



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

October 26, 2026

National Day for Truth and Reconciliation and Orange Shirt Day

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Director Grant Gustafson will present to the Board this evening on the many ways schools across the district engaged students and staff in meaningful learning and respectful reflection during Orange Shirt Day. Schools throughout the district shared stories and highlights demonstrating how their communities honoured the day through learning, dialogue, and acts of reconciliation.

The District is grateful for the leadership and guidance of the Orange Shirt Society, as well as the local First Nations Elders, Knowledge Keepers, and community partners whose contributions enrich learning across our schools. Their support helps deepen understanding and strengthen our collective commitment to truth, reconciliation, and meaningful relationships with Indigenous communities. See [Our Success Stories](#) for many examples in schools.

Celebrating Legacy of Language

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Chilcotin language teacher [Linda Jack](#) has been teaching Tsilhqot'in language and culture in schools throughout Williams Lake for many years. The impact of her work was beautifully evident at the Orange Shirt Day gathering at the Williams Lake First Nation Arbor, where students responded in unison to her Tsilhqot'in language prompts, their voices resonating throughout the venue. It was a powerful and moving moment that reflected the strength of language

revitalization and student learning. Ms. Jack shared this experience at the Williams Lake Orange Shirt Day event on September 30 and has been invited to share it with the Board this evening.

Indigenous Education Council

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The first [Indigenous Education Council \(IEC\)](#) meeting of the school year was held on October 5. The IEC is a vital partner in supporting the success of Indigenous students and holds legislated authority over its own terms of reference and key responsibilities. These include approving the use of targeted Indigenous Education funding and providing advice to the Board and district on Indigenous education and matters affecting student achievement and well-being.

The IEC supports many important initiatives across our schools, including the Indigenous Role Models program, grade-wide cultural learning projects, and monthly cultural learning plans implemented in each school. We value our strong partnership with the IEC and look forward to continuing this important work together to enhance student success and strengthen connections to culture, community, and identity.

Take Me Outside Day (*and week and yearlong challenge*)

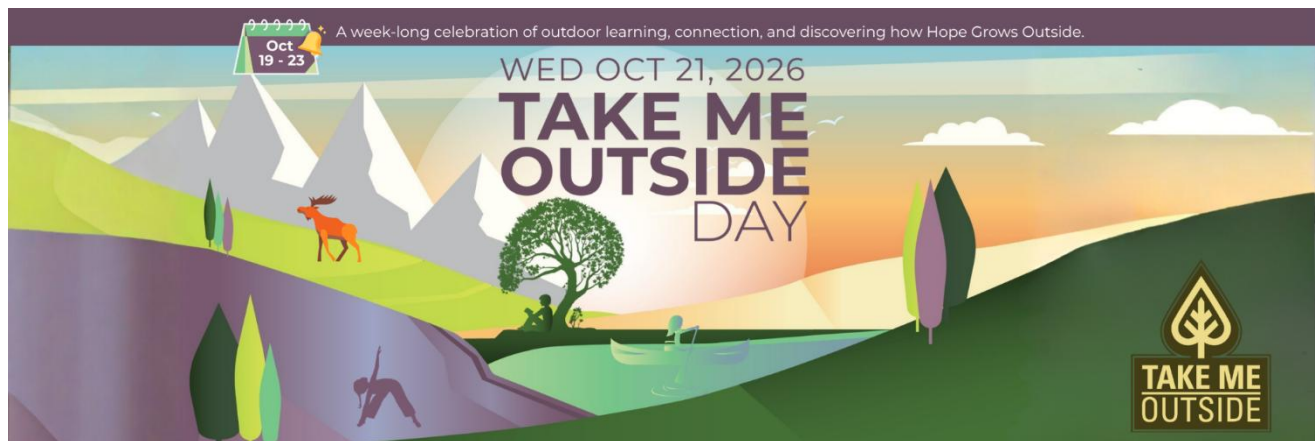
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The Cariboo-Chilcotin School District has identified place-based learning as a key focus area within the District Plan for Student Success. We know that outdoor, local, and nature-based learning benefits both students and staff in many ways, supporting self-regulation, readiness to learn, engagement with academic and competency outcomes, environmental stewardship, and overall mental health and well-being.

We are proud to participate in Take Me Outside (TMO) Week, October 19-23, and TMO Day on October 21. While taking learning outdoors is a year-round practice across our district, this week provided an opportunity for classes to connect with students and educators across Canada through shared outdoor learning experiences. Through its partnership and professional learning opportunities, TMO Canada continues to support our district's capacity to expand high-quality outdoor learning experiences for students.

Schools will be sharing highlights of their Take Me Outside activities through place-based learning focus area posts on the District website. We encourage everyone to [explore these stories](#) and celebrate the many ways students are learning from and connecting with the places they call home. See you outside!



[Playground Math at Cataline](#)



[TMO for literacy at Nesika](#)



[Secwepemctsin in the morning mist](#)



[150 Mile at Scout Island](#)



CCSD TMO4L Logo



[Music classes start outside at Cataline](#)



[Mountview taking it to the forest right outside the school doors](#)



[Tatla paper cameras](#)

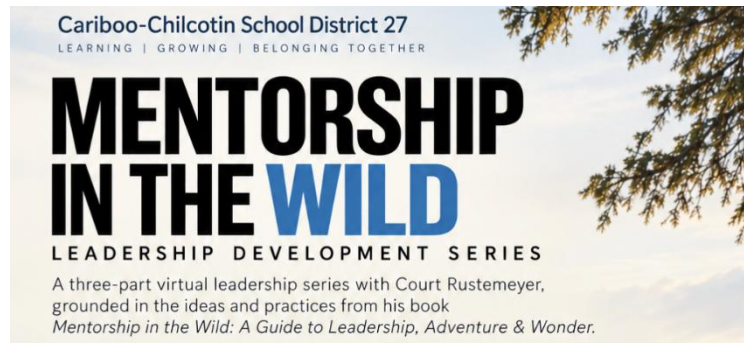
Mentorship In The Wild

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Part 2 of the Leadership Development Series with author, educator, and adventurer Court Rustemeyer was held on October 14. In this session, [Holding Steady for Others](#), participants explored how their leadership is experienced by others during challenging circumstances and learned strategies for remaining grounded so that responsibility and ownership remain with the individuals they are supporting. As a practical application of the learning, participants have been asked to practice a structured set of response strategies before the next session when supporting someone through difficulties. While the series is focused on strengthening leadership capacity for outdoor and environmental learning, the skills and approaches being developed are also supporting leadership growth and system improvement across all areas of the district's work.

Sharing the Light with Monique Gray Smith

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For several years, Monique Gray Smith has been a valued learning partner with CCSD. Through her books and presentations, she has deepened our understanding of the history and legacy of residential schools, supported meaningful learning about truth and reconciliation, and shared lessons grounded in nature and Indigenous ways of knowing and being. Her work also reminds us of the transformative

power of love, hope, and healing.

On October 19, staff were invited to spend an hour with Monique as she [shared readings and reflections inspired by her book, *Sharing the Light*](#). The session explored the benefits of spending time in nature and highlighted the importance of gratitude, love, joy, happiness, and hope in our lives and

work. Providing a welcome opportunity to pause and reflect during a busy season, the session was deeply appreciated by staff. We look forward to continuing our learning with Monique during another virtual visit in January and to welcoming her to the district in person this May.

Numeracy Learning Rounds

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CCSD continues to work with numeracy specialist Carole Fullerton to build instructional capacity across grades and schools. Carole leads learning rounds where she co-teaches a lesson with a classroom teacher with their students while other teachers observe. The debrief is a rich opportunity to talk about the practices that were demonstrated, how they affected learning, and how they might translate to the teachers' own classrooms. Carole was in the district October 5-7 hosted by 100 Mile Elementary, Marie Sharpe Elementary, and [Columneetza](#) Junior Secondary.



Foundations Skills Assessment

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The Foundations Skills Assessment (FSA) of literacy and numeracy is underway in Grade 4 and 7 classrooms. It is important to know that these are BC curriculum-based assessments designed to monitor achievement at a systems level (province, district, school) and inform instructional decisions of teachers and school teams. In Cariboo-Chilcotin School District we ensure high participation levels so that we have an accurate picture of student achievement, and we prepare students to show their abilities by doing the practice and pre-assessment activities to familiarize them with the format and expectations. Schools communicate to students that while these assessments are not reflected on their learning updates (report cards), their results are shared with families and are helpful to teachers and schools for planning. A discussion of the previous year results can be found in the [Enhancing Student Learning Report September 2026](#).

Tracking Provincial Assessments

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All students must write the [BC Graduation Assessments](#). They are [Gr 10 Graduation Literacy Assessment](#), [Gr 10 Graduation Numeracy Assessment](#), and [Gr 12 Graduation Literacy Assessment](#). As discussed in [Enhancing Student Learning Report September 2026](#), we are continuing to improve participation in Grade 10 to have a complete set of information to inform secondary literacy and numeracy instruction across subject areas as well as identify students for additional support in the final years of the graduation program. We have created an app for schools and district staff to monitor

who has completed the assessments in each sitting over the year and who needs to be registered. This is part of our modernization of tools to ensure that students are on track for graduation.

Growing Leaders – Cohort 1 Year 2

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Growing Leaders, the Cariboo-Chilcotin Leadership Development Program is an 18-month learning journey designed to identify, develop, and support aspiring school leaders. The program blends mentorship, real-world practice, and district-aligned learning to build the skills, confidence, and readiness needed for future leadership roles.



There are 8 members of the program's first cohort continuing to meet in Year 2 of the program. In

September the theme was *Re-entry, Reflection and Re-Alignment* and October was *Relational Leadership*. The core leadership sessions culminate in January to be followed by operational learning led by various departments. The leadership candidates are beginning to take on initiatives at their schools to apply their learning. We look forward to their continued growth and positive impact on their school communities.

2026-2027 Enrollment

We have now submitted our annual enrolment information to the Ministry of Education and Child Care. This submission, commonly referred to as the 1701 count, determines the district's per-pupil funding for the year. Our K-12 headcount is 4,285 students, with a full-time equivalent (FTE) enrolment of 4,209.8 when student course loads are taken into account.

These results are consistent with the long-term trend of gradual enrolment decline across the district. The impacts of changing enrolment are not evenly distributed across our schools and communities, creating unique challenges in a district with such a large geographic area. We will

continue to respond thoughtfully to these changes and engage in consultation through the budget development process as we prepare the amended budget.

Grade Headcount

KF	01	02	03	04	05	06	07	08	09	10	11	12	HS
251	246	305	273	304	325	314	356	397	372	353	348	406	35

School Plans for Student Success

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[School Plans for Student Success](#) are presented at the October Board meeting for approval following in depth review at review by the Committee of the Whole. School plans continue to be closely aligned with the District Plan for Learner Success and the Ministry Framework for Enhancing Learning, supported by district investments in data systems, dashboards, and planning tools. Significant capacity building over recent years has strengthened continuous improvement planning at both the district and school levels.

Each school plan focuses on literacy, numeracy, and human and social development, with particular attention to attendance. Schools use a wide range of student data to identify strengths, areas for growth, and appropriate supports. Plans include universal, targeted, and intensive interventions, along with regular monitoring and review processes to ensure continuous improvement and enhanced outcomes for all learners.

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.

