

Superintendent's Report to the Board

September 2026



A Message from the Superintendent

Ama Sah / Good Day,

Welcome to the 2026–2027 school year! It has been wonderful to see our schools once again filled with the energy, enthusiasm and possibilities that come with the beginning of a new year. Over the first few weeks of September, I have had the opportunity to visit schools, connect with students and staff, and see firsthand the tremendous care and preparation that goes into creating welcoming places for our learners.

As we begin the year, we remain grounded in our District Strategic Plan, *Engage, Ignite, Empower*, and most importantly, in our shared commitment to students. Across the district, we continue to strengthen student learning while creating environments where every learner feels welcomed, supported and a sense of belonging. This work is made possible by the many people who contribute each day: our teachers, support staff, school and district leaders, administrative assistants, operations staff, families, First Nations and community partners.

This month's Superintendent's Report highlights some of that collective work. From welcoming new educators and international students, to professional learning, literacy, mental health and well-being, community partnerships, and the many people working behind the scenes, there is much to celebrate as we begin the year.

One of the priorities I continue to value as Superintendent is being present in our schools and communities. Visiting classrooms, talking with students and staff, and participating in community events provides important opportunities to listen, learn and strengthen relationships. These connections help us better understand what is working well, where we can continue to grow, and how partnerships across our communities can enrich the experiences and opportunities available to our students.

Thank you to everyone who has contributed to such a positive start to the school year. I look forward to continuing to visit our schools, learning alongside our staff and students, and celebrating the many successes that will unfold throughout 2026–2027.

With gratitude and appreciation,

Tracey MacMillan, Superintendent



Upcoming Dates:

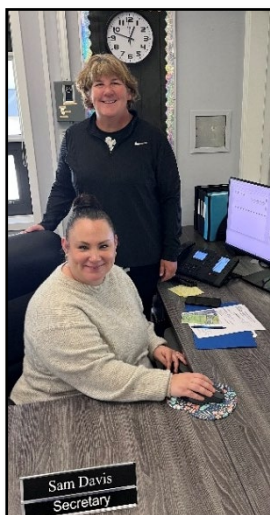
September 30 - National Day for Truth & Reconciliation
October 12 – Thanksgiving Day
October 23 – Provincial Pro-D

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Celebrating Our School Administrative Assistants: Thank You!



Kitimat City High: Nancy Tormene, Principal and Sam Davis, Administrative Assistant

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

During my recent visits to all Kitimat schools, I witnessed firsthand the warmth, care, organization, and welcoming presence our Administrative Assistants bring to their schools.

Often the first person students and families meet when entering a school, they help set the tone for a welcoming school community.



Kildala Elementary (left to right): Vicky Venture, Administrative Assistant and Chrysta Carreiro, Principal

To all of our School Administrative Assistants across the district, please know how much we appreciate you and the important work you do each day!



Nechako Elementary (left to right): Gregory Judas (Administrative Assistant), Cori Boguski (Incoming Principal), and Tom Wilkinson (Incoming Vice-Principal).



Mount Elizabeth Middle Secondary (left to right): Janelle Hittel (Principal), Colton Rand (Vice Principal), Stacey Rodrigues (Vice-Principal), **Administrative Assistants:** Caitlin McAloney, Amanda Morden, Deanna Muldoe, and Tracey MacMillan (Superintendent)

International Student Program (ISP): Host Family Orientation

I had the opportunity to attend the Coast Mountains School District International Student Program Orientation for homestay host families and enjoyed meeting this diverse and welcoming group. Throughout the evening, host families participated in interactive sessions focused on supporting international students, program



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Left to right: Joe Dominguez (ISP Administrator), Tamara Dickens (Homestay Host Liaison), Tracey MacMillan (Superintendent), and Maiya Dominguez (Homestay Host Liaison)

highlights and planned activities, as well as safety and communication procedures. This year, we are pleased to welcome students from Germany, the Netherlands, Brazil, Spain, the Czech Republic, Japan, Switzerland, and Italy. As the program continues to grow, we are also excited to begin a new partnership with Prince Rupert School District. International students bring different cultures, languages, experiences, and perspectives into our classrooms, broadening the world view of our students while creating friendships and connections that can last well beyond their time in our communities.

Thank you to Joe Dominguez, International Student Program Administrator, Maiya Dominguez, Homestay Host Liaison, and Tamara Dickens, our new Homestay Host Liaison in Prince Rupert, for their commitment to supporting our international students and homestay families. I also extend my appreciation to our high school principals, teachers, support staff, and school communities throughout the district for welcoming our international students and helping them feel connected and supported during their time with us.

A heartfelt thank you to our host families for opening their homes and welcoming our students. Host families are the backbone of our International

Student Program. Your kindness, care, and generosity make this program possible.

Celebrating 36 Years of Service

We wish Patsy Chant all the very best in her retirement following an incredible 36 years of service to Coast Mountains School District. Beginning her career at Lakelse High School in 1990, Patsy went on to serve students at Skeena Junior and Caledonia Secondary as a teacher, counsellor, and mentor. Chant Patsy was celebrated in June for her dedication to students and the many positive contributions she has made to our school communities. Thank you, Patsy, for 36 wonderful years of service, and best wishes for a happy and well-deserved retirement!



Photo 1: Superintendent MacMillan congratulates Patsy Chant on her retirement and 36 years of service to CMSD.

Photo 2: Patsy Chant (centre) celebrates her retirement alongside colleagues Danielle Allain (left) and Kelley Axelson (right).

Photo 3: Patsy Chant celebrates her retirement with Caledonia Secondary Principal Keith Axelson

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Principals & Vice-Principals Summer Forum: August 2026

On August 26 and 27, our Principals and Vice-Principals came together for two days of learning, collaboration, relationship building, and preparation for the 2026–2027 school year. The forum reflected our shared commitment to *Learning Together, Realizing Success for All – Engage, Ignite, Empower*. As part of my continued learning and practice of Compassionate Systems Leadership, we began our collaborative work by focusing on connection, relationships, and the importance of leading together.

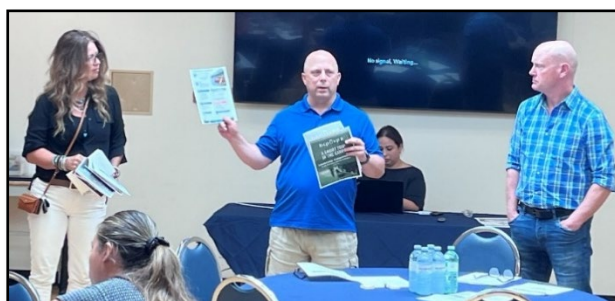


Thank you to Elder Anne McDames for welcoming everyone to the Territory.

Throughout the two days, PVP engaged with District Education Team members and one another in preparation for school start-up and our continued focus on student learning. Key areas included Literacy and Early Learning, Numeracy, Inclusive Education, Indigenous Education, School Growth Plans, and other district priorities. This year, we were also pleased to welcome local First Nations Education Directors and Coordinators as we refresh our collective work to implement Local Education Agreements, with particular attention to supporting First Nations students living on reserve. We sincerely thank our Nation representatives for joining us and for their continued partnership.

A significant accomplishment introduced during the forum was our new *PVP Personal Leadership Professional Growth Plan*,

developed collaboratively over the past year with the Coast Mountains Administrators Association (CMAA). With the theme *Being in the Canoe: A Shared Process for Reflection, Purposeful Action, and Continuous Growth*, the plan focuses on leading with purpose, relationship, and responsibility to create the conditions for learning and thriving. The plan provides a shared process for professional reflection and growth while recognizing that leadership development is both personal and collective.



Coast Mountains Administrators Association President Cory Killoran (centre) facilitates the new PVP Personal Leadership Growth Plan session alongside Executive Members Pam Kawinsky (left) and Keith Axelson (right).



Thank you to Dan Hamel (Principal of NTETC; Surinder Dhaliwal, Thornhill Elementary and Julia Nieckarz (Director, Inclusive Education) for their presentation and work on the District's Accessibility Plan.

We also reviewed enhancements to our School Growth Plans, including a strengthened data section for the 2026–2027 school year. Both the School Growth Plans and PVP Personal Leadership Professional Growth Plans connect to the priorities of the District's Strategic Plan 2022–2027, *Engage, Ignite, Empower*, strengthening alignment between individual leadership growth, school improvement, and district priorities.

I am very appreciative of our Principals and Vice-Principals for the leadership, commitment, and many hours they dedicate to preparing their schools and teams for a successful start to the year.

We appreciate the local First Nations Education Directors and Coordinators who joined our PVP Forum for lunch and an afternoon of relationship-building and team activities.

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Left to right: Dawn Morris, Education Coordinator (Sik-E-Dakh); Vanessa Shirey, Administrative Assistant, CMSD Indigenous Education Department; Donna Mortimer, Director of Instruction for Indigenous Education; Joe Sampare, Education Manager (Gitsegukla); and Elder Anne McDames (Kitselas)



Left to right: Colton Rand, Vice-Principal, Janelle Hittel, Principal, Chrysta Carreiro, Principal, Nancy Tormene, Principal, Jocelynn Drew, Haisla Director of Education and Training Annette Sorenson (far right) engages with Kitimat school Principals and Vice Principals.

The forum also provided an opportunity to recognize several PVP for their long-term service and contributions to our schools, students, families, and district. Congratulations!



Superintendent Presents Long Term Service Awards (Left to right):
Steve Wallace – 15 Years (Principal, Ecole Mountainview)
Joe Dominguez – 20 Years (International Student Program Administrator)
Cori Boguski – 30 Years (Vice Principal, Nechako Elementary)
Mark Newbery – 30 Years (Vice Principal, New Hazelton Elementary)
Tracey MacMillan Superintendent of Schools

We also extend our best wishes to Julia Jacobs as she transitions to a new leadership opportunity in another school district. We thank Julia for her contributions to Coast Mountains School District and wish her every success in this next chapter.



Thank you to all of our school leaders for the important work you do each day in support of our learners. Here are PVP learning and leading together through collaboration, shared learning, reflection, and team-building activities during the two-day Summer Forum.



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Crisis Prevention Intervention Training at Parkside Secondary

Whole-Staff Professional Learning Experience



Left to right: Dallas Ehman, Lauren Maritneau, and Alexis Stephens (Indigenous Support Workers), Phil Blundon (Teacher), Rachel Blencowe (Youth Support Worker), Nicole Boivin (Administrative Assistant), Alisha Cameron (Teacher), Kirsty Evans (Teacher), Dave Griffin (Teacher) and Marc Eliuk (Teacher).

Parkside Secondary's whole-staff participation in CPI training with Bobbie Pastershank, District Behaviour Interventionist, was an extremely positive and valuable professional learning experience. Staff participation throughout the training was outstanding, with team members actively engaging in discussions, activities, demonstrations, and collaborative learning. The willingness of staff to contribute their experiences, ask thoughtful questions, and practice new strategies created an energetic and supportive learning environment. Bobbie provided excellent instruction, combining her expertise with practical examples and clear explanations that made the training relevant and applicable to the day-to-day realities of supporting students at Parkside.

The training also provided an excellent opportunity for team building and strengthened our shared approach to supporting student behaviour. Working together allowed staff to explore a range of proactive interventions, de-escalation strategies, and appropriate responses to challenging behaviours while developing greater consistency in how we support students across the school. The experience reinforced the importance of understanding behaviour as communication and approaching students with empathy, safety, dignity, and a focus on prevention. Most importantly, the training strengthened our collective capacity and confidence as staff and provided practical tools that we can use to create a safe, supportive, and responsive learning environment for all Parkside students.

(With appreciation to Zachary Frankel, Principal at Parkside Secondary School for this contribution.)

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Closer to Home – NICU Ribbon Cutting



On Saturday, September 19th, I was honoured to join CMSD Board Chair Margaret Warcup for the ribbon-cutting ceremony celebrating the new Neonatal Intensive Care Unit (NICU) at Ksyen Regional Hospital. The event brought together donors, partners, volunteers, and community members whose collective efforts helped make this important addition to health care in our region possible.

As Superintendent, I value maintaining strong relationships within the communities we serve. It was especially meaningful to mark the opening of a service dedicated to some of our youngest residents—infants who may one day become students in our schools. We also proudly recognize Board Chair Margaret Warcup, who served as Co-Chair of the campaign Cabinet and

played an important role in bringing this initiative to fruition. We thank Margaret for her leadership and service, which extends well beyond K–12 education.

Celebrating this important milestone for our region: Board Chair Margaret Warcup and Superintendent MacMillan at the NICU ribbon-cutting ceremony.

NICU Campaign Co-Chair Margaret Warcup (front row) joins community members for the official ribbon-cutting.



Building Community Partnerships

The event also created a valuable setting to meet with industry and community partners and discuss ways to support learning and career experiences for CMSD students. I enjoyed meeting Bernadette Pelletier of KSM Mining ULC / Seabridge Gold. On October 14–15, CMSD students will participate in an overnight field trip to the KSM (Kerr–Sulphurets–Mitchell) Project, where they will learn more about the industry and potential career pathways. We look forward to building on this relationship and identifying other ways our students may benefit.



Superintendent MacMillan in conversation with Bernadette Pelletier of KSM Mining ULC / Seabridge Gold about future possibilities for CMSD students. ➔

Board Chair Margaret Warcup and I were also pleased to meet John Mullally, Head of External Relations & Social Performance with Newmont Canada. We plan to continue our discussions about potential partnerships that could provide additional learning and career experiences for students across our district.

➔ **Left to right:** Superintendent Tracey MacMillan, John Mullally of Newmont Canada, and CMSD Board Chair Margaret Warcup at the NICU ribbon-cutting celebration.



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New Teacher and TTOC Orientation



Front Row, left to right: Kyla Magnusson, Manager of Human Resources and Joslyn Bagg, CMTF Co-President.

Back Row, left to right: Kiran Bath, Director of Human Resources, Roberta Taylor, Human Resources Officer, Terry Marleau, CMTF Co-President, Tracey MacMillan, Superintendent of Schools, and Phillip Barron, Director of Learning Services.

This year, we are pleased to welcome approximately 40 new teachers and Teachers Teaching on Call (TTOCs) to Coast Mountains School District, with new educators joining schools across Terrace, Kitimat, Hazelton, Kitwanga, and Stewart. On September 3, more than half joined us for the New Teacher and TTOC Orientation, co-planned and facilitated by the CMSD Human Resources Department and the Coast Mountains Teachers' Federation (CMTF). It was a wonderful opportunity to welcome our new educators, build connections, and share information to support a positive start to the school year. Kiran Bath, Director of Human Resources, and the HR team shared information about pay, benefits, and district supports; CMTF Co-Presidents Joslyn Bagg and Terry Marleau reviewed Collective Agreement highlights; and Phillip Barron, Director of Learning Services, introduced the New Teacher Mentorship Program. I was also very pleased to personally welcome our new educators to CMSD.

Many of this year's new teachers were recruited through the numerous recruitment fairs attended by CMSD across Canada. We thank Kiran and our Human Resources team, along with our staff recruiters, for their tremendous efforts to attract qualified educators to our northern communities. In particular, we recognize Ryan McCann, Vice-Principal at Hazelton Secondary School, who helped recruit seven teachers from Queen's University, his alma mater. It is wonderful to see these collective recruitment efforts resulting in qualified educators choosing to begin or continue their careers in our schools and communities.



Ryan McCann, (second from left) welcomes newly graduated teachers from Queen's University to Coast Mountains School District.



Welcome to CMSD! We are so pleased to have you as part of our team and wish all of our new teachers and TTOCs a fantastic year ahead!



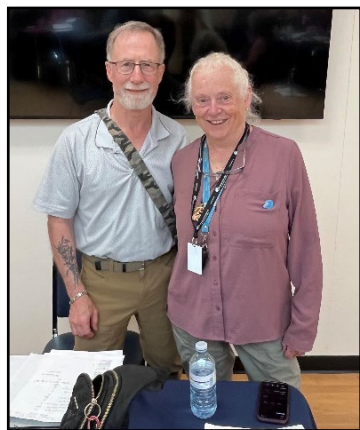
Welcoming new teachers and TTOCs to Coast Mountains School District at the 2026 New Teacher and TTOC Orientation. We are pleased to have you as part of the CMSD team!

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Rotary Club of Terrace Skeena Valley

Rotary Club of Terrace Skeena Valley: Starfish Pack Program



*Rotarians David Oatway and
Margaret Warcup*

During our August Principal/Vice Principal Forum, we were pleased to welcome representatives from the Rotary Club of Terrace-Skeena Valley to share information about the Starfish Pack Program. This important community initiative provides food for students to take home for the weekend, helping to support children and families across the Terrace and Thornhill area schools including students at Thornhill Primary School, Thornhill Elementary School, Cassie Hall Elementary, Uplands Elementary School, Suwilaawks Community, Skeena Middle School, Parkside Secondary School, and Caledonia Secondary School.



We greatly appreciate the Rotary Club, its volunteers, community partners, and donors for their continued commitment to supporting our students. For more information about the Terrace Starfish Pack Program, including how to make a donation, please visit the [Terrace Starfish Pack Program website](#).

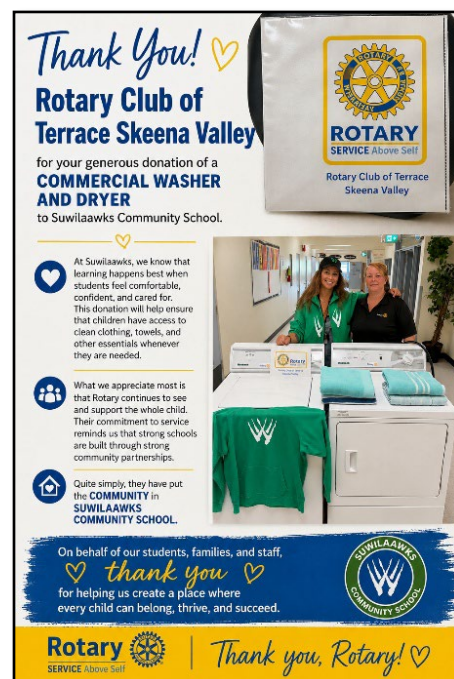
Community Spotlight: Rotary Club of Terrace Skeena Valley

Suwilaawks Community School extends its sincere appreciation to the Rotary Club of Terrace Skeena Valley for the generous donation of a commercial washer and dryer. This practical contribution will help ensure students have access to clean clothing, towels, and other essentials when needed, supporting their comfort, confidence, and readiness to learn.

Supporting the whole child means recognizing that students' everyday needs are closely connected to their learning and sense of belonging. Rotary's generosity strengthens the school's ability to respond to these needs with care and reflects the important role community partners play in creating welcoming and supportive learning environments.

On behalf of Coast Mountains School District, thank you to the Rotary Club of Terrace Skeena Valley for its continued commitment to students and families. Partnerships such as this help make our schools places where every child feels valued, supported, and ready to participate.

Featured in the poster, left to right: Pam Kawinsky, Principal, Suwilaawks Community School; and Rotarian / Past President LeeAnn Wilson.



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Integrated Child & Youth (ICY) Teams: Bringing Supports Together

The ICY model brings together professionals from education, health, child and youth mental health, substance-use services, Indigenous and cultural supports, and peer and family support to provide coordinated, wraparound care for children and youth. The team can include an ICY Program Leader, Child and Youth Mental Health clinicians, school-connected clinical counsellors, youth substance-use clinicians, youth peer support, FamilySmart family/caregiver peer support, Indigenous and/or multicultural support, and administrative support. Other people important to the child or youth—such as family members, Elders, physicians, social workers, coaches, counsellors and community supports—can also be brought into the circle of care when appropriate.

A key strength of the ICY approach is that children, youth and families do not have to navigate multiple systems on their own. Instead, partners work together to coordinate care, share responsibility for transitions between services, and connect young people with the right level of support in the places where they feel most comfortable, including schools, homes and community settings.

FamilySmart is an important part of this model, providing family peer support from individuals with lived experience of navigating mental-health and/or substance-use challenges with a child or youth. This provides parents and caregivers with someone who can listen, offer practical support, share resources and help families navigate what can sometimes feel like a complex system.

As we gear up for another school year, we look forward to continuing to strengthen these connections and ensuring children, youth and families experience a more connected and supportive pathway to care.

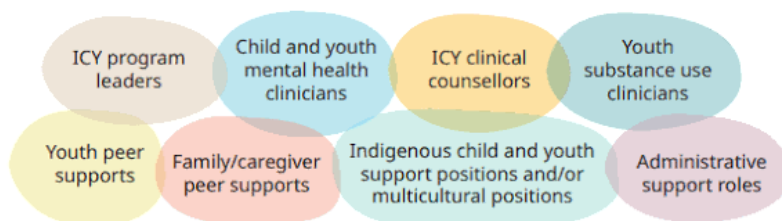
<https://www2.gov.bc.ca/gov/content/governments/about-the-bc-government/mental-health-and-addictions-strategy/integrated-child-youth-teams>



Integrated
Child & Youth
Teams

Who are ICY Team members?

Core team members, employed through health authorities, school districts, the Ministry of Children and Family Development as well as other employers:



Where positions already exist in the community, they are assigned to the teams (e.g., CYMH clinicians and substance use service providers), as appropriate.

Additional team members identified by the child or youth may be included, such as cultural or religious/spiritual support, family, friends, family physicians, social workers, coaches, support people, Elders, other counsellors or professionals (not additional funding).



Left to right: Julia Nieckarz, Director of Inclusive Education, Danielle Plummer, Northern Health ICY Program Lead, and Ikinda Chohan, Provincial Support Office

(With appreciation to Julia Nieckarz, Director of Inclusive Education, for this contribution.)

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Mental Health Spotlight: Belonging, Connection & New Beginnings

September brings lots of change for our children, youth, new teachers, classmates, routines and expectations. While some children jump into a new school year with excitement, others may need more time to find their footing. Feeling like we belong is an important part of well-being. When children and youth feel connected to their school, peers and trusted adults, they are more likely to feel safe, supported and ready to learn.



What's Happening At School?

This month, students may be exploring belonging, connection, and healthy relationships in their classrooms and through Open Parachute. We're excited to share that the following schools are implementing Open Parachute this year:

- Skeena Middle, Hazelton Secondary, Kitwanga Elementary, Uplands Elementary, Bear Valley, Nechako Elementary, Kitimat City High, École Mountainview Elementary, Cassie Hall Elementary, Caledonia Secondary, Majagaleehl Gali Aks Elementary, and Thornhill Primary.

SPOTLIGHT: CASSIE HALL:

"I'm feeling sad that this is my last year at Cassie Hall. I've had some friends here since Kindergarten and I really like my teachers."

"I'm new this year, and I already have friends."



What Can Happen at Home?

A simple way to stay connected is to create opportunities for conversation. Instead of asking **"How was school?"** Which often gets a *"fine."* Try a question inviting your child to tell you a little more. **"Who made you smile today?"** **"What was one good part and one hard part of your day?"**

Resources for Parents and Families:

Open Parachute

Helping your child Transition from Elementary to Middle School

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

Supporting Your Child Through Challenges

https://learn.openparachuteschools.com/parent/login?id=CA_Zmz6DRC8&resource=xXNH_Aip73YVzRM46ag8L

Kelty Mental Health Resource Centre: [Home](#) | [Kelty Mental Health](#)

Resources for BC families to learn about children's and youth mental health, well-being and how to provide support.

Foundry Terrace BC: [Foundry Terrace](#) | [Foundry BC](#)

Mental-health and wellness information and supports for young people ages 12–24 and families.

September Conversation Starter

"Where are the places, and who are the people, that help you feel like you belong?"

(With appreciation to Kateri Clay & Pamella Groves, District Inclusive Education Teachers for this contribution.)

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Skeena Reads: Bringing Students Together Through Reading

Last school year, Skeena Middle School launched *Skeena Reads*, a student-led book club that brought students together to share their interest in reading. Students met each Wednesday at lunch to discuss their novels, exchange perspectives, and enjoy conversations with fellow readers. Members selected each month's book themselves, giving them a voice in shaping the club and exploring stories that interested them.

Skeena Reads provided a fun and social way to promote and celebrate literacy within the school. By creating space for students to share ideas and connect through books, the club encouraged both an enjoyment of reading and a sense of belonging.

A special thank you to Kelsey Wiebe, Teacher, for initiating *Skeena Reads* and supporting its first year, and to Baylie Garbert, Teacher, who joined in supporting the club later in the school year. Their contributions created a valuable opportunity for students to come together as a community of readers.



Left to right: Students - Liam Neville, Lorenzo Salalila, Kelsey Wiebe (Teacher), Megan Black, Ishika Ishika, Ama Miller, Jaiden Zloklikovits, Leslie Fisher, and Skye Kiral

I also wish to recognize the Skeena Middle School Parent Advisory Council (PAC), whose funding helped make this opportunity possible, and the students whose participation and enthusiasm made the club's first year a success. With plans underway for *Skeena Reads* to return this school year, we look forward to seeing this community of readers continue to grow.

(With appreciation to Kelsey Wiebe, Teacher at Skeena Middle School, for this contribution.)

Strengthening Numeracy Across the District

By investing in mentorship, the district supports the well-being and professional growth of its staff while strengthening consistency and quality of learning for students. The program reflects a shared responsibility across schools and the district to ensure that new teachers and LOP staff know they are part of a supportive professional community.

Coast Mountains School District 82 is continuing to strengthen numeracy instruction through a coordinated effort to support teachers and students across the district. This year, more than 60 teachers are piloting two numeracy programs in their classrooms. Their experience and feedback throughout the year will help the district understand how the programs support student learning and inform future decisions about resources and professional learning.

Schools are also receiving materials and manipulatives to support hands-on mathematics instruction. These resources give teachers more ways to help students explore concepts, explain their thinking, and build a strong foundation in numeracy.

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The District Numeracy Working Group continues to guide this work. This year, the group is focusing on refining the K–3 scope and sequence, reviewing feedback from the pilot programs, and identifying resources that will support consistent numeracy instruction across schools. The district is also working to provide quality professional learning opportunities for staff and to build a library of professional literature focused on numeracy.

Our newly established District Numeracy Lead Teacher, Lana Hanna, is working with staff across the district, with particular attention to new teachers and staff working on Letters of Permission (LOPs). This support includes helping teachers become familiar with available resources, plan instruction, and connect with colleagues as they develop their practice. Lana Hanna also intends to be available to support teachers across the district, including those piloting the numeracy programs. She works alongside staff to explore resources, plan instruction, and share practical strategies that respond to the needs of their classrooms.

There is a great deal of excitement about the numeracy work currently underway. Teachers' willingness to try new resources, share their learning, and support one another is helping build a district-wide approach to numeracy that can grow and improve over time. We are deeply grateful to LNG Canada for its incredible support, which has made this work possible.

(With appreciation to Phillip Barron, Director of Learning Services, for this contribution.)

Numeracy Lead Introduction

My name is Lana Hanna, and I am excited to introduce myself as the Numeracy Lead Teacher for CMSD. I was a student in Terrace and have been teaching in Terrace since 2008, primarily at École Mountainview (K-4) where my focus has been on the Numeracy curriculum. I have also used my Special Education certificate as Learner Support teacher, and I have filled in as a Teacher Librarian.

I have been busy this month introducing myself to staff at schools around the district, meeting with teachers who are new to our school district to ensure they are set up for a successful year of teaching math and helping with the roll out of the new math pilot projects.

I look forward to spending more time in classrooms supporting teachers and getting manipulatives into the schools that need them. Everywhere I go, I hear gratitude that we are focusing our attention and efforts on improving and supporting numeracy in the district. It means a lot to me that I get to be a part of this team.

(With appreciation to Phillip Barron, Director of Learning Services, for this contribution.)





Supporting New Educators Through Mentorship



Left to right: Kassia Nameth, Principal, Kitwanga Elementary School; Hattie Aldag, Primary Teacher; Aubrey King, Intermediate Teacher; and Shivani Sharma, Intermediate Teacher

Coast Mountains School District is committed to helping new teachers and staff teaching on Letters of Permission (LOPs) feel supported, connected, and confident in their work. Beginning when staff are hired and continuing throughout the school year, mentorship supports are available across the district to respond to the practical questions and professional learning needs that arise in classrooms.

New teachers and LOP staff can connect with experienced teachers, coaches, and mentors for support with classroom setup, instructional planning, assessment, inclusive educational practices, and finding appropriate materials and resources. Professional learning opportunities and connections with colleagues provide further opportunities to ask questions, share ideas, and strengthen practice. School administrators also play an important role in helping staff identify and access the support they need.

This support is especially valuable for staff teaching on LOPs, who may be entering the classroom through a different pathway and learning many aspects of the role at once. Having a trusted colleague to turn to can make day-to-day challenges more manageable and help staff grow in their practice over time.

(With appreciation to Phillip Barron, Director of Learning Services, for this contribution.)



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NUMERACY NEWSLETTER

Communicate, Collaborate, Congratulate

Making Math Matter

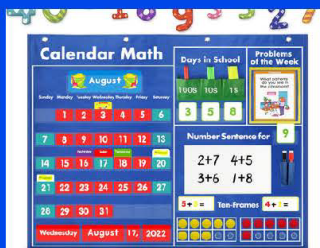
Build Numeracy into Your Everyday Classroom Routines

Making math a regular part of everyday routines is a great opportunity to reinforce skills, introduce new concepts, and help students recognize how math fits into everyday life in a way that supports growth and reduces anxiety. As you set up your routines for the year, think about how you can add bite sized math. Whether you start the day with a "Good Question," Silent Math practice, or Calendar Time, you are warming up those brains!

Numeracy News

- Setting up accounts and workshops for the MathUp! and Mathology Pilots
- Preparing manipulatives to deliver to the schools

For support, contact:
iana.hanna@cmsd.bc.ca

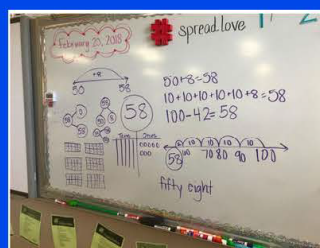


Primary Grades

Calendar Time Ideas

- count the days you've been in school using ones, tens and hundreds to build place value skills
- add a patterning element to the dates on your calendar
- skip counting, subitizing, friends of 10 practice
- daily estimation

[READ MORE](#)



Elementary Grades

Morning Routine Ideas

- number talks
- have students represent attendance as a ratio, fraction, or percentage
- have students answer a question of the day while taking attendance
- make math fact practice a part of your entry routine

[READ MORE](#)

UPCOMING EVENTS



Upcoming Math Workshops:



MyPITA Pro-D (On line)
23 Oct, 2026



BCAMT Math Conference
23 Oct, 2026

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Professional Development

Universal Design For Learning (UDL)

UDL is a way of designing teaching and learning so that all students can participate, learn, and show what they know in ways that work for them.

BELONG

LEARN

GROW

SUCCEED



Meeting via Teams



9:00

Introduction to UDL and
CMSD Sharepoint Resources:
The 3 Block Model of UDL
by Jennifer Katz Video Series



9:30

Self Directed Learning

Chose a topic to learn
about on your own.



Register with

Kateri.Clay@cmsd.bc.ca

or

Pamella.groves@cmsd.bc.ca

Choose Your Topic of Interest:

- Equity, Diversity, Justice & Inclusion
- UDL & the Three Block Model
- Creating Inclusive Classroom Climates
- Mental Health, Trauma & Challenging Behaviour
- Inclusive Instructional Practice
- Starting the Year
- Universally Designed Literacy Instruction & Assessment
- Universally Designed Numeracy Instruction & Assessment
- Indigenous Perspectives & UDL
- Inclusion in High School
- Tier 2/3 Supports in a UDL Framework
- Paradigm Shift in Supporting Struggling Learners
- Including Students with Exceptionalities in Tier 1
- Tier 2 in Inclusive Education
- Tier 3 in Inclusive Education
- Working with Families

Different Learners.
Brighter Futures. ♥

More Inclusive Classrooms.
Stronger Communities. ♥



SD 82 Self-Directed Study ADHD Professional Development Day

ROLLING WITH ADHD for Teachers

Rolling with ADHD is an online resource for parents, teachers and teens developed by BC Children's Hospital and The Province of BC.



You can access the resource:

<https://healthymindslearning.ca/rolling-with-adhd/>



Practical
Strategies



Real-Life
Examples



Tools &
Resources



Support for
Learning



Strategies
for Daily Life

ADHD Strategy Navigator for Teachers

A team of ADHD specialists offer evidence-based insights, ideas and strategies to help your ADHD students thrive in your classroom.

You can access the resource:

<https://healthymindslearning.ca/rolling-with-adhd-for-teachers/>

Learn about the following topics:

- ADHD Basics
- Identifying ADHD
- Restlessness
- Distractibility
- Impulsivity
- Your Connection
- Your Direction
- Organizing Time
- Organizing Plans
- Organizing Space
- Homework







COAST MOUNTAINS
SCHOOL DISTRICT 82



September 2026 1

LITERACY

Connections

Our monthly newsletter for educators, by educators.

Sharing ideas.
Celebrating success.
Building a culture of literacy.

IN THIS ISSUE

- ✓ Current research on literacy
- ✓ Scholarly review
- ✓ Innovative practices in CMSD
- ✓ What's new in B.C. literacy
- ✓ Quick literacy finds
- ✓ Monthly engagement draw

STRONG ROOTS. BRIGHT FUTURES.

Literacy is at the heart of everything we do. Together, we inspire, empower, and transform learners across Coast Mountains School District 82.

R SCHOLARLY REVIEW

Science of Reading Podcast for Grades 7-9, featuring Jeanne Schopf, author of Reading Isn't Optional.

Dyslexia Canada has been working collaboratively with B.C.'s Ministry of Education and Child Care. Read their latest blog.

R CURRENT RESEARCH ON LITERACY

Current research confirms that effective literacy instruction brings together explicit foundational-skills teaching, oral language, vocabulary, fluency, background knowledge, comprehension and writing. Students need systematic instruction in how written language works, alongside regular opportunities to read rich texts, discuss meaningful ideas and write for authentic purposes.

R INNOVATIVE PRACTICES IN CMSD

Most of our schools demonstrated reading growth this past year - with one school achieving an impressive 17.5% increase!

Consistent use of UFLI in Tier 1 and Tier 2 contributed to this success. Since beginning this focused work, our district's overall reading results have improved by more than 13%.

BC WHAT'S NEW IN B.C. LITERACY

View current Ministry literacy initiatives, screening information and teacher resources.

OPEN THE B.C. LITERACY SUPPORTS PAGE

+ QUICK LITERACY FINDS

K-3 Literacy Framework
4-6 Literacy Framework
7-9 Literacy Framework

Available on SharePoint

MONTHLY ENGAGEMENT DRAW



 **We want to hear from you!** Share your stories, activities, resources or cool literacy finds.

Email this at: tina.mcdonald@cmsd.bc.ca

 **UPCOMING LITERACY EVENTS & OPPORTUNITIES**
Save the dates and join us!

K-6 Book Study starts November 25th -spots still available
7-12 Book Study starts October 14th Acadience training in K-6 happening in September and October and 7-9 stay tuned for dates in November.

Looking for UFLI training, contact Catherine Begin or Hayden Drygas @cmsd.bc.ca

NEW PRIZES EACH MONTH!

 **WAYS OF KNOWING & BEING** |  **CONNECTED LEARNING COMMUNITIES** |  **IMPACTFUL LEARNING EXPERIENCES**

Coast Mountains School District 82 provides education on the traditional, ancestral, and unceded territories of the Ts'msyen, Gitksan, Haisla, and Nisga'a Nations.

OUR GOALS: RELEVANCY | INCLUSIVITY | EFFECTIVENESS





StrongStart

Early Learning Centres

A FREE Parent Participation Program for Children 0-5 Years

Cassie Hall Elementary

2620 Eby Street Terrace

250-635-5646

Rachel.gull@cmsd.bc.ca

Monday – Friday 9:00 am – 11:30 am

**Play
Connect
Belong**

Kildala Elementary

803 Columbia Avenue Kitimat

250-632-6194

Joanne.mueller@cmsd.bc.ca

Monday – Friday 9:00 am – 12:00 pm

**Explore
Create
Learn**

Suwilaawks Community School

3430 Sparks Street Terrace

250-638-0306

Marlee.gray@cmsd.bc.ca

Monday – Friday 9:00 am – 12:00 pm

**Discover
Share
Grow**

Thornhill Primary

Thornhill

250-635-7066

Jeff.coroghly@cmsd.bc.ca

Monday – Friday 8:30 am – 11:00 am

**Imagine
Play
Thrive**

What We Offer

- Open to all Terrace and Kitimat families
- Nutritious snack provided
- Open weekday mornings
- Parent/Care Provider participation required “stay and play”, share in your child’s learning
- Operates September to June
- Closed on all school holidays and non-instructional days



Every
Child
Matters
Here!

Your Child Will Explore:

- Arts and Crafts
- Puzzles and Toys
- Sensory Play
- Science Exploration
- Blocks
- Active Play (on and off-site)

- Stories, Songs, Rhymes and Music
- Play Dough
- Play house and Dress-up
- Trains and Transportation
- And so much more!



**Strong Children
Stronger
Communities**



COAST MOUNTAINS
SCHOOL DISTRICT 82

Engage, Ignite, Empower
Learning Together,
Realizing Success for All



Ministry of
Education and
Child Care

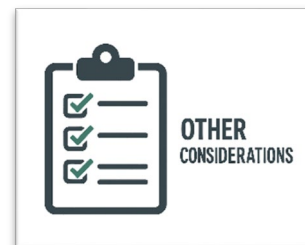
Superintendent's Report to the Board

September 2026



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.



Student Attendance and Engagement

As the school year begins, regular attendance and engagement remain important areas of focus. Schools and district staff will continue working with students, families, First Nations and community partners to strengthen connections, identify barriers to attendance, and provide appropriate supports for students who may require additional outreach.

Recruitment and Retention

While we are pleased to welcome many new educators to CMSD this year, recruitment and retention of qualified staff continue to require sustained attention across our northern and remote communities. We will continue strengthening recruitment efforts while also focusing on mentorship, professional learning, leadership development and supports that help staff feel connected to our schools and communities.

Mount Elizabeth Middle Secondary School (MEMSS) Replacement

The replacement of Mount Elizabeth Middle Secondary School remains a significant capital priority for Coast Mountains School District. We are encouraged by the progress made with the Ministry of Infrastructure and will continue our advocacy and planning work to ensure the needs of students, staff and the Kitimat community remain at the forefront as this important project moves forward.

Student Belonging and Well-Being

Creating schools where every student feels known, welcomed and connected remains an ongoing priority. As highlighted throughout this report, belonging is closely connected to student well-being and readiness to learn. We will continue to monitor student experiences and strengthen inclusive, culturally responsive and supportive environments across the district.

Supporting Diverse Student Needs

The complexity and diversity of student needs continue to require thoughtful planning and coordinated support. Strengthening collaboration among schools, Inclusive Education, Indigenous Education, families and community partners will remain important as we work to ensure students receive appropriate supports while continuing to build the capacity of our school teams.