

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

As winter break approaches, I want to extend my warmest wishes to everyone. This season is a time for travel, winter activities, and family gatherings that celebrate the many diverse cultures from around the world.

I also want to highlight the ongoing professional learning opportunities available to SD91 staff. During the recent Professional Development Day, numerous sessions were offered to help staff enhance their skills and learn from colleagues. These initiatives demonstrate our shared commitment to growth alongside our unions and education partners.

Reflecting on the past few months, I am proud of the collective efforts of our staff. Their dedication to placing student success and well-being at the forefront is evident in our focus on key priorities such as attendance support, school meal programs, and mental health initiatives—all aimed at better outcomes for students and families.

Finally, I am pleased to welcome Anita McClinton as the new Superintendent of Nechako Lakes. Anita will officially join us on January 20th, and we look forward to her leadership as we continue working toward our shared goal of success for all students.

I wish everyone a wonderful and restful winter break. We look forward to welcoming students back on January 6th.

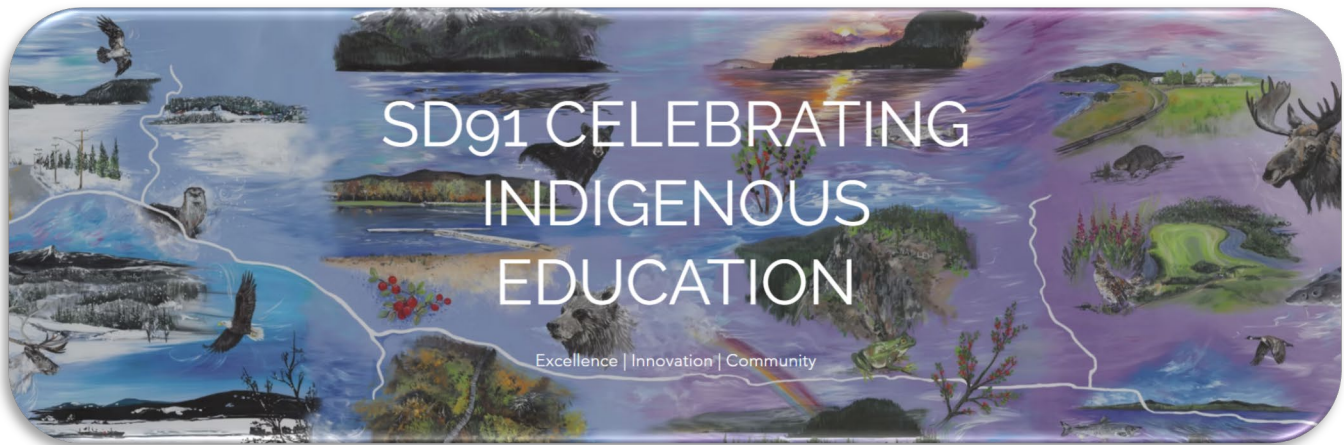
Respectfully submitted,

Mike Skinner
Interim Superintendent



Strategic Plan Updates: GOAL 1: Honour Diversity

Legislation to Support Indigenous Outcomes



Bill 40 will ensure that First Nations and Treaty First Nations can apply a model local education agreement (LEA) with boards of education if a First Nation requests it. LEAs govern the purchase of educational services by First Nations from boards of education and set out processes for information sharing, collaboration and decision-making. LEAs can establish a foundation for positive relationships between First Nations and school boards to support improved student outcomes and engage on broader issues.

Changes to the School Act will require all boards to establish an Indigenous Education Council (IEC) in their school district to ensure Indigenous people have input into decisions affecting Indigenous students. IECs will support boards in providing ongoing, comprehensive and equitable education and support services for Indigenous students, including providing Indigenous perspectives for the benefit of all students and advice on and approving the board's spending plans and reports concerning Indigenous education-targeted funds. These changes will be fully implemented during this school year.

In Nechako Lakes School District, Indigenous Education Councils have supported collaboration and partnerships for several decades, and we look forward to building even stronger partnerships to support learning.

Strategic Plan Updates: GOAL 2: Engage our Workforce



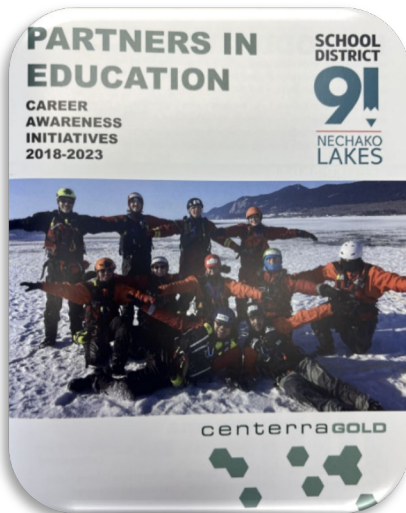
SD91 Commitment to Science Fair

Over the past many years, SD91 has stood out from the crowd for its high interest and participation in the regional Science Exhibition/Fair. The dedication and extra time that several people have committed to this endeavour have created a culture of discovery and learning. Currently, EBUS VP, Tyler Clark is the latest staff member to continue the tradition of coordinating the annual events at the district and regional level.



Each year, hundreds of students, with the support of classroom teachers, embark on a scientific journey to test, hypothesize, and research the “how and why”. This has led to students qualifying for national and even international Science exhibitions. Thanks to all the teachers and Tyler for their extra time and dedication to deeper learning.

Career and Traders Educational Partnerships



Nechako Lakes Career and Trades programs, along with our “partners in education,” strive to continually provide all students with real and relevant career awareness opportunities. Partner funding creates and expands educational programming that connects students and staff with local and regional partners. Staff from many departments have been engaged in this work to enhance learning.

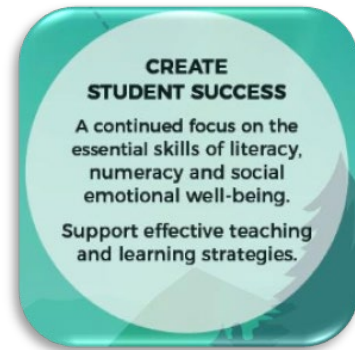
Since 2017 approximately 17,800 elementary and secondary students have participated in programs school students in three focus areas: Applied Design Skills, Technology and Watershed/Land Based.

Please see the “Career Programs” link on the District Website for more information and thanks to our District Careers Teacher for his work on these ongoing partnerships.

Strategic Plan Updates: GOAL 3: Create Student Success

Accommodations for Students

The Inclusive Education team at WKE has worked closely with Kevin Derksen from IT and Dave Lawrence from SD91 this fall to utilize technology in ground-breaking ways to accommodate learners with disabilities while maintaining access to technology for classes and learner engagement. Several iPads have been configured to specifically meet the needs of individual learners so that they are able to use read-and-write accommodations and save their work from day to day while maintaining a robust library of iPads to be integrated into instructional time in classrooms.



Additionally, learners in Grades 5-7 with learning disabilities are learning how to use document cameras alongside Speechify to have work at grade level read to them and to have their creative and academic ideas captured and saved to a dedicated laptop. At their side, their classmates can use laptops for research and word processing at grade level. The grade 6/7 class also used new software combinations to complete an amazing mixed-media artwork that combined oil pastels with photo editing capabilities. The work of our Resource teachers, classroom teachers, and IT has been tireless and creative in finding ways to get technology working for our Eagles' success!

Numeracy Storybook Learning at WLM

Story Workshop Meets Number Sense

Students at WL McLeod have been engaging in story workshops with a continuation into making sense of numbers in the world around them. In the early grades, this learning occurs over three separate sessions.

Session 1: Introduction to Story Workshop

Learners listen to a story, then re-create the themes with manipulatives and end by sharing their stories with other learners. They give storytellers specific feedback about the fantastic number of story elements they include.





Session 2: Number Sense Tasks with Story Workshop

The second session starts by reading a storybook that includes numbers in context, and learners are then guided to re-create stories that include numbers and counting. It ends with learners considering estimating their materials' collections and collecting reasonable guesses to share and sort during the third session.

Session 3: Estimation Consolidation & More Story Play with Numbers

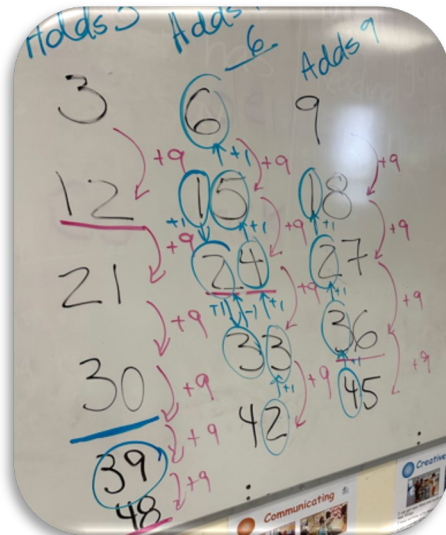
The "esti-mystery" is revealed by students sharing in counting the collection collaboratively, then re-engaging with the story and materials followed by a final sharing session.

Older Grades

In the intermediate grades, students engaged in setting the scene with a story about a chicken to foster thinking about legs and eggs to support patterning (leg-leg-egg or 1-1-2). Learners then created patterns of legs and eggs with popsicle sticks and used their skip counting to find multiple threes in a hundred chart.

To consolidate the learning, students used choral counting to create a chart that highlights different patterns in the multiple threes. In one of the student's words, "It was beautiful math."

The classroom teacher was astounded by the amount of learning that occurred and the level of engagement she witnessed.



Strategic Plan Updates: GOAL 4: Enhance Connections

ENHANCE CONNECTIONS

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

FLESS Foods Class

Board Chair Dave Christie stopped by Fraser Lake Elementary-Secondary School to thank them personally for making the last Board meeting dinner. This direct connection from the classroom to the Board table reinforces the work that staff and students do each day as they prepare for adulthood.

Their culinary talents and dedication were evident in every bite! The Foods program led by teacher Bry Materi is cooking up lifelong skills!



Student Leaderships Partnerships at Fort St. James Secondary



"Fill Up the Bus 2024" was again a huge success. Fort St James Leadership students and Nakazdli Youth Council embraced the cold and collected a tremendous number of toys for the local Toy & Food Drive.

Feeding Futures Partnerships with Local Producers

Nechako Lakes School District continues to enhance and refine the Feeding Futures programming at schools. One of the goals is to increase the products from local producers.

In the first three months of the Feeding Futures program for this school year, 7% of the food budget has been spent on food from local producers in our region. This includes products from the Speckled Sow, Bakkerij Lobelle, Reimer Ranching, Nechako Acres, and Felicity Farms. This is up from 2% in the 2023-24 school year.



Employee Recognition

This month, I want to recognize the many staff members who work to keep our schools and sites clean and well-maintained. Often, these employees are not seen regularly in schools because they work after hours when buildings are empty. Their work is vital to the district and without their expertise and dedication, our sites would not be ready to welcome thousands of staff and students daily. With the recent heavy snowfall in the area, district crews were out in the early hours shoveling and sanding to ensure everyone was safe. Given the amount of snow that fell, this was tiring work!

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