

We are grateful to live, work, and play on the unceded, ancestral territories of fourteen First Nations representing the Dakelh, Nedut'en and Wet'suwet'en peoples. We are working diligently towards creating equity for our learners through conscious acts of Reconciliation.

HADIH/HADI/HADEEH AND WELCOME TO LHOOH OOZA (NOVEMBER)

It's hard to believe it is mid-November! The academic year is flying by, and schools have been very active, supporting children in expanding their knowledge and skills in meaningful ways. In this report, you can read more about November's highlights, including the ongoing inclusive education learning with Shelley Moore that aligns with our [2020-2025 SD91 Strategic Plan](#). Also, you will see specific stories of impact detailing our progress in various aspects of the Strategic Workplan Objectives for the 2022-23 school year ([LINK](#)). Monthly highlights include the work of schools as they collaborate with community members and partners who support student learning opportunities both inside and outside of the walls of our schools. All of these efforts continue to focus on the value of **Honouring People, Land and History**.

Throughout SD91, November has thus far been a month for remembrance. In our schools, staff and students engaged in a moment of silence to reflect on their understanding and demonstrate respect for those who sacrificed so much for us. Numerous veterans from our communities joined schools' Remembrance Day ceremonies to further expand students' understanding of Canadian history. Mesiy and thank you to those who sacrificed so much for your fellow Canadians.

November is also Adoption Awareness Month, recognized by the Ministry of Children and Family Development. This month is about raising awareness for adoption and permanency in British Columbia and celebrating the families that provide children and youth with love and support as permanent members of their family. Adoptive families make a difference in the lives of children and youth by providing care, guidance, and a sense of belonging. They offer a welcoming stability, ensuring children and youth have the foundation they need to build the lives they dream of, while recognizing the importance of staying connected to their community and culture. We recognize the SD91 families who support children through adoption.



Respectfully submitted,

K. Mitchell

(she/her)

Superintendent, SD91

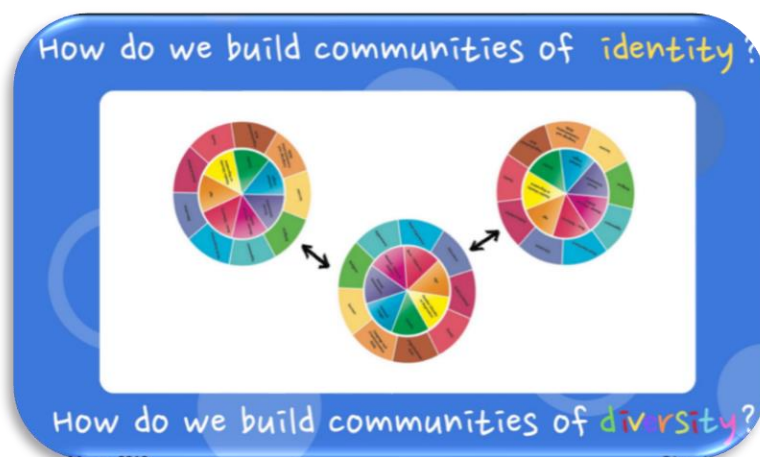
STRATEGIC PLAN UPDATES: GOAL 1: HONOUR DIVERSITY



SD91 / DPAC SPEAKER WITH SHELLEY MOORE

We were excited to launch our Speakers' Series on November 9th, and what better way than to engage in an interactive presentation with Shelley Moore. Originally from Edmonton, and now based in Vancouver, Shelley is a teacher, researcher, consultant, and storyteller, and she has worked with school districts and community organizations throughout both Canada and the United States. Her research and work have been featured at the national and international level and is based on theory and effective

practices of inclusion, special education, curriculum, and teacher professional development. During our session, Shelley prompted families and staff members present to consider that if we want students to successfully navigate the world, we need to support them in not being the same. This important consideration is fundamental to *building communities of identity and diversity* that support student well-being and success.



FORT ST. JAMES SECONDARY SCHOOL

As Fort St. James looks forward to their moose meat feast later this month, I am pleased to feature the way in which community, elders, students, and staff came together to honour diversity during their First Annual Salmon Festival. This was an opportunity to share not only food, but traditional knowledge, stories, and songs. The school served as a natural gathering place for this event to enhance community connections and ensure students were central to the celebration! To learn more about this event and view additional beautiful photos of this event, please visit <https://sway.office.com/3CTxcOdVPNCy6hQ0?ref=Link>



STRATEGIC PLAN UPDATES: GOAL 2: ENGAGE OUR WORKFORCE

ENGAGE OUR WORKFORCE

Nurture school and district cultures that inspire and support passion-based teaching, learning and leading.

Create opportunities for every member of our organization to contribute to student success.

PROFESSIONAL LEARNING WITH FAYE BROWNLIE

The Curriculum Services Team, once again, hosted a Saturday morning professional learning session for SD91 teachers. Literacy expert, Faye Brownlie, joined district staff and Nechako educators to discuss non-fiction reading and writing strategies. Thanks to the

Curriculum Services Team for your

ongoing dedication to growth and development of students as strong readers and writers!



STRATEGIC PLAN UPDATES: GOAL 3: CREATE STUDENT SUCCESS

CREATE STUDENT SUCCESS

A continued focus on the essential skills of literacy, numeracy and social emotional well-being.

Support effective teaching and learning strategies.

WILLIAM KONKIN ELEMENTARY SCHOOL

Teachers at WKE valued Professional Learning Communities (PLC) so much in 2021-2022, that they doubled opportunities for this research and reflection-oriented practice for the 2022-2023 school year. Three times each month, teachers meet to address goals of the School Growth Plan. One meeting per month is devoted to student learning in numeracy, one

meeting per month is devoted to literacy improvement, and one meeting per month is dedicated to a specific teacher-chosen topic that is related to not only the school plan, but also BC Standards for Educators. This year, teachers have chosen to study *outdoor learning*, *problem-solving in mathematics*, and

relationship building with learners as the topics. Each of these groups is engaged in a book study tied to reflective practice. While the teachers work on these PLCs, administrators and staff take all the learners for mixed-age learning opportunities such as physical literacy centres, Indigenous learning with guest speakers, music centres, art projects, and social justice projects, just to name a few.



DECKER LAKE ELEMENTARY SCHOOL

Decker Lake students were learning on the land with the help of our friends from ***Spirit North***. Learning included plant, animal, and vegetation identification, shelter building and outdoor survival skills. The next session will be on how to use a compass! Thanks also to our District Careers and Trades Program Coordinator for the outdoor student kits.

Spirit North is a national charitable organization that uses land-based activities to improve the health and well-being of Indigenous youth, empowering them to become unstoppable in sport, school, and life. Thank you *Spirit North*!



STRATEGIC PLAN UPDATES: GOAL 4: ENHANCE CONNECTIONS

ENHANCE CONNECTIONS

Create opportunities and assist schools to engage in valuable learning activities with community partners.

LAKES DISTRICT SECONDARY SCHOOL

Lakes District Secondary School recently hosted the Burns Lake Foundry engagement sessions with the intent of planning for increased supports for student well-being. The Foundry, in partnership with Carrier Sekani Family Services, will offer young people aged 12-24 access to mental health and substance use support, primary care, peer support and social services. During this day of engagement, every student participated in a series of activities which provided them with information and opportunities

to have a voice in what they would like to see in the space. In the evening, the school hosted the community to engage in this dialogue as well. The following day, engagement sessions also took place at WKE, DLES, and the local recreation centre. This partnership between SD91 schools and the Foundry is a positive and much anticipated initiative to support youth in the community. In the interim, virtual services are available to the youth through the Foundry.



SD91 PARENT RESOURCE:

[SD91 DPAC Parent Resources - Steps to Resolving Concerns](#)

FIND US ON SOCIAL MEDIA!



We're on Facebook!
@SD91BC

You can also find us on Twitter!
@sd91bc

