

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 DZEN DILHUKW (DECEMBER)

December is here and Winter Break is quickly approaching. It has been wonderful getting to know schools and communities better over the course of the fall term - the commitment of staff, families and Trustees to SD 91 students has been nothing short of inspiring! Being forward focussed about future possibilities seems to be a mind set that fuels motivation within the district. The ideas that formulate and turn into concrete learning experiences within our school communities help to support each child in developing a strong sense of identity which is fundamental to well-being. In this report, you can read more about the ideas that have come to life with the support of SD 91 staff and our community partners. December's highlights include the exciting collaboration at Fort St James with Livelt Earth and the Hundiyyhin girls' program launch in the Burns Lake area, both of which align beautifully with the Board's [2020-2025 SD 91 Strategic Plan](#). All of these efforts continue to focus on the value of **Honouring People, Land and History**.



Respectfully submitted,

K. Mitchell

(she/her)
Superintendent, SD91

STRATEGIC PLAN UPDATES: GOAL 1: HONOUR DIVERSITY



HUNDIYHIN – GIRLS' PROGRAM

The Hundiyyhin girls program started in November of this year, with an open house on November 1st. This program was a result of research conducted by the Indigenous Education Team with grade 8 to 12 girls at LDSS in the 2020-2021 school year. Students were surveyed with a series of questions about their experiences in high school and about their needs. The initial survey was followed up with in-person group interviews where the girls talked about what they felt should be included in their programming and also how they would like their program space to function.

An analysis of the surveys and the in-person interviews concluded that what the girls needed aligned with the teachings of the Nedut'en rites of passage for Indigenous girls. The foundations of this program are built on the teachings of leadership, mental health, physical literacy, and identity. Director of Instruction for Indigenous Education, Leona Prince, indicated that "What we hope to achieve through this programming is the rematriation of our girls. Women have always had leadership positions within our communities. What we hope to give the girls through this programming are the skills necessary for them to take up their rightful spaces within community. Included in this program are also opportunities beyond the K12 system. We hope that this provides another avenue for equity in giving our girls dignity, purpose, and options for their futures." Mesito to Leona, for her dedication to students in this program.

EBUS ACADEMY

The school community of EBUS Academy spent the fall participating in numerous learning activities that truly demonstrate the goal of Honouring Diversity. Students and families were able to spend a day by the Stellaquo River on beautiful Stellat'en territory to learn about spawning Sockeye salmon, cooking Bannock, nature, and of course, one another! Students and families have also been able to visit Stanley Park this fall to explore the impacts of events on the people living in the Territories of the Squamish, Musqueam and Tsleil-Waututh Nations.



Stellaquo River Fieldtrip



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.

MOUSE MOUNTAIN – LEARNING TOGETHER

The Mouse Mountain school staff have been learning together about trauma-informed practices and what it means to become a trauma-informed staff. At each monthly staff meeting, all staff have been learning about the ARC (Attachment, Regulation and Competency) model of interventions in a short learning session that is focussed on one building block. Many of the staff have further explored trauma-informed practices through collaboration, professional development opportunities and summer workshops. Learning about trauma-informed practice supports Mouse Mountain's social-emotional learning goal and helps staff to better support students.

NETWORKS OF INQUIRY AND INDIGENOUS EDUCATION (NOIIE) PROJECTS

The **Networks of Inquiry and Indigenous Education (NOIIE)** is a voluntary network of inquiry-based schools and school districts in British Columbia, with partner networks around the world. Using an inquiry-oriented, evidence-based approach to learning and teaching through the Spiral of Inquiry, teams work towards improving outcomes for all learners in their settings and submit their projects to share their progress in a spirit of generosity, curiosity and growth. SD 91 educators have had an exciting history of participation in NOIIE inquiry projects, and the work of our teachers has been featured both nationally and internationally! Inquiry proposals are now being accepted and we look forward to showcasing this work in the coming months. Thank you to Director of Instruction, Mark Gauthier, and District Support Teachers, Roberta Toth and Michelle Miller-Gauthier for their continued leadership in this important endeavour.



STRATEGIC PLAN UPDATES: GOAL 3: CREATE STUDENT SUCCESS

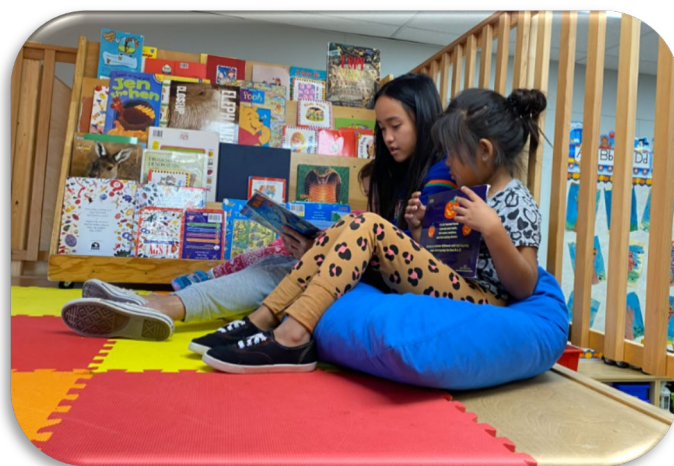
CREATE STUDENT SUCCESS
A continued focus on the essential skills of literacy, numeracy and social emotional well-being.
Support effective teaching and learning strategies.

WL McLEOD READING

McLeod loves reading! Each year staff and students set aside time to engage in DEAR. DEAR stands for Drop Everything and Read and it becomes a special focus at McLeod on BC Librarian's Day

(<https://bctla.ca/member-services/dear/>).

Not only does the school get into DEAR, but they also encourage caregivers to do it wherever they are too. Many classes participated with their "buddy classes" to not only promote a love of reading and student success, but also enhance connections within the school community.



STRATEGIC PLAN UPDATES: GOAL 4: ENHANCE CONNECTIONS

ENHANCE CONNECTIONS

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

SINKUT VIEW ELEMENTARY – RECONCILIATION IN ACTION

November 10th marked a day of remembrance at Sinkut View Elementary. As an entire school, they painted rocks with images and messages of remembrance. After the

ceremony at the school, staff

and students took the rocks to the cenotaph in Saik'uz, where they met with representatives from the Saik'uz First Nation and laid the rocks at the memorial.

Many of our students and staff made a connection to the people of Saik'uz this day. This experience enhanced the connection to the land acknowledgments heard regularly and the cultural learning they participate in at school. In the words of Indigenous Advocate Nicole Arnold, "Snachailya, a huge thanks to all of you for making today so wonderful! It meant so much to the Saik'uz community, Dani (Mueller of the Saik'uz First Nation) and I had a great chat about how reconciliation equals restoring relationships and we truly saw reconciliation in action today!"



FORT ST JAMES SECONDARY SCHOOL



Students at FSJSS were treated with a living history film event. Livelt Earth, FSJSS students and staff, SD 91 Indigenous Education Department, SD 91 Tech Department and SD 91

Careers Department collaborated to produce a documentary on Chief Kw'eh. Throughout this process, students learned about the life of Chief Kw'eh, his governance and about his current descendants. Students and guests (both online and in person) had the opportunity to ask questions about Chief Kw'eh and about the technical aspects of producing the film. Traditional drumming and welcoming were also part of the presentation. The event ended with all participants sharing a feast together and it was a true representation of enhancing connections throughout SD 91 as well as the local communities. This event contributed to student success by having students participate in all levels of planning and creating this documentary. Congratulations to all involved in this impactful learning experience!



TEAM FEATURE: SD 91 SCHOOL BUS DRIVERS!

School District 91 is the largest geographical district in B.C with an area of over 70,000 sq km. The Transportation Department covers this area with 30 regular bus routes under the operation of a team of professional drivers. The Transportation Department currently maintains and operates a total of 53 buses, including 30 regular route buses, 14 spares and 9 activity buses all inspected, maintained, and repaired by our 6 mechanics. During the 2021-22 school year, total travel for our drivers was 992,187km! On a daily basis, bus drivers transport over 1400 students to 16 school sites. They are well trained and are required to hold a class 2 license with an air brake endorsement, valid first aid, and they must also take the Thinking Driver Safety Course.

The drivers play a very important role for learners as each driver takes the time to know the students they transport; drivers are the first face that students see to start their school day and the last one they see at the end of the school day. The relationships they form with learners is critical and plays an important part in student connectedness and well-being. The significance of this group cannot be underscored, and they are truly a team that works together to cover the routes and extracurricular trips that take place daily. A huge thank you to each of our committed SD91 drivers!

SD 91 PARENT RESOURCE:

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

SD 91 IN THE NEWS

<https://www.burnslakelakesdistrictnews.com/news/crosswalk-colour-shines-through/>

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@sd91bc

