

HENRY COASTER MEMORIAL SCHOOL

Marten Falls First Nation • Ogoki Post, Ontario



2025–2026

YEAR-END REPORT TO CHIEF AND COUNCIL



Toronto Educational Trip — May 2026



Oji-Cree Language Class — Maango Giizis

“Walking in Balance – Mino De’e Mino Maanjii’o”

Presented to: Chief and Council, Marten Falls First Nation

Education Councillors: Darrin Spence & Shane Baxter

Susanna Baxter, Education Director · Tom Recke, Principal · Michelle Smith
Community and Education Leadership Team

AT A GLANCE: 2025–2026 HIGHLIGHTS

6 Classrooms	10 Teaching Staff	3 Cultural & Community Staff
5+ Community Partners	3 Core Pillars: Land, Language & Culture	1 Toronto Educational Trip

MESSAGE FROM THE EDUCATION LEADERSHIP TEAM

Boozhoo, Chief, Council, and Community,

It is with deep gratitude and great pride that we present this year-end report on behalf of the students, staff, families, and community of Henry Coaster Memorial School.

This has been a year of tremendous growth, innovation, and community collaboration. From our youngest Kindergarteners discovering the wonder of the natural world to our Grade 7–8 students navigating Toronto with maturity and pride, every student at HCMS has had the opportunity to learn, grow, and shine.

Our work is guided by our three core pillars — Land, Language, and Culture — woven together with a strong commitment to literacy, numeracy, well-being, and belonging. This year, we witnessed the power of what happens when a school community truly comes together.

Miigwech,

Susanna Baxter, Education Director • Michelle Smith,
Education Leadership
Tom Recke, Principal, HCMS

HENRY COASTER MEMORIAL SCHOOL - MARTEN FALLS FIR

Grades 5 & 6 | Maango Giizis

A look at what we've been learning, making, and experiencing

GOOSE PLUCKING WITH SHARLETTE

Grade 7 student Sharlette led our class in goose plucking—a meaningful experience connecting students to traditional practices and community knowledge.



BUDDY B WITH KING

Our students kindergarten buddies, sharing their caring te



MAGNUS THEATRE VISITS MAY 4

Students enjoyed two theatrical performances brought right to our school. A wonderful afternoon of storytelling and drama!

Hare and Tortoise & Water Wonder



Our School Vision

Walking in Balance – Mino De'e Mino Maanji'o

Every student experiences: a strong sense of belonging • pride in their identity • success in learning • safety and well-being • meaningful connections to land, language, culture, and community.

LITERACY ACHIEVEMENT

Literacy remained one of our highest priorities throughout the year. HCMS implemented a comprehensive, evidence-based approach to reading and writing instruction across all classrooms, ensuring every student had access to targeted, individualized support.

Programs Implemented

- Lexia Core5 and Lexia PowerUp — personalized, adaptive reading practice used daily across classrooms
- Flyleaf Reading Programs — culturally responsive decodable texts
- Individualized Literacy Plans (ILPs) — developed for students requiring additional support
- RAZ-Kids — levelled reading resources used for engagement and fluency building

Classroom Literacy Highlights

- Kindergarten: Students mastered complex rhyming words, silent 'e', and compound words through hands-on games and word activities
- Grade 1/2 (Ms. Liza): Lashy completed Lexia Level 6; Jocelyn, Joseph, Level 1; Myles and Isaias, Level 2
- Grade 3/4 (Mr. Gabe): Leah, Conner, and Harry in a spirited three-way race to reach Lexia Level 14 - sparking classroom-wide enthusiasm
- Grade 1/2 (Miss Meagan): Ella stood out for exceptional growth. CJ, Jonathan, Kaiser, and Isaac also demonstrated meaningful literacy improvement this year.
- Grade 5/6: Titus, Lucius, Charlee, Ramiro, and Asia demonstrated impressive multi-level improvement across reading and literacy skills this year
- Grade 7/8 (Ms. Joann): Sharlette completed Lexia PowerUp; Antwuan, Scarlett, Nellie, Carter, Farrah, Kailyn, and Kaylem made measurable gains across all strands.

MAANGO GIIZIS

2026 – Grade ¾ – Mr. Gabe

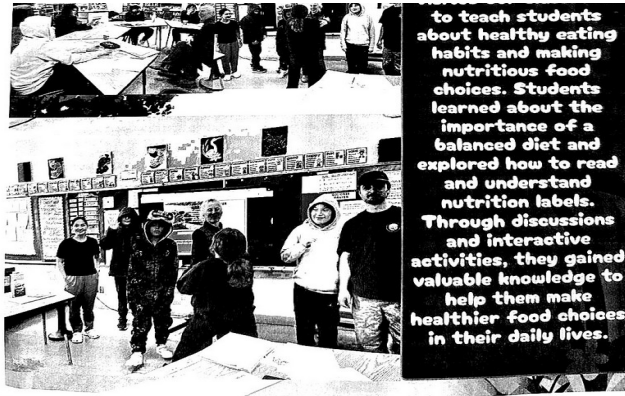
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Grade 3/4 — Golf Ontario brings new sport to
HCMS



Kindergarten — Busy Bees Spring Garden activity

to teach students about healthy eating habits and making nutritious food choices. Students learned about the importance of a balanced diet and explored how to read and understand nutrition labels. Through discussions and interactive activities, they gained valuable knowledge to help them make healthier food choices in their daily lives.

NUMERACY ACHIEVEMENT

HCMS continued to strengthen mathematics programming through engaging, hands-on approaches connecting academic skills to real-world and culturally grounded contexts.

Programs and Approaches

- IXL Math — adaptive online practice providing personalized skill-building
- Symphony Math — visual, mastery-based program with measurable level milestones
- Hands-on learning — snap cubes, magnets, money, and class stores
- Cultural math integration — counting in Oji-Cree, measurement in traditional activities

Classroom Highlights

- Kindergarten: Addition and subtraction through manipulatives; students built confidence explaining their thinking
- Grade 1/2: Introductory fractions, word problems, and money — culminating in a class store visit
- Grade 3/4: Enthusiastic Symphony Math competition, building fluency and love of mathematical thinking

LAND, LANGUAGE & CULTURAL PROGRAMMING

Cultural programming was at the heart of HCMS this year. Deeply embedded across every grade and subject area, our commitment to Land, Language, and Culture was not a supplement — it was the foundation.

Oji-Cree Language (Ms. Brenda Daniels)

Students across all grades continued to build confidence and pride in speaking their language. In May (Maango Giizis — Loon Moon), the class focused on seasonal words for spring, parts of the day, and directional language. Highlights included students spontaneously calling out words in Oji-Cree during Pictionary and proudly introducing their stuffed animals in the language. Elder Elizabeth and other Elders continued to share their knowledge alongside students — a living bridge between generations.

Land-Based Learning

- Goose plucking — KG and Grade 1/2 joined Grade 7/8 to observe and participate in traditional spring harvesting practices

- Spring river watch — Grade 3/4 walked to the river as the ice broke up on May 9th, connecting science to lived experience
- NAN Land-Based Learning Conference — Sam Recke-Smith attended in Thunder Bay, bringing Knowledge Keeper teachings back to programming
- High Hills outdoor trip and Pow Wow grounds walk — Grade 1/2 land-based adventures



Traditional goose plucking — cross-grade learning



Grade 7/8 — Elder visit and land-based teachings

Cultural Teachers and Partnerships

- Elder Elizabeth and Elder Pearl · teachings on land, water, traditional medicines, and cultural responsibilities
- Elder Russell · leadership and spiritual guidance, drumming, singing, and positive mentorship; overseeing school ceremonies and events
- Mr. Orville Councillor · drumming, singing, and cultural teachings across multiple classrooms
- Mr. David Simard · culture and arts programming
- Connected North · Screech Owl session, owl pellet dissection, pemmican making, Tiny Scientists, Afternoon Drumming
- Magnus Theatre · ·Hare and Tortoise· and ·Water Wonder· performances
- Golf Ontario · donated equipment to Grade 3/4, introducing students to golf for the first time
- First Nations Agriculture for Seven Generations · donated seeds for the Grade 7/8 hydroponic garden

STUDENT WELL-BEING & COMMUNITY CONNECTIONS

HCMS takes a whole-child approach to education. Student well-being — emotional, physical, mental, and spiritual — is not separate from learning. It is the foundation of it.

Noojimo Mental Health

Ms. Nicole from Noojimo visited multiple classrooms, leading mental health literacy activities, empathy-building, story sharing, and creation of medicine pouches. Regular Wednesday/Thursday sessions in Grade 1/2 (Ms. Liza) provided consistent support.

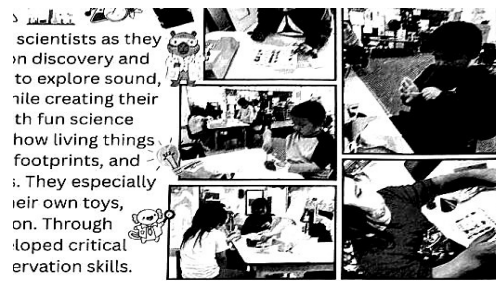
Matawa Mental Health — Sleep as Your Superpower

Mr. Jishen from Matawa Mental Health delivered an engaging classroom presentation on the critical role of sleep for growing children.

Sam Recke-Smith — Student Success Coach, Alternative Programming & Youth Leadership

Sam Recke-Smith served HCMS students in a multifaceted role this year as Student Success Coach, Alternative Programming Coordinator, Weekend Youth Facilitator, and Arena and Hockey Program Lead. Sam provided daily one-on-one student support, in-classroom assistance across Grade 1/2 and 3/4, and coordinated the Saturday Weekend Program at the YC — a safe, community-centered space built on the Grandfather Teachings and open to all. Sam also led the arena and hockey program, giving students a

structured, physically active outlet and a deepened sense of community pride and belonging. Sam attended the NAN Land-Based Learning Conference in Thunder Bay, bringing Knowledge Keeper teachings directly into HCMS programming.



Spring Hunt Goose Plucking

Our Kindergarten students took part in a memorable hands-on learning experience during the community's spring hunt. The Grade 7/8 class invited us outside to the picnic tables to help pluck a goose. Students worked *Weekend Program — land, community, Grandfather Teachings*

Newsletter Grade 1/2 Class



Grade 1/2 at High Hills — outdoor land-based adventure

Community Spirit and Student Leadership

One of the most powerful moments of the year came when the entire school rallied around Grade 7/8 student Sharlette, who bravely showcased her dancing talent in Thunder Bay. Her courage inspired younger learners, built school-wide pride, and beautifully demonstrated how community support helps our students shine.

Grade 8 Transition — Geraldton Composite High School Visit

Grade 8 students visited Geraldton Composite High School to explore their future pathway and experience high school life firsthand — an important step in building confidence and readiness for transition.

SIGNATURE EVENT: TORONTO EDUCATIONAL TRIP

One of the most memorable experiences of the year, the Grade 5–8 educational trip to Toronto saw students from Marten Falls First Nation represent their community with extraordinary pride, maturity, and respect.

Experiences

- Views from the CN Tower
- Tour of Queen's Park — meeting the 26th Premier of Ontario
- Blue Jays Baseball Game
- Niagara Falls boat tour
- Dinner at Medieval Times
- Rides at Canada's Wonderland

Special recognition: Joann Soriano, Ankush Thakur, Michelle Smith, and Susanna Baxter.



HCMS students at Queen's Park, Toronto

SECONDARY SCHOOL PATHWAYS & TRANSITIONS

Supporting students as they move toward secondary school and post-secondary life is one of HCMS's core commitments. This year the school took concrete steps to strengthen those pathways.

Grade 8 Transition Planning

All Grade 8 students received individualized attention to support their transition readiness. In addition to the Geraldton Composite High School visit, staff worked with families to discuss secondary school options, required supports, and community-based learning pathways available to graduates.

Life Skills Preparation

Students in the senior grades worked on practical independence skills including meal preparation, organizing clothing, managing a suitcase, and navigating new environments. These skills were put to immediate use during the Toronto trip and are explicitly designed to build the confidence students need as they step beyond Ogoki Post for the first time.

Credit Accumulation & Ongoing Support

HCMS continues to work with Matawa Education partners to explore credit accumulation pathways that allow senior students to begin building toward their secondary diploma while still in community. This remains a priority for 2026–2027 as we strengthen the bridge between HCMS and secondary school success.

COMMUNITY PATHWAYS INTO TEACHING: KEEWATINASE PROGRAM

One of the most exciting developments heading into 2026–2027 is HCMS's participation in the Keewatinase Community Teacher Education Program at Lakehead University — a community-based teacher education pathway designed specifically to support Indigenous community members in becoming certified teachers without leaving their home communities.

We are thrilled to announce that HCMS and Marten Falls First Nation will be supporting a 2026–2027 cohort of 5 registrants entering the program. This is a transformational investment in the long-term future of education in Marten Falls - growing our own educators who are rooted in the land, language, and community they will serve.

Why This Matters

- Community members teaching community children — the most powerful model of culturally grounded education
- Participants complete their teacher education locally, maintaining family and community connections throughout
- Builds a sustainable pipeline of certified teachers with deep roots in Marten Falls First Nation
- Directly supports language and cultural continuity by training educators who carry that knowledge
- Reduces reliance on external recruitment and strengthens community self-determination in education

Looking Forward

HCMS and the Education Authority are proud to champion this pathway. We believe that when community members become the teachers of their own children and grandchildren, we create something no external hire can replicate: educators who are genuinely invested in this community for life.

Up to 5 Marten Falls registrants entering the Keewatinase Community Teacher Education Program at Lakehead University for 2026-2027.

Training teachers who are rooted in Marten Falls — for Marten Falls.

COMMUNITY PRIDE: NAN BEST PRACTICES FORUM

In February 2026, Henry Coaster Memorial School was honoured to present at Nishnawbe Aski Nation’s Best Practices in First Nations Education Forum, held February 18–19 at the Superior Inn Hotel and Conference Centre in Thunder Bay.

Principal Tom Recke led the HCMS delegation under the theme Walking in Balance · Mino De’ Maanjii-o, showcasing the school’s integratio of Language, Culture, Land-based Learning, and Academic Achievement · drawing



Henry Coaster Memorial School principal Tom Recke speaks about his school’s education practices during Nishnawbe Aski Nation’s Best Practices in First Nations Education Forum, held Feb. 18–19 at the Superior Inn Hotel and Conference Centre in Thunder Bay.
 Principal Tom Recke addresses the NAN Best Practices Education Forum, Feb. 2026 — Photo: Rick Garrick/Wawatay News

recognition from educational leaders across Northern Ontario.

Education Councillors Darrin Spence and Russell Achneepineskum attended in support. Councillor Russell Achneepineskum noted the students at HCMS are doing a “pretty good job” and expressed pride in the school’s progress.

HCMS Presenters

- Tom Recke, Principal · school vision, Walking in Balance, and academic data
- Rebecca Bittner, Literacy Consultant · Grade 2 student who started at Kindergarten level and reached grade level by year’s end
- Felipe Pereira, Music Teacher · benefits of daily music from Kindergarten through instruments
- Brenda Daniels, Native Language Teacher · Elder-involvement hybrid model for Oji-Cree revitalization
- Orville Councillor, Cultural Teacher · shared the Four Directions song, a song for the future
- David Simard, Culture and Arts · spoke on community relationships, history, traditions

“It’s a song for the future, it shows the directions, it shows the Earth, the Creator and how we connect through love and the heartbeat that’s in our ancestors and in us right now.”

— Orville Councillor, Cultural Teacher, on the Four Directions song shared at the NAN Best Practices Forum

As featured in Wawatay News, March 20, 2026 — “Teachers share songs, stories at 2026 Education Forum”

STAFF RECOGNITION & FAREWELL

As we close the 2025–2026 school year, we extend our deepest gratitude to four valued staff members who will not be returning in 2026–2027. Teaching in a remote fly-in First Nation community requires extraordinary commitment, and we honour each of them for their service.

Verna Pulinney

Grade 5/6 Teacher • Primary Curriculum Lead • Mentor Teacher

Verna served as a cornerstone of HCMS, bringing exceptional dedication to her students and families across every role she held. As primary curriculum lead, she shaped the instructional direction of the school with skill and professionalism. As a mentor teacher, she generously supported her colleagues and helped build a stronger, more cohesive teaching team. When I was out of community attending conferences and meetings, I could always count on Verna to step in and support students and staff. She led with confidence, integrity, and calm — earning the respect of all. Verna's expertise in special education set her apart as an educator of exceptional depth. She possessed a rare gift for creating genuine inclusion through curriculum design, ensuring every student — regardless of their needs — felt they belonged and could succeed. She advocated tirelessly for each and every student, never giving up and never settling for less than what a child deserved. Her skilled use of music, language, and technology to enhance lesson engagement brought energy and creativity into her classroom every day, meeting students where they were and sparking a love of learning. Her team approach and remarkable flexibility made her an anchor for those around her, and her powerful ability to lead restorative circles created a culture of respect, accountability, and healing within the school community. Her strong community commitment and her genuine care for the students and families of Marten Falls First Nation leave a lasting mark on Henry Coaster Memorial School. She will be deeply missed.

We wish her well as she continues her journey closer to home in Manitoba.

Dr. Liza Gay Parantac

Grade 1/2 Teacher

Dr. Liza Parantac joined the HCMS team in November, stepping in to support the individual needs of our Grade 1/2 students with skill and genuine care. From the moment she arrived, her excellent commitment, integrity, and dedication were immediately apparent to everyone around her. Liza's positive nature, fine eye for detail, and willingness to support school initiatives made her an invaluable part of our team. Her warm and caring approach with our primary students, combined with her terrific collegial relationships with her fellow teachers, helped solidify our primary program and strengthen the broader school environment. We are grateful for the contribution she made in a short but meaningful time.

We wish her well as she continues her teaching journey.

Fiona Van Wissen

K–8 Classroom Teacher • One of HCMS's Longest-Serving Teachers (3 Years)

Fiona is one of HCMS's longest serving teachers, bringing three years of unwavering commitment and dedication to the students and community of Marten Falls First Nation. Her remarkable flexibility allowed her to support learners across the full K–8 range with equal care and professionalism, stepping wherever she was needed without hesitation. Fiona's deep love of nature and her genuine respect for Indigenous values, traditions, and ways of knowing enriched every classroom she was part of. Her incredibly calm, respectful, and caring presence made students, families, and fellow teachers feel seen and supported. She carried herself with true humility, and that quality earned her an excellent reputation throughout the community — with Elders, with families, and with all who had the privilege of working alongside her. Fiona's contributions to HCMS go far beyond what any title could capture. She will be warmly remembered and greatly missed.

We wish her well as she embarks on her exciting journey to Scotland.

Gabe Recke-Smith

Grade 3/4 Teacher • Web Designer • Technology Lead

Gabe brought strong classroom and curriculum skills to HCMS, supporting his students with dedication and care every single day. He created an amazing, welcoming learning environment where students felt valued and inspired to grow. His gifted and creative teaching was evident in everything he did — from the lessons he designed to the connections he built with his students. Gabe also made a meaningful contribution to developing golf opportunities for HCMS students, helping bring an exciting new sport into the lives of young learners. His innovative use of technology to enhance lessons and maximize student engagement set a high standard in the classroom, and his strong fidelity to student achievement through thoughtful curriculum implementation ensured his students were always moving forward. We also thank Gabe for establishing henrycoastermemorialschool.ca — a proud digital home for our school and community — and hope he will continue to support our web projects remotely.

We wish him well as he reunites with his fiancée and continues his education journey in Montreal.

FACILITIES & SCHOOL IMPROVEMENTS

Significant improvements were made to the HCMS learning environment throughout the year.

- New kitchen improvements to support nutrition programming
- School painting and facility upgrades throughout the building
- Enhanced learning spaces and music room improvements
- Creation of additional cultural learning spaces

Education Challenges Requiring Chief and Council Support

- Installation of air conditioning for summer learning
- Continued siding and exterior building improvements
- Development of a new playground for physical activity
- Recreational fields behind the school for sports and community wellness

Classroom Newsletter

May 2026 | Ms. Liza's Grade 1/2 Class

Bozhoo Families!
Thank you for your support in helping your children come to school ready to learn each day. May was a memorable month filled with learning, Culture Week celebrations, Mother's Day crafts, gardening, a pizza party, a trip to High Hills, and a walk to the Pow wow grounds. We are proud of all that the students learned, accomplished, and enjoyed together this month. We look forward to more learning and exciting experiences in June!

Group photo by the river after the Powwow walk.

Mother's Day crafts - The students design cards to honor all mothers in their lives.

Team-building fun at the Powwow grounds. The students develop their coordination and teamwork as they play together.

Enrichment on the way to the High Hills for a long-based outdoor learning activity.

Celebrating Growth & Milestones
We recognize the progress and effort our students are making in their learning journey. This month, Lashy completed Lexia Level 6; Joseph, Level 1; and Myles and Isalis, Level 2. In Symphony Math, Josiah completed Stage 1, Callum and Lashy completed Stage 6. Congratulations on these milestones! We are also proud of all our students who continue to work hard and make progress toward their goals each day.

Discussion of "Step in Your Superpower" by Mr. Zaban from Metisse Mental Health. The students learned attentively as he presented the importance of steps for the development of growing children and even for adults.

Grade 1/2 — a thriving classroom community

LOOKING AHEAD: 2026–2027

Building on this year's momentum, HCMS enters 2026–2027 with clear priorities, a strong team, and deep community partnerships.

Academic Excellence

- Continued literacy intervention
- Expanded mathematics supports
- Data-informed instruction

Land-Based Education

- Expanded seasonal programming
- Greater curriculum integration
- Knowledge Keeper partnerships deepened

Language Revitalization

- Increased Oji-Cree acquisition opportunities
- Language woven into daily classroom life
- Elder involvement strengthened

Student Well-Being

- Continued neurodiversity supports
- Family engagement initiatives
- Mental health partnerships maintained

ATTENDANCE & STUDENT ENROLMENT

Attendance improvement remained a key operational focus throughout 2025–2026. HCMS continued implementing consistent daily tracking and communication systems, with staff and the Student Success Coordinator working directly with families to support regular attendance and remove barriers to participation.

The school served students from Kindergarten through Grade 8 throughout the year, with classroom configurations designed to provide maximum instructional time and small-group support across all divisions. HCMS continues to work closely with the Education Authority and community to monitor enrolment trends and plan staffing proactively.

Attendance Focus Areas

- Consistent daily tracking and timely family communication
- Student Success Coach Sam Recke-Smith providing individualized outreach and support

- Positive incentive programs including Class Dojo celebrations and pizza parties for engagement milestones
- Land-based and cultural programming used to build motivation and connection to school
- Ongoing collaboration with Noojimo Health and Matawa mental health supports to address underlying barriers

CLOSING REFLECTION

Henry Coaster Memorial School is a place where students learn, belong, and thrive. The accomplishments of this year are a direct reflection of the dedication of our students, staff, families, Elders, community members, and the leadership of Chief and Council.

Together we continue to demonstrate that when education is rooted in language, culture, land, and community — our children flourish.

Sam Recke-Smith — Student Success Coach, Alternative Programming & Youth Leadership

“We are strong, united for our students and our community.”

Miigwech.

Susanna Baxter, Education Director • Tom Recke, Principal • Michelle Smith
 Community and Education Leadership Team
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 Education Councillors: Darrin Spence & Shane Baxter

Acknowledgements

We extend our deepest miigwech to every Elder, Knowledge Keeper, community volunteer, visiting specialist, and partner organization who gave their time and wisdom to our students this year. Your presence in our school is irreplaceable.

We also acknowledge and thank Teach For Canada / Gakinaamaage, Scout Talent, and all recruitment partners who support HCMS in building a strong, committed teaching team each year.

And above all — miigwech to every student at Henry Coaster Memorial School. You are the reason for everything we do. We are proud of each and every one of you.

2026–2027: A STRONG TEAM IS IN PLACE

HCMS enters the 2026–2027 school year with a full teaching team confirmed and housing assignments in place. Recruitment for the new school year was completed ahead of schedule, with incoming staff oriented and prepared to join the Marten Falls community in September.

The Education Authority, Education Director Susanna Baxter, Michelle Smith, and Principal Tom Recke have worked together to ensure that every classroom will be staffed by a qualified, committed educator from day one. This continuity and stability is a tremendous asset for our students and families.

Commitment to Continuous Improvement

Every year HCMS reflects, recalibrates, and re-commits. The 2025–2026 school year demonstrated what is possible when a school, a community, and a nation work together with shared purpose. We carry that momentum forward.

Staffing Stability for 2026–2027

For the first time, HCMS enters a new school year with housing fully assigned for all incoming staff and a complete teaching team in place before the end of June. The 4-plex staff housing facility will accommodate new educators, providing the stability and comfort that helps teachers commit fully to the community and their students.

This milestone reflects years of work by Marten Falls First Nation leadership, the Education Authority, and the education team to build the infrastructure and organizational systems needed to attract and retain excellent teachers in a remote fly-in community.

Professional Development Priorities

HCMS is committed to ongoing professional growth for all staff. In 2026–2027, priorities include: Science of Reading implementation across all divisions; Lexia and Symphony Math data coaching; culturally responsive pedagogy; land-based learning integration; and trauma-informed practice. Staff will also have opportunities to participate in Matawa and NAN professional learning networks.

Community Engagement Goals

Building deeper connections between school and home remains a key priority. HCMS will expand family engagement events, increase communication through the school newsletter and class platforms, and create more opportunities for parents, Elders, and community members to be present and active in the life of the school. We know that when families are engaged, students thrive.

A Message to Chief and Council

Henry Coaster Memorial School is grateful for the ongoing support and investment of Marten Falls First Nation's Chief and Council. Education is the foundation of community self-determination, and every decision you make in support of HCMS — whether it is staffing resources, facilities improvements, or the Keewatinase Teacher Pathway — directly shapes the future of your children and grandchildren.

We are proud to walk beside you in this work. Miigwech.

Year-End Statistics at a Glance

Across 2025–2026, HCMS delivered programming in Kindergarten through Grade 8 across 6 classrooms with 10 teaching staff, supported by 3 cultural and community staff, 5 student and family support partners, and a Student Success Coordinator. The school hosted multiple educational visitors, Elder and Knowledge Keeper sessions, and participated in 2 Magnus Theatre performances, multiple Connected North virtual sessions, 1 major educational trip to Toronto, and 1 presentation at the NAN Best Practices Forum in Thunder Bay.

The school year concluded on June 19, 2026, with Grade 8 and SK graduation on June 18, marking the successful completion of another year of growth for HCMS students and community.

Thank You

To Chief and Council, the Education Authority, Education Councillors Darrin Spence and Shane Baxter: your leadership and advocacy for education makes everything at HCMS possible. We are deeply grateful for your trust and partnership as we build a school that our community can be proud of — today and for generations to come.

Henry Coaster Memorial School — Marten Falls First Nation

Walking in Balance – Mino De’e Mino Maanjii’o

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