

Superintendent's Report to the Board

November 2025



A Message from the Superintendent

Ama Sah / Good Day,

As we move into November, our schools are filled with meaningful learning, cultural experiences, and community events that highlight the strength of our district. This month's report showcases a wide range of stories—from salmon learning and Remembrance Day ceremonies to equine therapy, Early Years celebrations, French Immersion learning, and new career pathways for students. Each example reflects the dedication, collaboration, and care that define Coast Mountains School District.

I would also like to express my sincere gratitude to our support staff, teachers, administrators, and community volunteers who give so generously of their time—especially those who coach and referee our many school teams. Earlier this month, I had the opportunity to attend the girls' volleyball tournament at Caledonia High School and was truly amazed by the number of volunteers who make these opportunities possible. Athletics, along with the many clubs and extra-curricular activities across our district, help retain students by increasing engagement, connection, and positive attachment to school. Your commitment matters, and it makes a real difference.

Thank you to every member of our CMSD community for the care you bring to our learners each day. Whether you support classrooms, lead programs, prepare meals, maintain facilities, volunteer your time, or lift up a student when they need it most—you are helping our young people grow, thrive, and feel that they belong.



*Pictured above Sr. Girls Hazelton Team
Back left Coach Daniella Melanson – Gr. 4-7 French
Immersion teacher at MGA. Back right Tracey
MacMillan, Superintendent*



*Pictured above Volunteer Coaches
L to R: Jordan Pereira and Emily Kennedy*



*Pictured above Sr. Girls MEMSS Team & Teacher
Sponsor, Susan Dobbin*



*Pictured above Back left: Tracey MacMillan,
Superintendent, Joe Domingues, Referee,
International Student Program Administrator Back
right: Coach Anika Jeurgensen. Front right Coach
Cameron Golder.*

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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Salmon Stories: A Year of Learning and Tradition at Thornhill

Primary

In Ms. Hamming and Mr. Feddersen's grade 3 classes at Thornhill Primary; Salmon is the cross-curricular theme of the year.

During the seasonal rounds lessons for Ha'lilaxsimaay, students learned that üüx (coho) is the last salmon to be harvested for the year and that traditionally, they were typically hung, smoked, and air dried on the beach. Thanks to David Hansen from K5T, our school received a coho for the outdoor salmon roast. Mrs. Dowse and Mr. Feddersen demonstrated how to prepare the fish and once it was cooked over the fire, the grade 3 students ate every bite.

For their science investigation into the life cycle of salmon, Lenda Girard from the Department of Fisheries and Oceans and her colleague demonstrated how salmon eggs are fertilized. Students will feed the alevin once they hatch, and when they develop into fry, release them into Herman's Creek. More lessons, field trips, and art will follow this amazing year-long learning experience.



*Pictured above: Students gather for salmon learning experience.
Pictured right: Mr. Feddersen and Mrs. Dowse, demonstrate traditional salmon preparation, showing a coho split and secured on a wooden frame for air drying.*



Pictured above: Students watch a demonstration put on by the Department of Fisheries and Oceans on how salmon eggs are fertilized.

Reconnecting and Thriving: David's Inspiring Path



David has worked hard to reengage with positive community supports after a prolonged period of disengagement from school. Through close connection with Tammy Bulleid and Alisha Cameron (CMSD), David has been participating weekly in our Tier 3 support groups. He has connected with supports from Foundry through our CMSD team, and has successfully obtained employment with Boston Pizza as a busser! We could not be more proud of David and look forward to supporting his journey as he pursues positive goals and personal development.



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Skeena Middle School Remembrance Day Ceremony – Monday, November 10, 2025



On Monday, November 10th, Skeena Middle School held its annual Remembrance Day Ceremony. The ceremony was organized and run by Mme. Carter and students from the Grade 7, 8, and 9 French Immersion classes.

All students and staff gathered in the gym for the Remembrance Day Ceremony at approximately 9:00 AM. They were joined by parents, representatives from the Terrace RCMP and Terrace Fire Department, members of the 747 Air Cadets, members from the Royal Canadian Legion and Canadian Rangers, as well as special guests: Mr. David Wells, Kitselas Elder; Mr. Sean Bujitas, Mayor of Terrace; Ms. Tracey MacMillan, Superintendent of Schools; Mr. Phillip Barron, Director of Instruction; Ms. Tina McDonald, District Principal; and Ms. Donna Mortimer, Director of Instruction.

The Grade 8/9 Concert Band performed O' Canada to start the ceremony. This was followed by Grade 7, 8, and 9 students presenting poems and speeches in both English and French. Mr. Andrew Johnstone performed the Last Post, and Mr. Chris Gair played the bagpipes. A very moving singing rendition of "In Flanders Field" was performed by Emeline Hanna (Grade 8), accompanied on the piano by Ava Snelling (Grade 8). The ceremony concluded with a message from Mr. David Wells, Kitselas Elder.

The school would like to share their appreciation to Mme. Carter and the French Immersion students for the outstanding ceremony, as well as to parents and honored guests for joining the Remembrance Day Ceremony.



Front Row – Sky Mitchell, Minea Mullens, Emeline Hanna, Mila Vesterberg-Gavrinsky, River McDonald, Hayden McCreery, Freya Eastman, Leah Harris
Middle Row – Andrew Gerth, Dylan Arsenault, Livvy Potter-Pratt, Adrianna Gruber, Natalie Wing, Brooke Dando
Back Row – Donna Mortimer, Phillip Barron, Tracey MacMillan, Tina McDonald
Missing from the Photo – Anna Doyle, Koya Flynn, Ava Snelling, Jovi Nash, Brynn Dando

Neurodiversity and Mental Health Resources for Educators

The Ministry of Children and Family Development (MCFD) has launched a new suite of resources aimed at educators who are supporting children and youth who are neurodivergent and experiencing co-occurring mental health challenges. Created in collaboration with B.C. youth, parents and educators with lived and living experience, this collection of evidence-informed and culturally relevant videos and resources aims to reduce stigma and increase mental health literacy of educators. For more information and to access these new resources, please view the [infographic](#) and visit MCFD's [HealthyMindsBC](#) website.



For more information, please visit
[healthymindsbc.gov.bc.ca/resources/
neurodiversity-mental-health-educators](https://healthymindsbc.gov.bc.ca/resources/neurodiversity-mental-health-educators)

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Uplands' Hallowe'en Howl: A Spooktacular Tradition of Fun and Community



Photo above: Superintendent MacMillan poses with Uplands elementary Students.

Every year at Uplands, the Parent Advisory Council (PAC) hosts a special Hallowe'en tradition for students called the Hallowe'en Howl. The gym is transformed with wonderful activities, and classes visit in pairs for 30 minutes of fun and festivities. Grade six students also take on important leadership roles by helping lead the activities, which adds to the sense of community and responsibility within the school.



Scrabble tiles. Students were encouraged to create words using the "letters," and during the school-wide costume parade, several student words were drawn. Those students then assembled their word using staff members and selected a prize from the prize bin.

The Hallowe'en Howl continues to be a favourite community-building event at Uplands — one that brings joy, laughter, and a wonderful sense of togetherness to the school each year.



Photo: Uplands Elementary staff spelled out the fun by dressing as Scrabble tiles!

2025 Safe School Coordinator Meeting



Photo: Julia Nieckarz, Director of Instruction, Minister Danielle Carter-Sullivan, Executive Director Early Learning, mental health and student safety, Ministry of Education and Child Care, Cloe Nicholls, Assistant Deputy.

Julia Nieckarz (CMSD Director of Instruction, Inclusive Education) and Sue Brown, lawyer and Director of Advocacy, Justice for Girls presented at the recent provincial meeting for the Safe School coordinators. They presented, "Unseen in Plain Sight: Confronting Sex Trafficking in Our School Districts" — a session designed to move us from awareness into meaningful action. The presentation shone a light on the often hidden realities of exploitation and offered practical ways schools and communities can work together to protect our most vulnerable students. Through education, connection, and open conversation, we are strengthening our collective ability to recognize risks and respond with compassion. We remain hopeful that by working together, we can create safer spaces where every young person feels seen, supported, and empowered.

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Crisis Prevention Intervention (CPI) Training Update

Crisis Prevention Institute's Nonviolent Crisis Intervention training equips staff with the skills to foster a strong culture of safety across our school district. Grounded in CPI's guiding philosophy of providing Care, Welfare, Safety, and Security, the program builds on staff's existing strengths while helping them recognize, prevent, and respond to crisis behaviours through person-centred and trauma-informed approaches. This shared framework continues to strengthen our district's commitment to supporting students with dignity and compassion.

We are grateful to Nici DeCario, CMSD's certified CPI Instructor, who is one of only 42,000 instructors worldwide. Nici delivers four two-day training sessions each year, guiding participants through practical scenarios, verbal de-escalation strategies, case studies, safety interventions, and reflective workbook activities.

A warm congratulations to the newest cohort of staff who completed their CPI certification this month — your commitment to student well-being and safe, supportive school environments is deeply appreciated. Your learning strengthens our entire district community.

Discovery Program – Projects Planned with Thornhill Students & Seniors



The Northwest Trades and Employment Training Career Discovery Program, engaged a total of 339 students from Kindergarten through Grade 8 so far this school year. This initiative provided students with early exposure to various career pathways through interactive and hands-on activities designed

to spark curiosity. Students from Cassie Hall, New Hazelton Elementary, Skeena Middle School, Thornhill Elementary, Thornhill Primary and Uplands Elementary were able to connect real-world opportunities in an engaging and meaningful way. By introducing age-appropriate experiences, the program aimed to inspire students to explore their interests and understand the diverse possibilities for their future growth and career potential. We have also reached out to seniors. participating in the TAPS program (*Therapeutic Activation Program for Seniors*) to help support and connect with students while they make their projects.

Date	Time	Project
Tuesday, October 28 th	12:45-1:45	Hand Tools & Measurement Grade 4/5 Class with 25 Students in the workshop cutting wooden Halloween themed blocks
Tuesday, October 28 th	1:50-2:50	Light Up Circuit Cards Assist 22 Grade 6 students with Halloween lightup circuit cards.
Thursday November 20 th 26 th	1:00	Bat Houses Part 1 Prep Bat House Material in Woodshop for grade 1 class for Bat Unit Part 2. Assemble with class
Monday November 24 th	11:00 12:50-2:00 2:00-4:00	Horituculture, Hand Tools & Tree ID A walk in the woods – Tree bow collection Make wreaths with 22 grade 3 students. Seniors can work on their own wreath (bring in old Christmas bows and ornaments to be incorporated into your wreath.
Wednesday November 26 th	1:00-2:30	Bat Houses Part 2 Assemble bat houses with grade 1 class
Thursday December 18 th	12:50-1:50	Woodshop Winter themed project with grade 3 class

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Northern Health Volunteer Work

Experience: A New Pathway for Students!

We are excited to share that CMSD has launched a new Volunteer Work Experience partnership with Northern Health. Five Caledonia students have been successfully onboarded as Wayfinding Volunteers at Ksyen Regional Hospital. Before beginning their roles, students completed an interview process and five required training modules. Kitimat's Mount Elizabeth students also have a volunteer placed at Kitimat General Hospital, and Hazelton has two volunteers now supporting the Hazelton Hospital. This partnership allows students to develop key job skills in the healthcare field, including communication, professionalism, teamwork, patient interaction, and confidence in navigating a medical environment. Students gain meaningful experiences that strengthen their résumés while also earning high school Work Experience credits. If you have students who may be a good fit for volunteering with Northern Health, please contact Carly de Medeiros, Engagement Lead for Volunteer Resources, at (250) 643-7623 or carly.demedeiros@northernhealth.ca, or contact Kim Hoekstra, SD 82 Work Experience Outreach Teacher

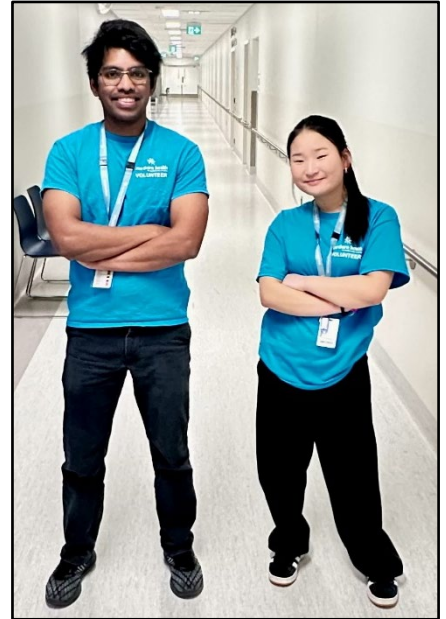


Photo: Nalini training Caledonia Secondary student MJ Kim, on their new role.

From Hesitation to Harmony: Kitimat City High's Journey with Equine Therapy



their addiction experiences, Nicole (Northern Health Clinician) and Dan brought the students to the horses and allowed them to choose which horse they wanted to work with. Students were shown how to groom and work around the horses, received instructions on how to properly saddle and lead, then given the opportunity to lead their mounts around the riding ring to start bonding with their horse.

On October 9th, four Kitimat City High (KCH) students participated in the first session of the Equine Therapy riding program sponsored by Kitimat LNG. Upon arrival, the students were given proper riding footwear and helmets and given a quick tour of the facilities. Once the coaches introduced themselves to the students and shared



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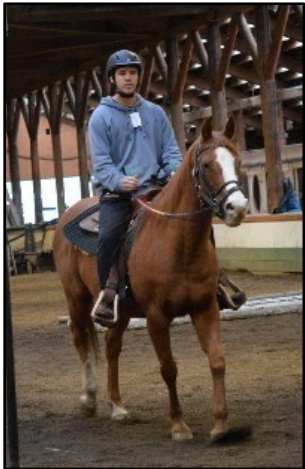
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Once the students were comfortable, they were instructed on how to properly mount a horse using a mounting block and shown how to walk, turn, and stop a horse. Tentative at first, the students initially struggled to get the horses moving and following the turn signals. These were well seasoned schooling horses that, although calm in nature, we're going to make the KCH students work at proper communication. It didn't take long before, one by one, the KCH students recognized their ability to guide a 1200lb animal into being a willing partner.

After a lunch break, and a few life stories being shared by some students, the real progress was made. The students confidently got on their horse and rode around the ring without hesitancy.

Word had evidently gotten out amongst students at KCH that the Equine Therapy was a hit because the second session, on November 9th, had ten students participating. There were four coaches/assistants to work with the increased number of students. This time, students had to pair up and do ground work with a horse: the goal being to employ communication skills with each other and the horse. Student pairs were challenged to lead their horse through obstacles, patterns, and over trotting poles and a small jump. Effective communication was the only way they were going to succeed.



Returning students discovered that, like people, horses have individual personalities. They needed to adapt their communication skills to the personality of a new horse. Students new to the program showed the same confidence

building as those in the first session. Both groups really began to shine in the afternoon with the riding lesson. Students were divided into two groups of five. One group rode while the other could talk with the counsellor or explore around the riding stable, then the groups switched. This riding session was more challenging with weave poles and the opportunity to trot for those who felt ready. One student shared how amazing the connection he felt with his horse. He really felt his horse's personality matched his own and felt proud that he was comfortable enough with her to clean her feet (which can be quite intimidating considering the weight those feet support.) All the students are excited for their next session.



The value of the Equine Therapy program is immeasurable. You can't put a number on confidence building or emotional connection. This opportunity supported by Kitimat LNG, is providing students with a chance to form a positive, symbiotic relationship.

Check out LNG Canada's recent feature: *Harnessing the Healing Powers of Horses*, which explores how equine therapy is making a positive impact in the Terrace and Kitimat regions. Read the full story here: <https://www.lngcanada.ca/news/harnessing-the-healing-powers-of-horses/>

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Ombudsperson Visit — Inclusive Education Review

On October 30th, Coast Mountains School District was pleased to host two representatives from the Office of the B.C. Ombudsperson as part of their province-wide review of inclusive education. The Ombudsperson's team toured several of our schools under the direction of Julia Nieckarz, Director of Inclusive Education. They explored how we serve students with diverse learning needs and how we collaborate with families, Indigenous partners, and community resources. Their visit comes at a time of increased provincial attention on student inclusion.

The visit offered a meaningful opportunity to share our strengths, discuss ongoing challenges, such as inadequate provincial funding formulas; and recruiting and retaining special education resources in remote locations. The district also had an opportunity to reaffirm our commitment to ensuring that every student in CMSD82 feels a strong sense of belonging, receives full access to learning, and is supported to engage and succeed.



Photo: L-R: Tracey MacMillan (Superintendent); Daniel Jackson and David Gill (Ombudspersons); and Julia Nieckarz (Director, Inclusive Education)



Tina McDonald, District Principal presenting at Dyslexia Canada's Screening Symposium.

CMSD presents on the Acadience screener at Dyslexia Canada's Screening Symposium in New Westminster, October 23, 2025

Tina McDonald, District Principal, Curriculum Support, is pictured left at the Dyslexia Canada's Screening Symposium held on October 23rd, in New Westminster, British Columbia. She shared our journey of the implementation of Acadience AOL and the impacts of screening in planning for student success. Tina's presentation highlighted the strong collaborative work happening across Coast Mountains and affirmed our district as a leader in evidence-informed literacy practices.

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Early Years Community Fair

On October 26th, the Early Years Community Fair was held at Thornhill Primary School. Outside agencies and our district's Early Childhood educators organized fun Halloween activities for Terrace families. Thank you to Ms. Cindy for your support in organizing this event. Additional thanks to Ms. Amanda, Mr. Jeff, Ms. Rachel, and Ms. Kiera for your contributions to the event.



Cindy Hall, Strengthening Early Years 2 Kindergarten Transition Facilitator, supports learners at an Early Years station.



Superintendent Tracey MacMillan; District Principal, Curriculum Support, Tina McDonald; Strong Start Facilitator, Jeff Coroghly (Thornhill Primary); and Kiera McDonald, Seamless Day Instructor (EMV)



CMSD Board Chair, Margaret Warcup and Rachel Gull, Strong Start Facilitator, Cassie Hall.

Celebrating Early Learning Instructors and the Value of Play-Based Learning



Captured above, Ms. Rachel was playing Find the Mouse in the House with a group of her students. Ms. Tina was playing with playdough with Lennon and Mr. Jeff was creatively making his Christmas cards for his classroom. So many fun activities are happening in both our preschools and in our Seamless Day programs. To inquire about spaces available contact Tina McDonald at tina.mcdonald@cmsd.bc.ca for more information.



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French Immersion



Pictured Left to right: Tracey Carter, Kristen Maillot, Catherine Bégin, Catherine Barrette, Steve Wallace, Felicity Gration and Lisa Bigaouette

French Immersion teachers across the district gathered at the Board Office for training with pedagogist Lucile Denys on October 27th and 28th. They learned with their grade level partners about structured literacy in French. Catherine Bégin, our French literacy lead, led the afternoon session on training our teachers on using the French language reading screener that many of our teachers built with Lucile last school year. A big thank you to Catherine for leading this work. She is supporting K-6 teachers across the district in completing their screeners.

Seven educators from CMSD attended ACPI - Association Canadienne des Professeurs d'Immersion Conférence (Immersion teachers professional conference) which was held in Banff November 12-15, 2025.

Tracey Carter, Kristen Maillot, Catherine Bégin, Catherine Barrette, Steve Wallace, Felicity Gration and Lisa Bigaouette all attended the conference which they described as revitalizing and an incredible networking opportunity. To support

them with this great opportunity, they accessed the French learning grants available to all teachers looking to expand their French skills through the Ministry of Education and Childcare. Link is embedded for more information.

Additionally, these teachers, along with our District Principal, Tina McDonald, will be continuing the work on building a French Immersion K-9 Framework for French literacy in the months to come. We are hoping that the creation of this document supports in teacher retention in the French Immersion programs across the district. Thank you for your commitment to our French Immersion program in Coast Mountains School District.

FSA Marking Sessions

Groups of principals and vice-principals from across the district came together this week to collaboratively mark the Foundation Skills Assessment (FSA) booklets. The sessions provided an opportunity not only to engage deeply with student work, but also to strengthen shared



understanding of expectations, assessment practices, and district-wide trends in literacy and numeracy.



Throughout the marking sessions, the conversation naturally extended beyond the booklets themselves. Principals and vice-principals

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explored emerging patterns in student learning, identified areas where additional supports may be needed, and celebrated evidence of strong instruction in classrooms.

Most importantly, the time spent together reminded everyone that assessment is not just about scores, but about understanding students more fully. By coming together to review the FSA booklets, school leaders strengthened both their collective capacity and their shared commitment to using assessment information thoughtfully and supportively. The sessions underscored the value of collaboration—highlighting how working as a district team ultimately benefits students across all schools.



Healthy Schools BC Program



The McCreary Centre Society is a non-government not-for-profit committed to improving the health of BC youth through research, evaluation and community-based projects. Their vision is that all youth are supported to be healthy and connected. The McCreary Centre Society was recently contracted by the Ministry of Health to support the revitalization of the Healthy Schools BC program—an initiative designed to help children and youth lead healthy, fulfilling lives. The program takes a holistic view of well-being, recognizing that young people's health is shaped not only by what happens at school, but also at home, online, and in their communities.

As part of this revitalization, the Ministry is seeking authentic input from youth across British Columbia. They want to understand which health topics matter most to young people today, how youth prefer to learn about these topics, and which settings—classrooms, online spaces, or home environments—feel most supportive for learning about health and wellness.



This work recently took place at Caledonia Senior Secondary in Terrace,



where the conversations with students were incredibly engaging. Youth shared thoughtful ideas, real-life experiences, and honest reflections about the challenges they face and the supports they need. Their voices are helping shape a clearer picture of what meaningful, relevant health education should look like in today's world. As we continue gathering insights from young people across the province, McCreary will share these findings with the Ministry of Health to

guide improvements to the Healthy Schools BC program. Ultimately, this work will help ensure the program reflects the perspectives of youth themselves and strengthens opportunities to promote positive health and well-being for all young people in BC.

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Ongoing Considerations

Recruitment and Retention Update

Recruitment and retention continue to be core priorities for Coast Mountains School District (CMSD). This fall, the majority of positions were filled on time, and overall staffing stability across the district has improved. Like many districts in B.C., we continue to experience challenges recruiting for specialized areas such as Inclusive Education, French Immersion, Shop (Metal and Woodwork), and Counselling across all of our communities.

To strengthen our recruitment efforts, we have expanded our outreach through earlier job postings, targeted recruitment strategies, and strong partnerships with post-secondary institutions. For example, this year we continue to work closely with universities such as UBC, SFU, UNBC, UVic, and the University of Calgary to host practicum teacher placements—an important pathway that often results in new teachers returning to begin their careers with Coast Mountains.

This school year, CMSD successfully hired 28 qualified teachers. At present, 34 individuals are serving under Letters of Permission, including both full-time and part-time placements. While we work hard to ensure every class has a qualified teacher, there are times—given provincial shortages—when hiring a teacher on a Letter of Permission is the only available option. We appreciate the continued patience and understanding of families as we navigate these staffing pressures.

All teaching vacancies are posted on the CMSD website, Make a Future, and Education Canada. We also attend job fairs across Canada, with Human Resources monitoring where recent hires originate to ensure we prioritize fairs that have the greatest impact.

On the retention side, the district remains committed to supporting staff through mentorship, induction supports, and fostering positive, relational school cultures. While pressures remain in high-needs specialty roles, we are seeing steady progress and continue to prioritize the support and long-term success of our educators.

For CUPE recruitment, the district primarily uses Indeed and WorkBC. As of this week, we have nine open support staff postings. Since September, 32 support staff vacancies have been posted, and we have welcomed an additional 46 casual on-call employees and nine new continuing support staff employees.

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.

A French Immersion community consultation meeting will be held on Tuesday, December 2nd at Hazelton Secondary School from 6:30-8:00PM in the Library.

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.

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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. She also organized and hosted a Town Hall to hear directly from the community. At both the visit and the Town Hall, she joined the Board in calling for renewed attention to this long-standing capital priority. Please see the attached MEMSS Timeline for further context.

Gitxsan Language Immersion Program – Majagaleehl Gali Aks Elementary

The Gitxsan Language Immersion Program at Majagaleehl Gali Aks Elementary is a groundbreaking step in public education, bringing Gitxsanimx 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 Gitxsanimx 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.

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.

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.

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.

Attachments

1. Mount Elizabeth Middle Secondary School Timeline of Events
2. Red Flags of Online Exploitation
3. 10 Tips to Keep Your Kids Safe Online



COAST MOUNTAINS
BOARD OF EDUCATION
SCHOOL DISTRICT 82



Mount Elizabeth Middle Secondary School has been a priority request since 2010

2010	Listed as the highest priority facilities project within CMSD for consolidation and renovation through 2011 Long Term Facilities Plan. Ministry of Education completed a seismic assessment.
2011-2016	During this time the consolidation and renovation of MEMSS was the top priority in each (CMSD) Annual Capital Plan Submission to the Ministry of Education (MOE). These submissions were not supported by MEC.
2016-2017	Through the approval of the 2017 Long Term Facilities Plan, the board placed MEMSS as the top priority for demolition and replacement. This plan was submitted to the Ministry of Education.
2017-2019	Annually, the demolition and replacement of MEMSS remained the top priority in the capital plan - Not supported by MOE.
July 2020	Requested \$33 M for partial renovation/replacement - Not supported by MOE.
July 2021	Requested \$72 M for partial renovation/replacement - Not supported by MOE.
July 2022	Requested \$88 M for partial renovation/replacement and \$5 M for demolition of Academic wing - Not supported by Ministry of Education and Child Care (MECC).
May/June 2023	Ministry of Infrastructure approved completion for a preliminary seismic assessment.
July 2023	Requested \$112 M for partial renovation/replacement - Not supported by MECC.
September 2023	Site visit at MEMSS by the Ministry of Education and Child Care (MECC), Capital Management Branch Regional Director and staff.
November 2023	Seismic assessment completed, identifying much of the facility at high seismic risk.
July 2024	Requested \$101 M for seismic upgrades - Not supported by MECC.
September 4, 2024	Settlement near room 104 was noted by school district maintenance staff.
September 17, 2024	Area assessed by a structural engineer and significant deterioration of wood exterior column discovered. Entire academic wing was closed to staff and students. Repairs commenced immediately. A Letter was sent to parents/caregivers by Principal, Julia Jacobs, informing them about the closure of the old wing at the school.
September 19, 2024	Email to Kitimat District Teachers Union from Janet Meyer, Interim Superintendent, addressing safety concerns.
October 28-29, 2024	Completed structural inspections of all wood glulam columns with some rot noted in single story middle school wing. Engineering recommended relocation of staff and students by November 12, 2024, to facilitate repairs.
November 1, 2024	Virtual meeting was held with Chris Brown, Assistant Deputy Minister and Damien Crowell, Executive Director, of Capital Branch from MECC. Tracey MacMillan, Superintendent, Ginger Fuller, Secretary Treasurer, and Janet Meyer shared recent assessments obtained from the structural engineer and to convey the urgency for a new school facility in Kitimat. Outcome was to continue to prioritize this on CMSD Annual Capital Submissions.
November 4, 2024	A Letter was sent to parents/caregivers informing them about temporary closure of the middle school wing at the school by Principal, Julia Jacobs.
November 5, 2024	Students and staff relocated from middle school wing to other areas of the MEMSS.
January 13, 2025	Staff meeting update on middle school wing – Julia Jacobs, Principal of MEMSS.
January 15, 2025	Tracey MacMillan, Superintendent, and Rob Schibli, Director of Facilities and Maintenance, met with the District Parent Advisory Committee (DPAC) to provide updates.
January 24, 2025	Interim structural repairs were completed; staff and students returned to the middle school wing classrooms for the start of the second semester.
February 18, 2025	Response letter was provided to MEMSS Parent Advisory Committee (PAC) addressing concerns that were brought forward by the PAC.
June 24, 2025	Met with Minister of Infrastructure, Minister Bowinn Ma. CMSD provided a detailed package about the conditions at MEMSS.
July 2025	Requested \$128 M for seismic upgrades – Waiting for response from MECC.

Red flags for online exploitation

If an online friend...

- is constantly asking your child to do things that makes them feel uncomfortable or unsafe
- is not taking your child's "no" for an answer
- is guilt tripping or threatening your child
- is giving your child online gifts such as cheat codes, admin codes or online gift cards
- is asking your child to switch online platforms (i.e., from a gaming platform to a social media platform)
- is asking your child to meet in real life

...or, if you notice changes in your child's behaviour (i.e., staying up late, hiding their screens or talking about a new online friend)...

...their online friend may be an online exploiter. For next steps, check out our **top 10 tips for staying safer online**.

10 TIPS TO KEEP YOUR KIDS SAFE ONLINE



Not everyone is who they say they are.

Remind your child that online, anyone they don't know in real life, is still a stranger, even if they have been talking to them for a while.



Don't overshare.

Talk to your child about what personal information should never be shared on apps and in chats, including their full name, age, city, school and photos.



There are no free gifts.

Let your child know that if someone offers free in-game currency, money, or virtual gift cards, it's a BIG RED FLAG and could be a tactic to gain trust or manipulate them.



Don't switch platforms.

Explain to your child that switching from a game to a social media app is a common tactic used by exploiters to get closer to a child and avoid detection.



NEVER meet in real life.

Tell your child they should never meet an online friend in person without your knowledge and consent—and only if a trusted adult is present.



Show curiosity!

Just like you ask your child what they did in school, ask them about what they like to do online, which games they play, and who they are connecting with.



Set clear boundaries and monitor.

Know which apps your child uses, enable safety features, and talk about online rules. For kids under ten, we recommend that an adult monitor all online activities.



Be a safe person.

Many kids don't ask for help because they're afraid they'll get in trouble or have their screen privileges taken away. Let them know they can come to you—no matter what—without fear of punishment or losing screen time. Your support matters most.



Create a [safety plan](#).

With your child, work out what they should do if someone makes them feel uncomfortable or unsafe online: block, report, and tell a trusted adult.



Check in regularly.

If your child is engaging in risky online behavior, talk to them about why it's unsafe and work together to find a safer way forward.