Superintendent's Report to the Board

Regular Board Meeting of November 17, 2026

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!

As we come together for the first meeting of our newly elected Board of Education, I am pleased to share a Superintendent's Report that reflects the work since our last Board meeting. This is an opportunity to pause at an important transition for our district, welcome our new and returning Trustees, recognize the many people contributing to the work across Nechako Lakes, and look ahead together to the opportunities before us.

I extend a warm welcome to our newly elected/acclaimed Trustees and to the Board as it begins this new term. Public education is strengthened by thoughtful local governance, and I look forward to working alongside the Board as we continue to bring our 2026–2031 Strategic Plan (pictured below) to life. At the heart of that work are our students: ensuring they feel known and valued, experience a genuine sense of belonging, develop strong foundations in literacy and numeracy, see their identities and cultures reflected in their learning, and leave our schools prepared and hopeful for whatever pathway comes next.

I also want to express my appreciation to Darlene Turner and the staff who supported her throughout the trustee election process. Elections require considerable care and attention to detail, much of it happening quietly behind the scenes. Their professionalism, diligence and commitment helped ensure this important democratic process was carried out successfully.

Across the district, October and November have been active months. Our schools and district teams continue the fundamental work of teaching and learning, including literacy and numeracy assessment through SNAP, PM Benchmarks, EYE-PR and the provincial FSAs. The value of this work lies not simply in the information we gather, but in how we use what we learn to respond to students, strengthen instruction, provide timely support and create the conditions for every learner to experience growth and success.



These months have also invited us to pause and reflect. National Day for Truth and Reconciliation and Orange Shirt Day remind us of our responsibility to listen, learn and acknowledge the ongoing impacts of residential schools, while affirming that every child matters. World Teachers' Day offered an opportunity to recognize and thank the educators whose care, skill and commitment make a difference in the lives of students each day, while Thanksgiving reminded us more broadly of the importance of gratitude, community and the relationships that sustain us. Remembrance Day invites students and staff to honour those who have served and sacrificed while reflecting on peace,



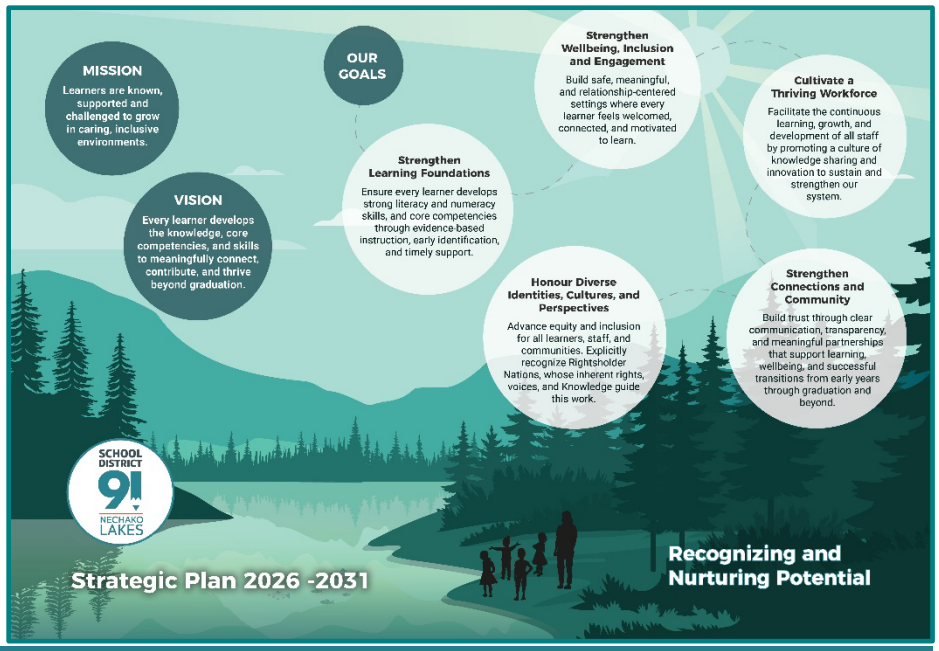
courage, service and our responsibilities to one another. These are more than dates on a calendar. Each offers opportunities for learning, reflection and connection, and speaks in its own way to the kind of compassionate, thoughtful citizens we hope our students will become.

Our Senior Leadership Team has also been investing deliberately in our own learning. Through our *Pedagogies of Voice* work with Shane Safir, alongside a small group of students and staff from FLESS, we had an opportunity to learn together and deepen our thinking about student voice and agency. This learning complements the work already underway throughout Nechako Lakes around student voice, belonging, Compassionate Systems and authentic engagement. As senior leaders, we have a responsibility to remain learners ourselves, to listen carefully to the experiences and perspectives of students and staff, and to continually reflect on how our leadership creates the conditions in which students can thrive. Opportunities for youth involvement in Compassionate Systems learning this fall have further reinforced that students should not simply experience the systems we create; they are the system, and they should have meaningful opportunities to help shape it.

One of the most meaningful developments this fall has been the beginning of our LEA periodic gatherings with Rightsholder Nations. For the first time, we are engaging in these conversations as an intentional part of our LEA implementation, creating dedicated space for district and school leaders and Rightsholder Nations to come together around student success, share perspectives and strengthen our ability to support students, families and communities. These first conversations have been rich, honest and productive, reinforcing the importance of relationships and providing opportunities to look together at where Rightsholder Nation students are experiencing success, where barriers remain and how we can work collectively to better support them.

There are many more examples within the pages that follow, from the everyday work happening in classrooms to Indigenous language and land-based learning, student wellbeing, inclusive education, safe schools, community partnerships and our ongoing focus on literacy and numeracy. Together, they tell a larger story about a district that continues to learn, strengthen relationships and grow while keeping students at the centre of our decisions.

As we begin a new Board term, I am grateful for the work that has brought us here and optimistic about what lies ahead. There is much to do, but also much to celebrate in the commitment, creativity and care being demonstrated every day across Nechako Lakes. Most importantly, our work remains grounded in the students we serve: knowing them, listening to them, learning with and from them, believing in their potential and working together to create the conditions in which every learner can experience belonging, success and hope for their future.



Respectfully submitted,

Anita McClinton

(she/her) Superintendent

Growing into Greatness: Strengthening Our Roots



At Grassy Plains, we started the year with our theme "Growing into Greatness." We talked with students about how, just like a tree, we need to feed and strengthen our roots so that our branches can grow big and strong. For our students, those roots are the foundational skills they are building in literacy and numeracy, but they are also confidence, perseverance, independence and being willing to keep trying when something is hard.

One of the advantages of being a small rural school is that we know our students really well. We also know that growth doesn't look the same for every learner. This year, we have been trying to notice and celebrate those smaller moments of growth: a student attempting something they may have avoided before, sticking with a difficult task, becoming a little more independent, asking for help when they need it, or beginning to see themselves as a capable learner. Not all growth shows up in an assessment or a data chart. Sometimes it starts quietly, with those small changes in confidence and willingness to try. For us, those are signs that the roots are growing stronger, and we are excited to see where that growth takes our students as they continue "Growing into Greatness.

DEAR Fun at W.L. McLeod Elementary

The entire school community took time to "Drop Everything and Read" on October 26. This special event is intended to honour BC's teacher librarians, and it's always a big hit for the learners to dive into a good book in all sorts of formats, positions and spaces!

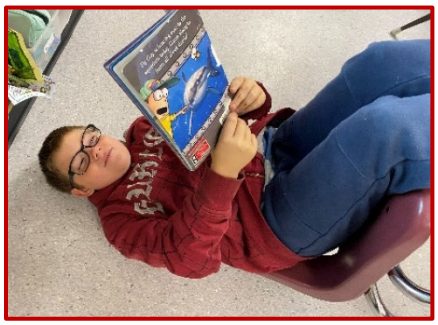












Learning, Exploring & Belonging: A Fall Celebration at Sinkut View Elementary



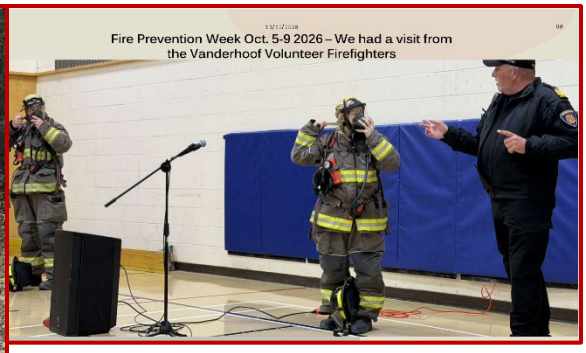
The first two months of the school year at Sinkut View Elementary have been filled with opportunities for students to learn, explore, connect, and celebrate together. From the excitement of the first day of school to classroom learning and school-wide activities, September and October have helped build a strong sense of community and belonging.

Learning has extended well beyond the classroom. Students have taken part in a Stellako field trip, explored the outdoors and the school trail, participated in Bike Week and cross-country running, and enjoyed other opportunities for active, hands-on learning. The school's own message,"Learning happens everywhere!", is clearly visible in the experiences students have shared this fall.











The fall has also offered meaningful opportunities to strengthen relationships and community. Students marked Orange Shirt Day, welcomed the Vanderhoof Volunteer Firefighters during Fire Prevention Week, enjoyed skating at the Vanderhoof Arena, and came together for traditions such as the Terry Fox Run and annual pumpkin carving.



Throughout it all, students have been encouraged to grow not only academically and physically, but socially and emotionally, with September focused on growth mindset and October on gratitude. It is a wonderful start to the year and a reflection of a school community where learning, relationships, the land, and a sense of belonging come together.





Well Being, Inclusion and Engagement at LDSS

We all come in different shapes and sizes. The Textiles, Arts, & Crafts 9-12 classes created an army of lady bugs and pumpkins which were added to the front display case at LDSS. The theme of this projecting being that our differences should be celebrated and proudly displayed.











We have a growing number of new students at LDSS this year. We noticed that some of them were having a hard time becoming socially connected. Mrs. Little took it upon herself to start the 'buddies' program. We asked for help from some of our senior students who were more than willing to sign up. We then partnered the new learner up with one of our senior students who made a concerted effort to help them become connected. This has been very effective, and these new learners seem to be much more connected. The willingness of our senior students to help in this way speaks to the good nature of the students at LDSS.

Increasing Student Belonging at Mapes



At Mapes, we are continuing our work to build connections between classrooms. In the past month, our classes have come together for several whole school and multi-age grouping activities including early morning lantern walks through our forest trail, a pancake breakfast, pumpkin carving, and STEM stations. We are continually impressed by how our older learners step up to welcome younger learners into our multi-age "colour groups" and how quickly young learners grow into leaders themselves. A focus this year will be creating opportunities for our intermediate students to take on more formal leadership roles within their colour groups through planning and leading some of their own activities

Everyone Rides in SD91!



During the months of September and October, David Hoy Elementary , Mapes Elementary, Sinkutview Elementary and WL McLeod Elementary students participated in the Everyone Rides program, a teacher-led cycling education initiative developed by HUB Cycling. In collaboration with the SD91 Facilities Department, a trailer of bikes was transported to each participating school, ensuring students had access to the equipment needed to learn and ride. A special thank you to our teachers, who completed the program training and then led their own students through cycling safety and skills instruction, helping Grade 4-5 learners build confidence, independence, and the joy of riding. Their commitment helped Grade 4 and 5 learners build confidence, independence, and a lifelong love of cycling.



Supported by the BC Ministry of Transportation and Transit and HUB Cycling, the program provides equitable access to cycling education and empowers students to develop lifelong skills for safe, active transportation. Through hands-on learning experiences, students developed resilience, confidence, and meaningful connections to their school and community while gaining skills that support lifelong health and wellness.

Thank you to HUB Cycling for partnering with SD 91 on this engaging and impactful experience for SD 91 learners.





HUB Cycling at Sinkut View



I had heard about the "cycle week" last school year, when it was presented to us Principals. I thought it sounded fun, anything that has to do with biking (non-motorized such) is my passion!

As this school year started, Principals were asked to sign up for a week and also read the material. That is when I realized that a. I (or us SD91 staff) get to teach the program and b. We get to use a trailer of bicycles! This all sounded both exciting and scary because I have never taught children to bike before and I was also suspicious of what kind of bikes we would be using. But hey, anything that promotes this wonderful freedom machine and also allows access for all learners are good things!

I signed up for our school's week, of course not thinking about it was the week of Orange Shirt Day (one day less) as well as Ultimate Frisbee. I asked the gr 5/6 teacher if he would be willing to teach his class and I teach



the gr 3/4s (I already teach them PHE during prep). He is luckily both adaptive and enjoys biking, so he said yes! It was great to have a "learning partner" too and we set up a schedule. The gr ¾ teacher would join the class and me on her non-prep days.

The gr 5/6 teacher and I read up on some of the materials shared with us and also watched a video. The week before "our school's week", we met with Lorraine, the facilitator in the lower mainland. We had a one on one with her in Teams, and we got to ask questions. It was really helpful and made the whole thing feel thorough. That week both the gr 5/6 teacher and I taught the two classes a "getting prepared lesson" in the classroom to be ready for the outdoor lessons the following week.

The bike trailer arrived on the Friday before. We did not unlock it until the following Monday morning. I was stunned to see the high quality Norco bikes all organized neatly in the trailer. The equipment looked fantastic! There were five "adult bikes" (smaller framed ones, 27.5"), several medium bikes (24"), a few smaller (20") as well as a recumbent bike and a couple of bikes without pedals for those that needed to learn how to balance. I felt grateful as good equipment makes any adventure or experience way more fun!!! An example of this was a reluctant grade 4 student who told me how she was not biking. I said we would love to see her try, and then we can see how it goes. Anyhow, when she saw the bicycles being unloaded during recess to be ready for the gr 5/6 class session, she got very excited and pointed out which bike she would be using!! There were several students who brought their own bikes who decided to use the loaner bikes as they were nicer! THANK YOU!!!

One of our students with autism got to try the recumbent bike. He had never been on a bike before and he LOVED it! He cycled like he had never done anything but cycling in his 10 year old life. His Mom could not believe it and was so thankful and happy. This brought tears to my eyes and the realization how cycling change lives. It is a different way of moving and it can be so much fun! I can connect to how "free" one feels when moving on wheels in open space and also how confidence grows when we get to decide where to go, how to start and stop and navigate the speed.

The gr 5/6 teacher and I taught safety, basic skills, and used the curriculum provided to us. The other teacher had a bit less time with his class due to Ultimate, but overall we managed to create a good experience for the students. I loved the games provided (What Time Is It, Mr Wolf and The Slug Race were favourites to practice start and stop quickly as well as balancing) and also the ability for us to set up a moc street with crosswalks and other realistic features. Learning how to do hand signals, do shoulder checks and staying on the right side of the road were skills not many had before our practice. Also, to understand that a bike is a vehicle and that you are not a pedestrian when biking is also a new idea for many.

I could have continued teaching this for another week easily! Thank you for the opportunity, SD91! Our students know how to be on bikes, but being on bikes in traffic with others is a new idea for most The students grew in confidence and skill. We also continued building community as we learnt more about each other, shared this experience and laughed together.

Submitted by,

Mia Moutray, Principal, Sinkut View Elementary







Junior Fire Crew







The 2026-2027 Junior Fire Crew Member (JFC) welcomed 24 participants (NVSS, FSJSS, FLESS) to the program this year – a record number!!!! The JFC is an annual employment/skills development partnership between SD91 Career Programs and the Ministry of Forests – Protection Branch. The program is offered in the VANJAM and Burns Lake Fire zones (the program for LDSS runs every 2nd year) and provides students with a series of certificates throughout the year that are required by the MOF for employment with initial attack and unit crews. In addition to the day long certificate coursework; students' participant in a three (3) day bootcamp, receive their First Aid Level (w/transportation endorsement), will complete/pass the mandatory fitness test, and participate in an interview come May/June. Each year, four to six students are eligible for summer employment positions with either the initial attack or unit crew – the remaining students are encouraged to apply the following year as they have completed all the necessary pre-requisites for employment. The JFC Program was created in partnership between SD91 and the MOF-VANJAM Zone twenty-six years ago and has since expanded to every fire zone throughout the province.





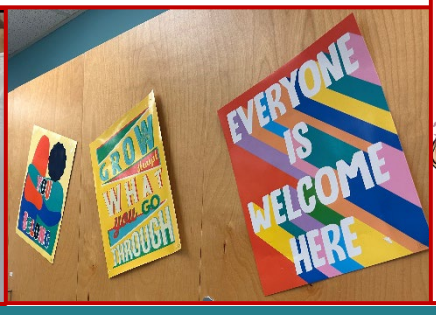


NVSS Indigenous Girls Group Collaboration with The Good Neighbors Committee

The Good Neighbours Committee stated it was honoured to collaborate with NVSS for a special evening of food, connection, and community! A very talented group of young people prepared a delicious meal of salmon, Bannock, Caesar salad, and apple crisp to share with their loved ones, families, staff, and community members.











Evenings like these remind us how food can bring people together, celebrate diverse cultures, create a sense of belonging, and strengthen connections across generations.

NVSS was proud to collaborate with The Good Neighbours Committee which resulted in opportunities for youth to share their skills, build confidence, and bring our community together!

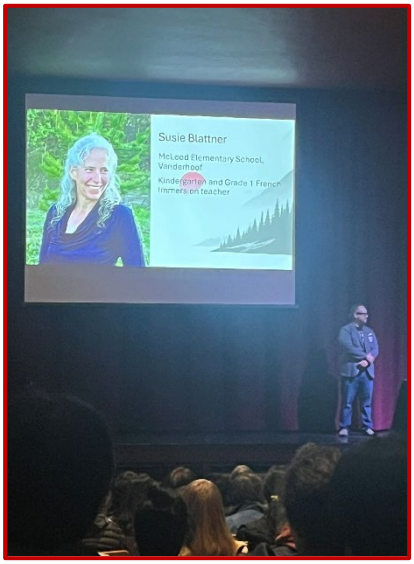
Submitted by: Monica Young and Nikki Arnold, NVSS Staff





Strategic Plan Updates: GOAL 3: Cultivate a Thriving Workforce

Susie Blattner Wins Major Provincial Mathematics Instructional Award



Susie Blattner from WLM is the recipient of this year's Ivan L. Johnson Memorial Award presented by the BC Math Teachers Association province wide. This award recognizes that Susie consistently inspires teachers to try new ideas that improve the quality of mathematics education, seeks ways to innovate practices in the classroom and always engages in professional dialogue involving best practices and pedagogy. As the recipient of this prestigious award, Susie will be featured in the 64th edition of Vector, the BCAMT's flagship journal, and she receives funds to attend the Annual Conference of the National Council of Teachers of Mathematics this spring.



Remebrance Day at WL McLeod









WL McLeod is honoured that Dan Nickel, a valued member of our CUPE staff and a veteran, writes, organizes, and leads our students through this Remembrance Day ceremony each year.





Strategic Plan Updates: GOAL 4: Honour Diverse Identities, Cultures, and Perspectives

Spirit North – Decker Lake Elementary

IDENTITY
Spirit North embraces its identity and relationship to youth and communities. We honor the distinct cultures, practices, and histories of First Nations, Inuit, and Métis peoples and celebrate the strength of each Nation and community's identity.

IMPACT
Spirit North places Indigenous youth and their communities at the heart of everything we do. We are committed to defining and measuring success collaboratively with youth and community voices, ensuring our work uplifts, amplifies, and inspires for the benefit of youth.



SUSTAINABILITY
Spirit North builds activities and aspirations through sustainable practices. We strengthen our team, foster enduring relationships, steward finances with accountability and transparency, and live in reciprocity with the land.

CONSISTENCY
Spirit North honors its commitments by building strong, lasting relationships. We deliver ongoing, regular programming, strengthen resources and infrastructure, and invest in the long-term capacity of youth and communities.







Spirit North visits DLES once a week to promote sport, play and land-based learning. Spirit North creates inclusive environments where all children experience the joy of being outside. Huskies spent the past several weeks building shelters in the trail system behind our school. Teams found a location and built a fort that could help them survive a night in the forest should they ever get lost. Huskies learned about survival, fire building and what to do if they faced an emergency in the wilderness.







Orange Shirt/National Truth and Reconciliation Day





Mapes Elementary School (left) Decker Lake Elementary School (above)

During their monthly assembly, the day before Orange Shirt Day/National Truth and Reconciliation Day, Francois Lake (right) students and staff met in circle to discuss what honouring truth and supporting reconciliation could look like. They then walked down to the lake shore as a school to connect with the land together and collect rocks to paint. The following day they met in "buddies" to paint their rocks orange and write messages of love and reminders for truth and reconciliation to place around the school grounds. Submitted by: Gerald Rosenau, Principal















On September 29, Sinkut View Elementary held our Orange Shirt Day assembly. Before the assembly, students had been learning in their classrooms with their teachers, Mrs. John and Miss Kassi.





For the assembly, I had the whole school sit together in one large circle, with grades and people all mixed up. In the middle, I placed different artifacts that helped tell the story of where we live, what we are learning, and what we hope for our school. There was a birch bark basket and canoe from Saik'uz to remind us that we live and learn in Dakelh territory; a felted Elder from Haida Gwaii to remind us about ancestors and how this land has been cared for; a sweetgrass braid made by local learner Craig Hooper to represent Indigenous knowledge, western knowledge, and our own backgrounds and cultural knowledge; orange hearts made by our K/1 students; Indigenous books; and the hopes and dreams that staff and students have shared for Sinkut View.

I explained why we acknowledge Orange Shirt Day and the National Day for Truth and Reconciliation and shared Phyllis Webstad's story. Then I asked the students if they had questions, and did they ever. From Kindergarten to Grade 6, their questions were incredibly thoughtful and respectful. They asked why residential schools were built so far from children's homes, why children were punished, and why some children ran away. Sometimes I asked them back, "What do you think?" Their answers were incredible. It was quite an experience.



Afterward, as I visited classrooms, I noticed students and teachers continuing to sit in circle. Some teachers were also beginning land-based learning, including educators who have been teaching for many years. It made me happy to see the learning continuing in classrooms and taking on a life of its own.

For me, this is what the work is about: continuing to learn and grow ourselves, while creating space for our students to ask questions, listen, wonder and deepen their understanding.

Submitted by Mia Moutray, Principal, Sinkut View Elementary

LDSS Drum Group opens Lake Babine Nation AGM



The LDSS drum group drummed to open the Lake Babine Nation Annual General Assembly this morning. This ties nicely into our work around honoring diverse identities, cultures, and perspectives as well as strengthening connections with the community. The group did an amazing job! LBN was very grateful to have them.



I would like to thank Antheia Gibson, Kiara Alec, and Bernie Lacerte for their work in supporting these students. Well done!

Submitted by: Steven Little, Principal, Lakes District Secondary



Strategic Plan Updates: GOAL 5: Strengthen Connections and Community

Showing Up: Strengthening Connections and Community

On September 22, I attended the Saik'uz Meet and Greet. The community had invited Vanderhoof school staff to come together for dinner and a social at Saik'uz, and I went because I have been attending these gatherings for years. I find them extremely important, and I always feel so welcome there.

It was a lovely evening. We watched the Saik'uz film, participated in a dream catcher activity to visualize the school year, and had time simply to visit. I got to spend time with Cecilia John and others, and as always, it was such a good visit.

For me, this is one of the ways I work on strengthening connections, community and meaningful partnerships. I try to show up.



That same sense of responsibility brought me to Fraser Lake on September 30, where I walked with community members and Survivors to the former residential school site at Lejac, Tse Yaz Bunkut. I walked with Norman from Stellat'en and learned firsthand about some of his experiences at residential school. Once we arrived at Tse Yaz Bunkut, we shared food, visited with others, gathered in circle, and listened to an Elder and Survivor speak.



For me, being there matters. This is part of my responsibility when living and working here. I need to learn and strengthen connections, deepen my roots, and understand the people and places that make this home.

Before leaving, I stopped to watch the salmon spawning in the Stellako River, one of my favourite places on Earth. The resilience of the salmon, their homecoming and the cycle of life bring me so much strength. I love Nandlechonun.



All in all, I believe it starts with me. If I am authentic and genuine in my own learning and growth, I hope that inspires others too. I never want to be "just talk," but the "doer." If community and courage are my values, I need to live them every day.

Submitted by Mia Moutray, Principal, Sinkut View Elementary

Partners in Possibility: Creating Opportunities for SD91 Students



SD91 Career Programs was recently invited by Rio Tinto Alcan (RTA) to participate and present at a regional social investment workshop for community groups interested in applying to the RTA Canada Fund. We were invited to share our partnership model and outcomes with participants and to highlight the extensive array of educational programs that promote positive social development and create opportunities for students across our district.

The workshop was also a great opportunity to hear about the broad range of initiatives other communities across the North are exploring and to further connect with organizations such as the Smithers Mining Group, SD81, Coast Mountain College, and our partners at UNBC.

The educational partnership between SD91 Career Programs and RTA is a wonderful example of what can happen when schools and community partners work together. From 2017 to 2026, the partnership has resulted in $650,000 in funding to support, enhance, and create educational opportunities for students throughout SD91.

And the partnership continues! Discussions are currently underway regarding RTA's commitment for 2027 through 2030, with the potential for even more opportunities for students in the years ahead.

David Hoy Early Years Screening Fair

On October 22, SD91 partnered with several early years services providers to host the annual Early Years Screening Event at David Hoy Elementary School in Fort St James. This event welcomed families with children from infancy through school age and provided an opportunity to learn about the programs and services available throughout the community. Families also enjoyed participating in prize draws for local grocery store gift cards.





Growing Something Together: The FLESS Farm Takes Root



Fraser Lake Elementary Secondary School (FLESS) celebrated the grand opening of the FLESS Farm on September 18 and 19, welcoming students, staff, community members, and funding partners to tour, work, celebrate, and, of course, get their hands into the dirt!

The celebration began with a welcome from Cynthia Williams, who shared reflections on the connections between the land, people, community, and learning. Students then added their own voices to the story of the farm by completing notes for a time capsule, answering the question, "What do you hope the farm will look like in three years?" Their ideas and hopes have been tucked away to be opened in June 2030, when students will have the opportunity to see just how much has grown.





The day also provided an opportunity to recognize and celebrate the many partners who have helped bring the FLESS Farm to life through financial and in-kind support, including Farm to School BC, Nechako-Kitamaat Development Fund Society, Autumn Services, Northern Health, Integris Credit Union, SD91, the Village of Fraser Lake, and members of the local community.

And the work didn't stop after the celebration! On Saturday, FLESS hosted a community work bee with local partners and Rise Up, a group of youth from Prince George. Together, they moved more dirt into the greenhouse and even planted tomatoes and a few other plants as testers.



The FLESS Farm is already taking root as both an educational and community asset, but in many ways, this is just the beginning. Like the students' time capsule, the real excitement will be seeing how this space grows and evolves in the years ahead.



Tricks, Treats and Community Connections - Nechako Lakes (SD91) Partners with BLNTU for some Halloween Fun!

Halloween provided another opportunity for SD91 to get out into our communities and have a little fun! In Burns Lake, we partnered with the BLTU for Trick or Trunk, while in Vanderhoof we joined the NTU for the Riverside Park Pumpkin Walk and Trick-or-Treating event.







We are grateful for opportunities like these to work alongside our employee groups in support of community events that bring children and families together. And, of course, handing out a few treats along the way made the partnership that much sweeter!

Simulating Success: New Opportunities Take Shape at LDSS

The Burns Lake Community Forest recently made a significant investment in student learning with the donation of a Ponsse Equipment Simulator, valued at approximately $75,000, to Nechako Lakes School District.



The full-scale training system features high-fidelity graphics, authentic machine controls, and a complete virtual forest, providing students with an opportunity to experience realistic equipment operation and explore skills connected to forestry and heavy equipment careers.



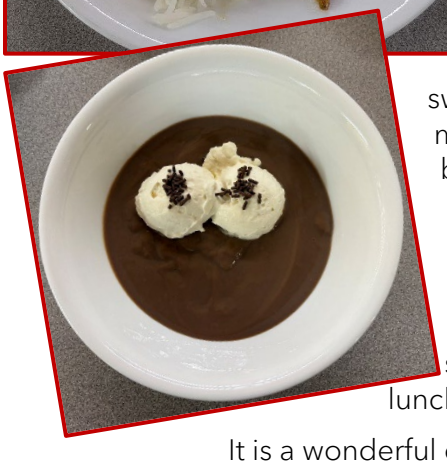


SD91 Career Programs is working alongside staff at LDSS and the district technology department to explore how the simulator can best be incorporated into classroom learning. Having the Ponsse Equipment Simulator onsite at LDSS also opens the door to new industry partnerships and potential grant funding to further support heavy equipment skills development for students.

This generous donation from the Burns Lake Community Forest brings exciting possibilities for hands-on career education at LDSS. Stay tuned as this initiative continues to take shape!

Cooking Up Learning at BESS





The food program at Babine Elementary Secondary School (BESS) is serving up more than great lunches. It is also creating new opportunities for students to get involved, build confidence, and develop their cooking skills.

School Meal Worker Camille has begun working alongside students who are interested in learning more about cooking. Students choose a recipe they would like to make and then work with Camille to learn the kitchen skills needed to bring it to life.

Roman was one of the first students to jump in, choosing sweet and sour sausages with rice. With tang from the ketchup and spices and sweetness from the peaches, the finished meal was a hit. Many students even came back for more!



Camille also brought a little extra fun to lunchtime with some creative Halloween-themed food, bringing the spirit of the season into the BESS kitchen and giving students another reason to look forward to lunch.

It is a wonderful example of how a school meal program can nourish students in more ways than one, bringing together good food, practical learning, student choice, creativity, and connection around the table.

Growing, Tasting and Connecting: Fresh Food Across Nechako Lakes (SD91)

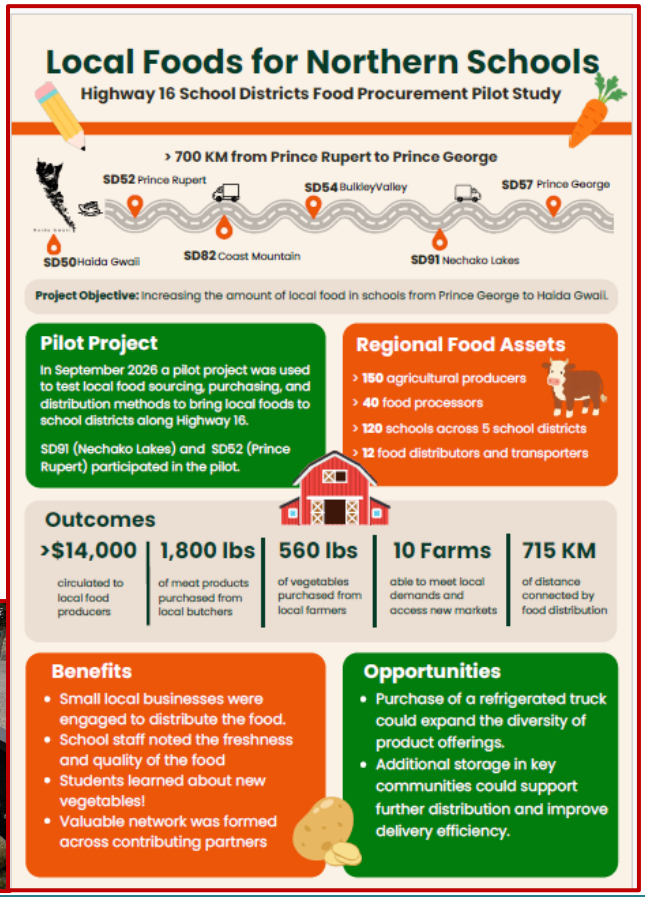
This fall has brought a lot of regional produce into schools across Nechako Lakes, along with some exciting opportunities for students to try new foods and learn more about where their food comes from.



Desert Hills came to town again, which meant loading up a truck, and apparently a little dancing, for lots of fresh produce!







Everything was distributed to schools and, by now, has likely been mostly consumed.

One new addition was Santa Claus melons, something many students and staff had never tried before, and they proved to be a hit!



The second round of the regional produce pilot also took place with support from Feed the North. Every school received sacks of potatoes, carrots, and onions, while secondary schools received some less familiar produce to introduce to students, including black radish, green tomatoes, kabocha squash, and leeks. The project is helping us explore how more locally and regionally grown food can make its way into our schools.



And we are not just bringing produce into schools. We are growing it too! Tomatoes are growing in the FLESS greenhouse, where the warm space is quickly becoming a wonderful place to see food production in action. At Decker Lake Elementary, the growing wall is producing lettuce and basil, with teacher Sunidhi Goyal and students working together to care for it. It even smells good!



There are many projects underway that we hope will lead to even more regional produce finding its way into SD91 schools next year. From trying Santa Claus melons to growing tomatoes, lettuce, and basil right at school, students are experiencing food in new ways and building connections to growing, learning, and local food along the way.

Employee Recognition:

This month, I would like to recognize our Learning Support Workers (LSWs), Personal Autism Assistants (PAAs), and Administrative Assistants across Nechako Lakes. While their roles are different, each plays an important part in creating caring, inclusive and welcoming schools where students feel known, supported and able to succeed. Thank you for the relationships you build, the care you provide and the many ways, large and small, that you make a difference for students every day.

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