



Cariboo-Chilcotin
School District

The Stories Within our Progress Report

Safer Schools Review of Climate and Culture in Cariboo-Chilcotin School District

June 2026



Our stories tell the real story

The district's progress report is only a reflection of all the human experiences that give it meaning. This document accompanies the formal update and brings to life the growth we experienced together this past year.

For every "metric" or "indicator" we can talk about, behind it are living, breathing stories of students, staff, parents, caregivers, and community partners. This is the real evidence of safer, more inclusive schools.

Through both our formal reporting and our story telling, we aim to keep ourselves accountable and to celebrate the progress of our people.

Thank you to all of our staff for your ongoing diligence in capturing these experiences in words and images each week. We are proud to share your story.



New website profiles learning experiences and enhances information access for families

Much of the content on these pages is profiled on our website at:

www.sd27.bc.ca/key-focus-areas-for-enhancing-learner-success

There are pages and pages of wonderful examples from our schools, departments and surrounding communities. All are aligned with our Key Focus Areas.

In addition, the much-enhanced district and school websites provide improved access to key information as well as the latest happenings around the district.

See our Success Stories

District Plan For Learner Success

[See our Success Stories](#)

Collective Responsibility

Instructional Capacity

Safe, Caring & Inclusive Learning Communities

Indigenous Learning & Culture

Place-Based Learning

Cariboo-Chilcotin School District

Key Focus Areas for Enhancing Learner Success

We are proud of what we are doing in these areas to enhance the experience and success of all learners across our schools and district. By sharing our stories we spread the joy that comes from doing good work together and seeing the difference it makes for students, families, and community.

CELEBRATE WITH US!

Collective Responsibility

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

Instructional Capacity

- Literacy
- Numeracy
- Assessment
- Collaborative Professional Development

Safe, Caring & 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

Cariboo-Chilcotin School District

Our pillars: Generosity. Mastery. Independence. Belonging.

erase
EXPECT RESPECT & A SAFE EDUCATION

School Trustee Elections

Our District

Schools

Students & Families

Contact

350 North 2nd Avenue, Williams Lake
BC, V2G 1Z9

Contact Us

Phone: (250) 398-3800

Consulting stakeholders on communication needs and improvements

Over the past year, numerous focus group and brainstorming discussions have been facilitated by our communications professional with trustees, senior staff, and key stakeholder groups. We've gathered input from parents and caregivers, PACs, teachers, Indigenous Education Council, school administrators, front-line staff, school secretaries, district departments.

Their collective perspective has helped us understand what's working and what isn't in terms of information sharing, responsiveness, collaboration, and people's sense of engagement.

Rather than a one-time plan, we consider this an ongoing "planning" process to enhance communication practices at schools, the district office, online, and within our communities.

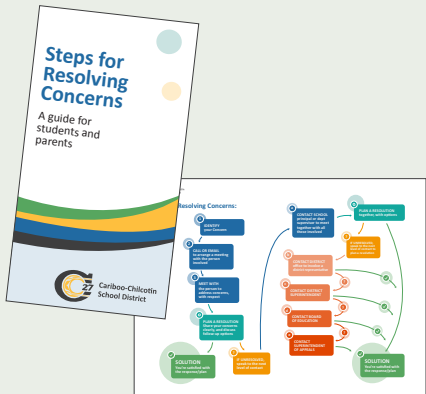


New Mobile App to enhance parent connections with schools

In response to public input, the district has initiated the development of an app with our website vendor. The goal is to provide ready access to weekly information for parents and caregivers as well as more general links and info to enhance their connections with their children’s school. Roll-out is expected to begin in fall 2026.

Reporting and Resolving Concerns made easier

Brochures, flyers, and a web page provide parents and caregivers with ready access to guidance when concerns arise. District policies have also been updated and aligned to ensure clarity and consistency about the process and whom to contact.



We appreciate you!

Chilcotin Road Elementary recognized the daily contributions of their bus drivers with Bus Driver Appreciation Day. Students made signs, gave gifts, and expressed their gratitude for the safe and welcoming start the drivers provide each day, and for the positive connections they have formed with so many students on their routes.

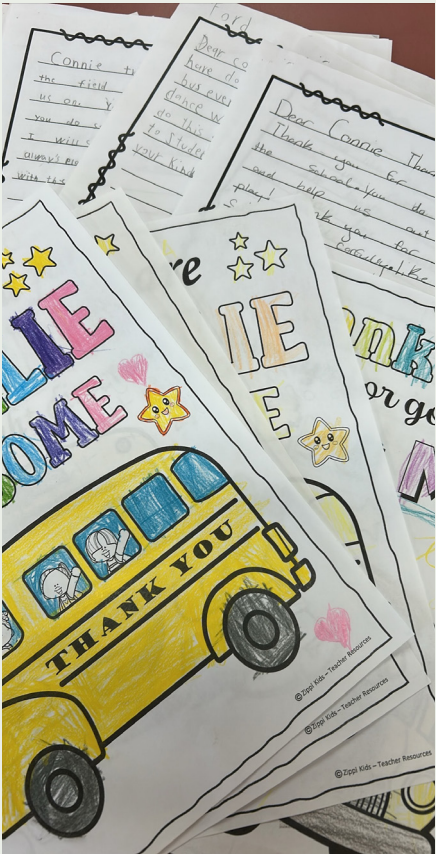


Information resources shared with Chiefs and Councils

Specific information packages were organized and provided for Chiefs and Councils, including information of particular importance to Indigenous communities and students. Flyers were also provided that inform families on steps to report and resolve concerns.

Every Role Matters: recognizing the people who nurture our Inclusive school community

Tatla Lake Elementary/Junior took time to write letters of appreciation to their bus driver and administrative assistant. Their words speak volumes about the relationships that make their school such a caring place to learn and grow.



New transportation tools provide online bussing applications, route assignments and website notifications

The Operations & Transportation Department have done extensive consultation with parents and caregivers, school staff, and community members. A new online system allows for easier application and route assignments notifications. At the top of the District website there are also Bus Updates such as for route cancellations. This gives parents more timely access to important daily bussing information.



Safe, Caring & Inclusive School Communities

Our 3 Pillars of Focus for Safer Schools

Three major areas defined our priorities for taking action on safety this year:

1. There were practical enhancements to **building security**, communication systems, and access management. CCSD is becoming recognized as a leader in building security.
2. We focussed on “**noticing and responding to worrisome behaviours**”. Extensive training was provided and best practices established for staff and parents.
3. We fostered **caring and inclusive school cultures** in many ways. Circle activities, relationship building, and collaborative projects happened before the September start and throughout the school year.

Safer Schools Together and Erase program training for families

Throughout the year, family sessions were promoted on the district website and sent out to parents via monthly school newsletters. Both on-site and online learning sessions were provided at numerous schools.



Online safety and social media awareness

Multiple schools offered “Establishing Safe, Caring and Respectful Digital Communities” sessions throughout the year. This included lessons around social media awareness, digital citizenship, and cyber-bullying. Students and care givers participated.

“The Williams Lake RCMP and Cariboo-Chilcotin School District work closely to support safe, healthy school communities. Through collaboration on threat assessment and addressing high-risk student behaviours, this partnership ensures concerns are identified and addressed early and effectively. It has also supported student-led initiatives, including a recent project in which wood shop students designed and built high-quality storage units for police vehicles.

10 Steps and Circle of Courage training toward trauma informed school communities

A two-day course was offered for school admins, Youth Engagement Workers, Counsellors, Indigenous Support Workers, and other staff and community members. Students and staff at our alternate education schools received specific 10 Steps training. And Trauma-Informed training was offered to all interested educators during our professional development day.



This work not only developed students’ leadership skills and contributed to a positive school culture, but also highlights the strong, ongoing connection between local police and the local school community.

– Staff Sergeant Brad McKinnon

Circles of Learning set an inclusive tone at the start of the school year

An intentional district-wide start to the year focused on building community through circle activities, relationship building, and cooperative activities. Returning to school after breaks was reinforced with more community building, drumming and smudging, and assemblies to review school codes of conduct and how to report and get help with anything concerning.

Staff circle activities

Throughout the year, staff were led in tone-setting experiences that instilled cooperation, mindfulness, empathy, and focus, all of which enhanced their daily interactions with students.



Everyone was impacted by the Chilcotin Road Elementary school-wide circle!



Red Dress Day recognized

Many schools took time to acknowledge the National Day of Awareness for Missing and Murdered Indigenous Women, Girls and 2SLGBTQI+ people. Assemblies, art projects, social studies units and other activities allowed students and staff to reflect, honour and raise awareness about injustices faced by Indigenous and 2SLGBTQI+ communities.



National Accessibility Week celebrated

Columneetza Junior Secondary paid particular attention during the week to the diversity of their school population. They focussed on messages and learning about belonging, acceptance, and empowerment of every student.



Safe schools web page

The www.sd27.bc.ca/safe-schools web page provides extensive resources on a number of essential topics including:

- Erase • Fair Notice
- Parent Handbook
- Emergency Response Procedures
- Gender Inclusive Learning
- Raising Digitally Responsible Youth
- Family Practices for Safeguarding against Cyber bullying and Sextortion
- FREE family oriented online orientation sessions, and more.

“SD27 has shown ongoing leadership in advancing trauma-informed education by prioritizing targeted professional development for staff and learning opportunities for students.

Through this training, the district is strengthening its capacity to support student well-being, enhance school climate, and promote resilience-informed practices across diverse school settings.

– Ronda Ziakris, trainer

Codes of Conduct take centre stage for staff and students

Codes of Conduct were developed collaboratively by school administrators with district support. Best practices were shared for both their contents and implementation. Students were introduced to them more intentionally this year, along with rights and responsibilities and behavioural expectations. Circle of Courage concepts were also integrated into Code of Conduct student orientation in numerous classrooms.

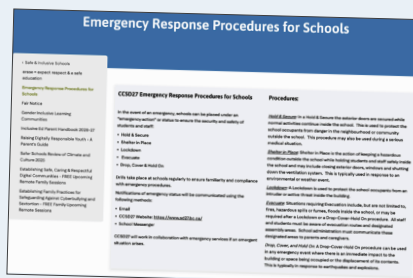


Cultural Connection Day

Horse Lake Elementary students and staff shared with one another about their diverse cultures, traditions, music, and personal experiences. The “Culture, Celebration and Connection” theme day exposed them to new perspectives, traditions, clothing, and even some delicious food made by their teacher!

Critical Incident Response Management training

All principals, vice-principals and the senior leadership team participated in a brand new provincial 1-day training workshop. The district received the



CIRM Toolkit-BC and modelled the district’s Incident Command System around this training. Emergency response procedures have been updated and are posted on the district website. The training has proven very effective so far in equipping staff to address incidents during the school year. It also strengthened collaboration with RCMP and emergency responders.



“While our DPAC (District Parent Advisory Committee) executive are all quite new to the role, I can happily say that we have already benefitted from support and collaboration with the School District. We have received and appreciated support in the form of meeting spaces, technical aid, knowledge transfer for new DPAC executives, spaces held for DPAC/PAC representation to provide input, and time and expertise made available for questions.

We have benefited from meaningful collaboration in opportunities for input on budget, on policies, and on time taken to review our questions and come back with intentional and researched responses, such as the queries over use of school space and janitorial fees last year. It would be fair to say that our DPAC has felt a bit reinvigorated and feels that we are growing in being supported and being able to provide meaningful input – a collaboration we very much appreciate.

– Sarah Fletcher, DPAC

Our Shared Responsibility brings new energy and intention to partnerships

The school district has always valued its many partners, from staff groups to the broader community. This year, we became more strategic and celebratory at the same time. A winsome illustrative approach to depicting our collective partnerships has elevated the importance of our collaborations along with the roles and processes for supporting students. Schools have adopted the initiative and developed their own partnership charts. This has sharpened our planning and our accountability around partnerships.



Indigenous Learning & Culture

Staff Indigenous cultural learning experiences

At numerous schools across the district, whole staff teams attended full-day learning experiences presented by Indigenous community members who partner with our schools. These took place at cultural centres, Nation sites, and of course out on the land.

From drumming, rattle making and salmon runs to discussions about treaties and self-governance, staff experienced a diversity of themes through immersive participation.

This learning will help them bring deeper cultural knowledge and perspectives into their schools and classrooms. It helps them more meaningfully support Indigenous students and engage all students.



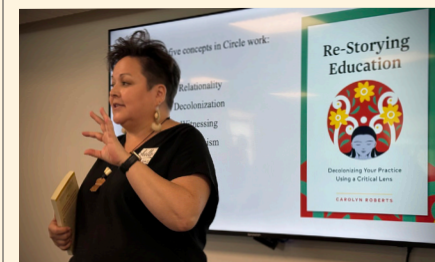
District Anti-racism Committee established

As part of the district's response plan to the Safer Schools report, the Anti-racism Committee will help keep both awareness and needs prioritized across the district. An information session was held in spring, terms of reference drafted, and the committee's first face-to-face meeting was held in June, facilitated by Carolyn Roberts.

Priorities will include policies and practices, curriculum, professional learning, engaging community voices to inform decision-making, and monitoring district progress and needs. Representatives include IEC members, teachers, support staff, school administrators, DPAC, and secondary students.

Anti-racism workshops inform and equip leaders

Carolyn Roberts, author, and educator at the UBC Indigenous teacher education program, has led school and district administrators and team leads in a series of anti-racism workshops.



Her authentic and story-oriented approach have helped staff gain a fuller understanding of where racism exists and how they can shift assumptions, perceptions and practices.



Indigenous Education Council seeks to set high standard for collaboration and progress

The Indigenous Education Council (IEC) already has numerous important agenda items it is working through.

Targeted funds for the Indigenous Education budget went through planning and approval in October. A plan for surplus funding was developed, and staffing levels for 2026-27 were co-developed and approved in March.

Input sessions for Indigenous Learning Day – part of the district’s non-instructional day – were discussed at February and June meetings. Policy review and input will be an ongoing agenda item, as will Equity Scan discussions.

The “How are we doing” (HAWD) report was provided to the Ministry in May. And local IEC members participated in two regional sessions with other IEC’s from around the province. National Indigenous Peoples Day events were discussed in May.

IEC’s are a relatively new initiative provincially. Progress is a combination of clearly defined objectives but also exploration about what’s possible and what is highest priority to address. This will continue to be a focus for the council in the year ahead.

Williams Lake First Nation and school Cariboo-Chilcotin School District pioneer new data-sharing model to decolonize education

In a major step forward for Indigenous-led education reform, Williams Lake First Nation (WLFN) and the District renewed their Local Education Agreement (LEA) with a new focus: transforming how data is shared and used to support Indigenous students.

While LEAs have historically included provisions for data sharing, meaningful access and Indigenous-led analysis have long been a challenge across the province. That’s changing.

“WLFN is one of the early adopters of a new data sharing platform that will empower Nations to guide the conversation using real-time data,” said Norma Sure, WLFN’s Director of Education. “It’s about shifting from asking for data to owning the data and using it to advocate for our children.”

First Nations now have the legislative tools to take the lead on student data. Under the new model, WLFN and the District are co-developing a system that

allows direct access to student data through the Learning Enhancement Agreement Platform (LEAP). This approach means that when LEA meetings occur, they won’t just focus on numbers—they’ll focus on how that data is being used to improve student outcomes.

“We’re not just renewing an agreement,” said Council Member Shae Chelsea. “We’re decolonizing the process itself.”

“The relationship of the IEC and the district is progressing. We have our own new terms of reference that we are working through. It is community by community and case by case. As chair I do my best to help everyone work together for the benefit of students. It is ok to have disagreement as we move forward. There is always room for improvement in any relationship and I look forward to that continuing. After the regional gathering we felt that we were in a good place in many ways from the years of work together between the district and FNEC.

**– Rosalie Montgomery
Education Coordinator/IRA
Yunesit’in Government**



Historic Elected Leaders Gathering brings together community leaders to share and collaborate

The first Elected Leaders Gathering of Board of Education and Chiefs and Councils was held on February 4, 2026. This was an event of historic significance.

Board of Education Trustees and Chiefs and Councils enjoyed a meal together and listened to one another. It was the start of sharing of concerns and hopes related to the students we all support.

There was commitment to continuing with this structure as another important opportunity to work together at the governance level,

alongside other venues like Indigenous Education Council and Local Education Agreement where the nations have ownership.

The second gathering on May 14 provided rich interactions. There was open conversation about school attendance as a priority.

A draft schedule for future gatherings is being circulated to chiefs and councils for input. It was another positive step forward together as we strengthen collaboration between the District and First Nations.



Commitment Sticks encourage personal agency for students



Facilitators from Nenqayni Wellness Society led students through a meaningful tradition-inspired, hands-on activity. As they crafted commitment sticks, students reflected on what is important to them and identified commitments they would like to honour moving forward. The activity encouraged self-awareness, responsibility, and personal accountability, while connecting them with Indigenous teachings.

Inspiring students with Secwepemc storytelling



Kenthen Thomas captivated students recently with his story of Coyote and Bear and the creation of day and night.

Grade 12 Capstone projects focus on Indigenous culture

Student engagement with Independent Direct Studies is growing, and many students are now focusing their required graduation Capstone projects on Indigenous cultural learning.

To further support this effort, the IEC voted to financially support Capstone projects. A presentation was made at the May board of education meeting, highlighting the creativity and craft of a number of creative grade 12 students, including a hand-made traditional drum and anorak.



Indigenous Learning & Culture

Indigenous language teachers celebrated for their cultural stewardship

Two well-loved teachers were recognized this spring for their important contributions to Indigenous culture. Charlotte Haines teaches T̓silhqot'in (Chilcotin) language to grades 7-12 students. She loves using technology and games to engage her students, as well as prioritizing



getting her students outside for learning. Marcella Arnouse teaches Secwepemctsin (Shuswap) language to grades 7-12 students. Marcella loves engaging oral language, and working with fine arts like beading and textiles. This is simply one example of how language is being upheld and passed along within the context of our schools. The best part is that all students are enriched by the learning experience!

The power of the Pow Wow experience in school and community

Nothing is quite as energizing, inspiring and enveloping as a Pow Wow experience. From Williams Lake to Tatla Lake and in many other directions

around our region, students, staff and communities gathered together for drumming, dancing, sharing, healing, and celebrating. They learned

about different types of dances, their meaning, and the stories they tell. And don't forget the food! Dancing gets the heart pumping...



Changing the narrative on attendance through supports and recognition strategies

The District was excited to introduce the Super Attendance Recognition Program this past spring. It's a new initiative that celebrates student effort and acknowledges the vital role families play in supporting regular school attendance.

It recognizes effort, progress and commitment and seeks to recognize school attendance in meaningful ways. Along with recognition certificates, there are monthly and year-end draws for prizes and grocery gift certificates.

Three categories recognize 90% or greater monthly attendance, a 10% improvement, and 90% or better yearly attendance.



Alternate education leadership and facilities unite around shared resources and staffing

A consolidation of leadership for both Alternate ed programs has provided greater synergy of operations and more opportunities for collaboration and resource sharing. The 100 Mile alt ed program was co-located with a community service association to enhance its capacity to serve students.

The District also updated its referral and exit process for alt ed students to ensure we are as responsive as we can be in supporting at risk students.

Culture of belonging in school plans seeks to widen the welcome

We know that one of the FNEsc metrics for attendance is making schools a place that students want to be. We must be observant of gaps and friction points, and very intentional in making sure that all students feel welcome. Culture of belonging is therefore now an intrinsic part of school planning and a focus for all school staff teams.

Implementation of FNEsc Toolkit improves attendance strategies

The district has benefitted from best practices provided through its involvement with FNEsc. This includes intentional interventions, making schools places where students want to be, creating a welcoming school environment, nurturing strong relationships between school and families, and sharing the message.

Focus area posts catch students doing their best

Focus area posts celebrate all that's happening in our school communities. They also provide opportunities for students to be recognized for their progress and successes. This helps them feel more connected and valued, and this directly influences attendance.



For more stories about students, learning, and our efforts towards safer, more inclusive schools, please visit our web section featuring Focus Area Posts:

www.sd27.bc.ca/key-focus-areas-for-enhancing-learner-success

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Together, we are growing.