



COLLECTIVE
RESPONSIBILITY

INSTRUCTIONAL
CAPACITY

SAFE, CARING & INCLUSIVE
LEARNING COMMUNITIES

INDIGENOUS LEARNING
& CULTURE

PLACE-BASED
LEARNING

Key Focus Areas of 2024-2027 District Plan for Student Success

Superintendent Report to Cariboo-Chilcotin School District Board of Education *September 28, 2026*

August Leadership Days

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District leadership spent three days in August learning, planning, and preparing for a successful start to the 2026-2027 school year. In addition to business sessions, the group had the opportunity to gather at the beautiful Williams Lake First Nation Arbor for outdoor learning activities with *Mentorship in the Wild* author Court Rustemeyer.

The experience was enriched by the generosity of the Williams Lake First Nation Culture Team, who shared teachings and traditions including salmon canning, Secwepemctsin language, pine needle basket making, and a sweat ceremony. Drumming and a round dance brought everyone together in a spirit of learning, connection, and celebration. Time spent on the land provided meaningful opportunities to deepen understanding of local First Nations knowledge, culture, and community while strengthening relationships across the team.



Focus area posts [Walking the Talk for a Good Year](#) and [Starting In A Good Way](#)

Welcoming Our Newest Teachers

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CCSD is intentional about giving new teachers a solid start to their career in the district. Focus area post [Growing Roots Together](#): “the week before school starts finds a collaboration between the



Cariboo Chilcotin Teachers' Association, Principals, and SD27 Human Resources to welcome new teachers to the district with a shared commitment to creating the conditions for them to thrive. Grounded in the importance of Indigenous education and place-based learning, this welcome connects teachers to the lands, communities and relationships that shape learning in SD27. Like roots that strengthen through connection, teachers grow through shared knowledge and mutual support—knowing they belong, who they can turn to, and that supporting student success is a collective responsibility.”

District Day

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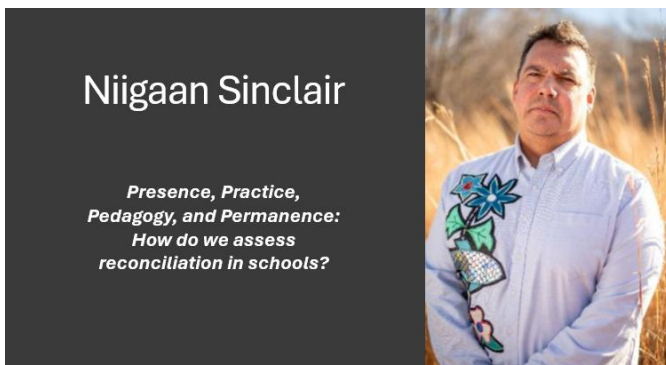


District Day is an opportunity to gather all staff in the district together at school sites joined virtually for learning and fostering shared vision and collective responsibility. On September 8 the staff was welcomed to the First Nations territories

[Collective Welcome](#)

Kukpi7 Sellars and Nits'il?in Solomon honoured the district with territorial welcomes. Representatives of the Board of Education, Cariboo-Chilcotin Teachers Association (CCTA), International Union of Operating Engineers (IUOE), and Principals and Vice-Principals Association (PVPA) brought

greetings. The superintendent's address expressed gratitude to staff, the invitation to slow down and begin the year with community and culture building, and to share and celebrate growth and success.



[Every Role Matters - Shaping Student Experience Together for Reconciliation.](#)

Post: “award winning writer, editor, professor, and podcast, television, and radio figure, Niigaan Sinclair addressed the entire staff of Cariboo-Chilcotin School District on District Day September 8, 2026. He delivered a powerful message to education staff but also all of the other team members across departments and settings who together create the tone and culture that students experience. Niigaan shared stories including his father Murray Sinclair's visit to the area in 2013 to celebrate the very first ever Orange Shirt Day.

He spoke to the importance of moving reconciliation from awareness to practice that goes beyond Social Studies and isolated units to embedded pedagogy that becomes just part of who we are and how we do things in CCSD. There is much to be proud of in our system and community and the hope is that everyone on our team feels empowered to continue the work to make our district a safe, caring, and welcoming place that honours everyone in it and achieves equity for all learners. Thank you to the Indigenous Education Council (IEC) for recommending Niigaan as a presenter for District Day.”



A [focus area post from 150 Mile Elementary](#) demonstrates the impact of the presentation. Principal Craig Munroe explained, “after the keynote my staff and I took some time to debrief and thought that this was what Mr. Sinclair was trying to get at with regards to our educational processes. Drum making, and the knowledge behind it, cannot rest solely on the shoulders of a First Nations representative or else if they are not present this learning does not happen - we are trying to make sure this is just part of what we do because it is important (just like Math).”

It is part of the tradition and Indigenous learning program in our school district that students each make drums the year they transition from elementary to secondary school. Seeing the school staff take responsibility for carrying on the teachings they have been gifted is a commitment to reconciliation.”

All schools participated in local First Nations learning on District Day, demonstrating a shared commitment to reconciliation and building stronger connections with Indigenous communities. Through experiences grounded in local knowledge and relationships, staff deepened their understanding of Indigenous languages, cultures, ways of knowing, and principles of learning. This learning supports the district's ongoing efforts to embed Indigenous perspectives and practices throughout schools and classrooms, helping to create more inclusive and responsive learning environments for all students.

First Days of School

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The start of a new school year was marked by a wide range of welcoming and celebratory activities across the district. [Post:](#) “Marie Sharpe Elementary began the first day of school as a community in circle, outside, with a welcome to Secwepemcúlecw and dancing led by the WLFN Culture Team – Kukwstsétsemc! Families, district staff, and the RCMP were part of the inclusive and joyful celebration alongside the K-6 students both new and returning. We even had a flock of geese join in. Overheard said by Principal Heather




McKinnon: ‘but first community and dancing!’ That is exactly the intention behind the start up activities across schools in Cariboo-Chilcotin School District (CCSD).

Everyone learned about different kinds of pow wow dances and joined in. A circle dance allowed every person there to personally greet the other members of the school community.”

Visit the district and school websites to explore the [Success Stories](#) section and see how schools helped students and families feel connected, supported, and excited for the year ahead.

RCMP Presence

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[RCMP Making Connections](#)

CCSD enjoys strong and positive partnerships with the RCMP in the communities both organizations serve. Local officers and leadership are responsive when support is needed and are committed to building positive relationships with students throughout the year. As valued members of



[Police Liaison Visit at Lac La Hache](#)

school communities, RCMP members were highly visible at the start of the school year, helping to create welcoming, safe, and supportive environments for students, staff, and families.

Preliminary Enrollment Pattern

We are in the pattern of declining enrollment that was predicted for our region but interrupted with a temporary increase through the pandemic. Our current enrollment represents a drop in students in each grade cohort that will move through the system over the next thirteen years, with a bulge at grades 6 to 8. New students moving into district have been largely at the secondary level. The preliminary student headcount is 4340 which is 98 students fewer than the final headcount at September 30, 2025.

Schools are still confirming enrollment, following up with families who have not attended and ensuring records and schedules are accurate for our September 30 snapshot date that determines our funding for the school year. Final counts and FTE will be reported to the Board in October.

Website

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The CCSD [website](#) continues to evolve to provide a more user-friendly experience, improved access to information, and a stronger reflection of the incredible landscapes and communities that are home to our schools. Staff were invited to contribute their favourite photographs for the site's seasonal

features, and the images shared this season beautifully showcase the places where we live, learn, and work. The refreshed website is both informative and visually engaging, serving as a reminder of how fortunate we are to call this region home.

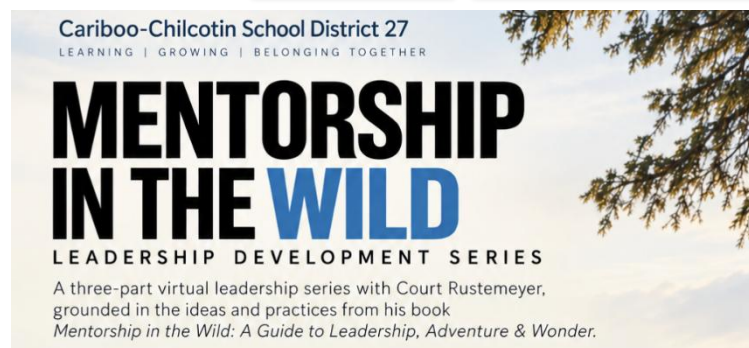
Mentorship In The Wild

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More than 50 CCSD staff members signed up for a three-part leadership development series with author, educator, and adventurer Court Rustemeyer. This is the second year of Court's partnership with the district to help create a culture where more people feel empowered to lead. The first session on September 17, *Becoming Someone's Trailhead*, was

about meaningful relationships, presence, and the power of everyday moments creating the foundation for strong leadership.

Professional Development Day and Learning Rounds

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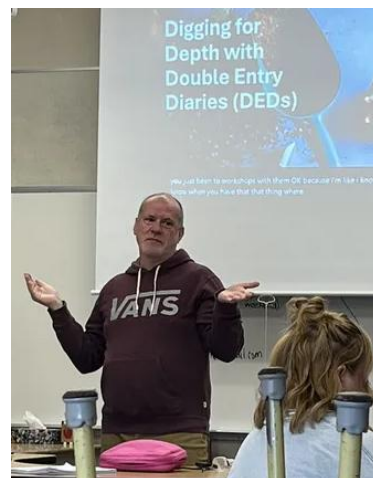
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September 21 was a non-instructional day (NID) for educator professional development. The CCTA organized a slate of learning options for teachers including [digital tools for student portfolios](#) and career planning, [primary](#) and [Grade 7](#) math assessment and teaching strategies, building [food literacy](#), [primary literacy](#) instruction, [improving student writing](#), and [truth & reconciliation](#).

Presenter Bryan Gidinski led [workshops](#) on intermediate and secondary literacy on the

NID and followed with two days of co-teaching with CCSD teachers in their classrooms while other teachers observed and reflected on the demonstrated practice. Learning rounds are an effective way to support build instructional capacity.



National Day for Truth and Reconciliation and Orange Shirt Day

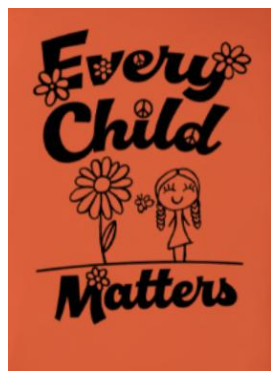
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Orange Shirt
Society 2026 design

September 30 marks the National Day for Truth and Reconciliation and Orange Shirt Day. Originating in Williams Lake, Orange Shirt Day honours Residential School Survivors, their families, and the children who never returned home. The day provides an opportunity to reflect on the lasting impacts of residential schools, deepen understanding, and advance truth, healing, and reconciliation. Students, staff, and community members are encouraged to wear orange to recognize that *Every Child Matters*.

Throughout the week, CCSD schools will engage students in learning, reflection, and activities that support understanding of the history and legacy of residential schools. Staff and families are also encouraged to participate in local community events and opportunities for learning and remembrance.

Key Focus Areas of CCSD District Plan for Learner Success



Schools continue to contribute powerful images and descriptions to help share the story of how the key focus areas of the District are coming to life across the Cariboo-Chilcotin. These examples may be viewed on the [district website](#) as [focus area posts](#).

This work is embedded in daily life in our schools and across departments. There is significant cross-over of the themes as all members of the school district community act for greater collective responsibility, instructional capacity, inclusive learning communities, Indigenous learning and culture, and place-based learning. Please take a few moments to explore our stories and celebrate our success with us.

Collective Responsibility

- Common information
- Professional conversations
- Collaborative relationships
- Intentional action

Instructional Capacity

- Literacy
- Numeracy
- Assessment
- Collaborative Professional Development

Inclusive Learning Communities

- Safe, welcome environments
- Meaningful engagement in learning
- Connection to caring adults
- Student voice

Indigenous Learning & Culture

- Local cultural learning
- Language
- Equity of outcomes
- Belonging, Mastery, Independence, Generosity

Place-Based Learning

- Time outdoors
- Time in nature
- Learning on and from the land
- Local learning