As part of our ongoing work to support the implementation of the Districts K-12 Mental Health and Well-Being Plan, we are collaborating with Open Parachute, an evidence-based mental health curriculum designed to help students build resilience, emotional intelligence and self-awareness.

In addition to classroom resources for educators, Open Parachute also provides resources for parents and caregivers to support their children's mental health at home. *These caregiver resources are easy to access and require no account, just an email address.*



Helping Your Child Transition from Elementary to Middle School

This Open Parachute resource provides practical guidance to help parents support their child through this key transition – access the following link to learn more:

https://learn.openparachuteschools.com/parent/login?id=CA_Zmz6DRC8&resource=zg9VTps3SkYDLEWUyuoDc

The Inclusive Education Department will share helpful caregiver resources with schools on a monthly basis - tools that can be easily passed along to the families in our school communities.

Open Parachute is being used by over 350,000 students.

Superintendent's Report to the Board

September 2025



New Teacher/TTOC/LOP Orientation Session

The August orientation session for new Teachers, Letters of Permission (LOP) staff, and Teachers Teaching-on-Call (TTOCs) was a collaborative effort between our Human Resources Department and Coast Mountain Teachers' Federation. Together, they designed a welcoming and informative day that ensured participants felt supported and prepared as they entered their new roles. The session highlighted essential information about district policies and the wide range of resources available to help teachers succeed. By co-planning, both partners were able to offer a balanced perspective that emphasized not only the responsibilities of teaching but also the rights, supports, and protections available to educators.



The August orientation session for new Teachers, Letters of Permission (LOP) staff, and Teachers Teaching-on-Call (TTOCs) was a collaborative effort between our Human Resources Department and Coast Mountain Teachers' Federation.

The session provided a sense of community and connection. New Teachers, LOP staff, and TTOCs had the opportunity to meet colleagues, ask questions, and build relationships with district leaders and union representatives. The focus on collaboration underscored the shared commitment to supporting Teacher growth and, ultimately, student success. By blending practical information with opportunities for dialogue, the orientation helped set a positive tone for the year and reinforced the message that educators are not alone in their journey—they are part of a professional community that works together to support one another.

New Principals & Vice Principals Orientation



Newly appointed Principals and Vice Principals gathered in August for an orientation session with the Superintendent of Schools and the District Leadership Team.

Coast Mountains School District's newly appointed Principals and Vice Principals gathered in August for an orientation session with the Superintendent of Schools and the District Leadership Team. This important session was designed to welcome the new leaders into their roles while providing them with an overview of district priorities, expectations, and supports. It was also an opportunity to introduce them to the collective vision of the district and ensure that they feel connected to the larger leadership network that will guide their work in schools.

The orientation emphasized the importance of leadership in shaping school culture, supporting staff, and ultimately improving student learning outcomes. The District Leadership Team shared insights about the district's mission and strategic goals, underscoring the central role that Principals and Vice Principals play in leading change and fostering equity and excellence.

Practical guidance was offered in areas such as curriculum, instruction, operations, and student support services, helping new leaders understand the wide range of resources available to them. The session created space for dialogue, questions, and relationship building. New administrators were able to connect not only with district leaders but also with each other, beginning to form a professional network that will provide encouragement and shared learning throughout their leadership journey. By hearing directly from experienced leaders, they gained a clearer sense of the challenges and rewards of their new roles, as well as the reassurance that they are not navigating these responsibilities alone. The orientation set the tone for a collaborative and supportive relationship between school and district leadership, laying the foundation for the new Principals and Vice Principals to thrive as they take on their important responsibilities.

Superintendent's Report to the Board

September 2025



Ongoing Considerations

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

Literacy Initiative - Over the past three years, our district-wide Literacy initiative—widely regarded as a cornerstone of our learning improvement efforts—has been sustained primarily through the generosity of corporate sponsors. This external support has allowed us to implement research-based strategies, resources, and professional learning that directly benefit students across all grade levels. While we are grateful for this partnership, we recognize the importance of securing more stable and long-term supports to ensure the continued success of this essential initiative.

Numeracy Framework - This year, we will begin work on developing a district-wide Numeracy Framework—an initiative we are eager to launch given that data shows student scores are trending downward across the province. While no specific funding has been provided by the Ministry to support this important work, we remain committed to addressing this challenge in order to improve outcomes for all learners. To advance this initiative, we will be actively seeking external funding to supplement district efforts.

Staffing and Retention - Like many districts across British Columbia, we are experiencing the effects of a province-wide shortage of certified teachers. We know how important consistency is in classrooms, and we want to assure families that this remains a top priority for our district. While we continue to actively recruit qualified educators, there may be times when we need to draw on the support of substitute teachers or support staff. We are grateful for the patience and understanding of parents and caregivers as we work diligently to provide the highest quality education and stability for students.

Inclusive Education (Funding Formula) - We continue to raise concerns with the Ministry regarding the adequacy of funding for inclusive education and childcare. The current funding model does not adequately reflect the increasing complexity and diversity of needs among students requiring one-to-one support. This gap creates pressures not only on our Learning Services teams but also in classrooms across the district, where educators continue to adapt and make the most of available staffing and resources to support all learners.

Early Learning Programs - Early learning programs are a vital part of school readiness and long-term student success, yet we have been forced to make the difficult decision to collapse one program (Seamless Day, Kildala Elementary School) and scale back another due to inadequate provincial funding. The reduction of these services is deeply concerning, given the significant benefits they provide to children, families, and communities. Without guaranteed funding for programs such as Seamless Day, Just B4, and SEY2KT (Strengthening Early Years to Kindergarten Transitions), the district faces a projected shortfall of \$99,000 for the 2026–2027 school year, which may necessitate further staff or program reductions. In addition, StrongStart operated at a \$45,000 deficit in 2024–25 because there was not enough grant funding to sustain the hours. As a result, staff hours were reduced for this school year.

Hazelton French Immersion (MGA and HSS) - French Immersion programming in Hazelton remains an ongoing consideration for the district. Currently, 28 students are enrolled at Majagaleehl Gali Aks Elementary School (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 2026–2027 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.

