

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 TALTSI OOZA (APRIL)

Spring is upon us. SD91 students continue to grow - like the spring flowers that are, no doubt, soon to appear!

In School District 91, we take great pride in our responsibility to help prepare and nurture learners as they begin to flourish and fulfill their promise in this ever-changing world. Within each school's learning environments, staff continually build on the foundations of literacy and mathematics while sparking curiosity and integrating important skills such as inquiry, collaboration, critical thinking, and communication. It is essential that each student within the district is receiving the education they need to make their own beautiful and individual mark on the world.

Our teachers, support staff and school administrators work collaboratively and intentionally to build relationships and connect with each learner, building an understanding of how they are progressing and how we can best support their individual growth. As we do this, it is in the context of inclusive schools. Within this we recognize that what is necessary for some learners, will benefit all – this is at the heart of inclusivity!



Within this report you will find continued evidence of the experiences of learners and adults within School District 91 that move us toward the vision of the Elected Board as described in the [2020-2025 SD 91 Strategic Plan](#).

Respectfully submitted,

Handwritten signature of K. Mitchell

(she/her)

Superintendent, SD91

STRATEGIC PLAN UPDATES: GOAL 1: HONOUR DIVERSITY



OUR SPEAKER SERIES CONTINUES WITH THE INDIGENOUS FOCUSED GRADUATION REQUIREMENT

Director of Instruction for Indigenous Education, Leona Prince, will host our next Speaker Series session on April 18th, 2023. These online sessions are intended to engage families and staff in topics relevant to student achievement, equity, and well-being. This particular session will highlight the Indigenous focused 4-credit graduation requirement, its importance as part of the Reconciliation process, as well as provide an opportunity for families and staff to ask questions. Joining

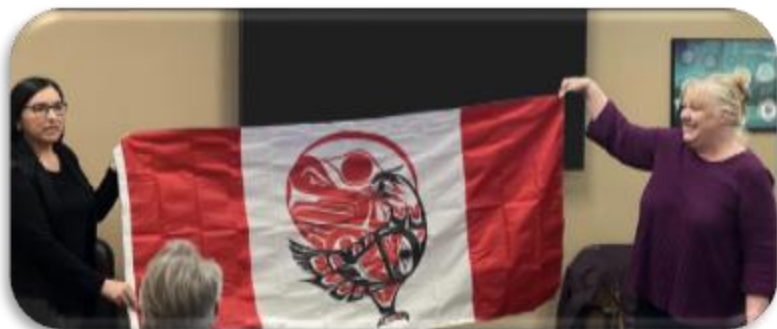
Leona is Brad Baker,
Associate
Superintendent of

Indigenous Education, Ministry of Education and Childcare. Brad is a proud member of the Squamish Nation and has had the opportunity to enhance the awareness and values of Indigenous Education across Canada and the US.



SAIK'UZ FLAG PRESENTATION BY CHIEF MUELLER TO BOARD OF EDUCATION

School District 91 Board of Education welcomed Chief Priscilla Mueller and members of Saik'uz First Nation to the March Regular Board Meeting. Board of Education Vice-Chair, Cheryl Peterson was honored to accept the Saik'uz First Nation flag from Chief Mueller. During the presentation, all present were privileged to enjoy drumming and singing of the Bird Song to welcome the arrival of spring! The School Board Office and SD91 sites in Vanderhoof are located on the unceded traditional lands of the Saik'uz people and the Nation's flag is now proudly displayed in the SD91 Boardroom to recognize this territory. Trustees and SD91 staff are committed to Truth and Reconciliation while working alongside Indigenous communities to improve educational outcomes for learners.



STRATEGIC PLAN UPDATES: GOAL 2: ENGAGE OUR WORKFORCE

LAKES DISTRICT SECONDARY SCHOOL MINI OLYMPICS

LDSS hosted their second annual Mini Olympics in March. This event is an initiative that has grown out of teacher collaboration time as a way to engage learners, be inclusive, and spread joy. Students form their own teams and all activities take place at the local arena and on school fields. Mini Olympics provides an additional opportunity to connect with the community since a local volunteer grooms the tracks and the arena also opens their space to the school. In addition, Comfor donated the barbeque that all students and staff enjoyed at lunch. LDSS staff are engaged in running events, taking photos, cheering, participating, or covering classes/duties so that other adults can be involved. The smiles tell the story of rich community building!



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.

PROJECT LIL SKILLS AT EVELYN DICKSON ELEMENTARY SCHOOL

Grade 6 students at EDES recently concluded another successful Project Lil Skills. Utilizing class and school-based resources, students organized a number of Applied Skills/Design & Technology (ASDT) stations for a day of hands-on learning. These same students

introduced, taught, and shared with their fellow class groups (K to 5) fourteen hands-on and interactive ASDT activities. It was a great day to share and explore and for students to learn and interact with fellow students. Thanks to Career and Trades Programs Co-ordinator, Darren Carpenter, and other staff who supported students in these rich learning experiences.



FRASER LAKE ELEMENTARY – SECONDARY SCHOOL

Elementary students at FLESS have been busy designing and building sewing creations for themselves, school initiatives and for local community groups. The hands-on work in the classroom will create a number of foundational skills that will serve students not only outside of school but will position them for more in-depth projects later in their school experience.



EARLY CHILDHOOD EDUCATION - EARLY DEVELOPMENT INSTRUMENT

Throughout February and March, kindergarten educators across the school district completed 215 Early Years Development Instrument (EDI) surveys. This instrument has been measuring trends and patterns in children's physical, emotional, social, and cognitive development at kindergarten for over two decades. The EDI is used across Canada and internationally. This "whole child" questionnaire includes 103 survey items and provides the District with important data in the five core areas of child development:

- physical health & well-being
- language & cognitive development
- communication skills & general knowledge
- emotional maturity
- social competence



Data from the EDI supports our quest to promote *"equity from the start."* With gratitude to SD91 kindergarten educators, this year's EDIs were successfully submitted. For more information about the EDI please visit [Early Development Instrument | EDI \(offordcentre.com\)](https://offordcentre.com)

STUDENTS EXCEL AT CENTRAL INTERIOR SCIENCE EXHIBITION IN PRINCE GEORGE!

SD91 has a long history of success at the regional fair and this year was no exception. Several students have qualified for the national exhibition in Edmonton this May. Congratulations to all the participants and many thanks to the teachers, organizers and families for your ongoing support.

STRATEGIC PLAN UPDATES: GOAL 4: ENHANCE CONNECTIONS

**ENHANCE
CONNECTIONS**

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

SD91 - SIMON FRASER UNIVERSITY - MICROSOFT CONNECTION

Students and teachers from Fort St. James Secondary and Nechako Valley Secondary recently participated in a long-planned trip to Vancouver to engage in a variety of workshops and hands-on activities. Working with our partners in education at the SFU Faculty of Arts & Technology, SFU-School of Interactive Arts and Microsoft Vancouver, the students and teachers were able to connect with professors, grad students and industry experts for three days of intensive access to all things

technology. Solid

connections have been established, with future plans for SFU-SIAT students and staff to come to SD91 to offer workshops for high school students, as well as provide *creating digital logos* activities to elementary students. Teachers are actively exploring the variety of Microsoft Certificates that are offered to provide a needed foundation, while allowing their students to pursue these certificates as well. This is an exciting opportunity that will be expanded upon next year!



TEAM FEATURE: INDIGENOUS EDUCATION ADVOCATES!

Indigenous Education Advocates are an integral part of our system in supporting Indigenous learners. Currently there are 22 school-based staff in both elementary and secondary schools across the District. The primary roles of an Indigenous Education Advocate are to enhance culture and language, as well as provide support to learners and staff. Indigenous Education Advocates use a strength-based approach and bring a diversity of skills to their role, which allows them to best serve Indigenous students. Their day-to-day roles can include cultural activities, liaising with First Nations staff, and connecting with parents and guardians at home. The list of jobs that they accomplish daily is endless and all in support of student achievement, both within the system, but also with future success beyond graduation. The Advocates are key in achieving our equity goals within SD91!

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@SD91BC

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@sd91bc

