



**BOARD OF EDUCATION**  
**School District No. 91 (Nechako Lakes)**

**Excellence | Innovation | Community**

**MISSION:**

*Achieving Educational Excellence through engaging and personalized learning*

**VISION:**

*Competent and confident learners making positive contributions in an evolving global environment*

**MONDAY, MAY 26, 2025**  
**REGULAR BOARD MEETING - AGENDA**

Page

**1. CALL TO ORDER**

**2. RECOGNITION OF TRADITIONAL TERRITORY**

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

Specifically for this meeting, we feel honoured to gather in Saik'uz First Nation territory.

**3. INTRODUCTIONS**

- L. Hart, Principal - W.L. McLeod Elementary School
- C. Smith, DPAC Representative

**4. APPROVAL OF THE CONSENT AGENDA**

Recommended to approve the Consent Agenda, including the following items:

5 - 9

- The Agenda for the Regular Meeting dated May 26, 2025.
- The Minutes of the Regular Meeting dated April 28, 2025.
- The Record of the In-Camera Meeting dated April 28, 2025.

MOVED and SECONDED

THAT the Consent Agenda for the Regular Meeting of Monday, May 26, 2025, be approved as presented.

**5. TRUSTEE REPORTS**

- Chairperson D. Christie

**6. DISTRICT PARENT ADVISORY COMMITTEE (DPAC)**

- May 22nd meeting update
- Value of DPAC table
- Continued DPAC representation at SD91 Board Meetings

**7. EDUCATION DIVISION**

**7.1 EDUCATION UPDATE**

**7.1A. SCHOOL PLAN PRESENTATION**

W.L. McLeod Elementary School - Presentation by Principal L. Hart 10 - 20

**7.1B. SUPERINTENDENT'S REPORT TO THE BOARD**

May 2025 Report 21 - 37

**7.1C. SCHOOL GROWTH PLAN**

Grassy Plains School 38 - 51

MOVED and SECONDED

THAT, pursuant to Section 8.3 of the *School Act*, the Board of Education of School District No. 91 (Nechako Lakes) approve the 'Grassy Plains School Plan to Enhance Student Learning' as presented.

**8. OPERATIONS DIVISION**

**8.1 FINANCE**

**8.1A. 2025-2026 PRELIMINARY ANNUAL BUDGET**

The 2025-2026 Annual Budget Bylaw will be presented. 52 - 68

MOVED and SECONDED

THAT the Annual Budget Bylaw for the fiscal year 2025-2026 for School District No. 91 (Nechako Lakes) for the total budget amount of \$78,052,867 be given first reading.

**8.2 POLICY AND REGULATIONS**

**8.2A. POLICY AND REGULATION 1003.1 - VISITORS TO BUILDINGS AND SITES**

Discussion on 'Policy 1003.1 - Visitors to Buildings and Sites' 69

MOVED and SECONDED

THAT 'Policy 1003.1 - Visitors to Buildings and Sites' be given second reading.

MOVED and SECONDED

THAT 'Policy 1003.1 - Visitors to Buildings and Sites' be given third reading and adopted.

**8.2B. POLICY 504.4 - STUDENT INJURIES**

Discussion on 'Policy 504.4 - Student Injuries' 70

MOVED and SECONDED  
THAT 'Policy 504.4 - Student Injuries' be given first reading.

**8.2C. POLICY 1001.2 - COMMUNICATION GUIDELINES**

Discussion on 'Policy 1001.2 - Communication Guidelines'

71

MOVED and SECONDED  
THAT the Board of Education for School District No. 91 (Nechako Lakes) rescind the Amended Motion #24-05A that was carried at its Regular Meeting on January 22, 2024.

MOVED and SECONDED  
THAT the Board of Education for School District No. 91 (Nechako Lakes) re-opens Motion #24-05 that was originally presented at the Board's Regular Meeting on January 22, 2024.

MOVED and SECONDED  
THAT 'Policy 1001.2 - Communication Guidelines' be rescinded.

**8.3 2027-2028 SCHOOL CALENDAR**

The draft 2027-2028 School Calendar was open for public feedback from February 25 to April 25, 2025, and then again from April 29 to May 23, 2025.

72 - 74

MOVED and SECONDED  
THAT the draft 2027-2028 School Calendar be approved as presented.

OR

MOVED and SECONDED  
THAT the draft 2027-2028 School Calendar be amended to shift spring break 2028 to the period of March 20 to 31, 2028,  
AND THAT the amended draft 2027-2028 School Calendar be circulated for public feedback for the required minimum 30-day period.

**8.4 2025-2026 EARLY DISMISSAL REQUESTS**

**8.4A. FORT ST. JAMES AREA SCHOOLS**

Fort St. James Area Schools:

75 - 77

- Early Dismissal Request for 2025-26 Professional Learning Communities (PLC) time
- Early Dismissal Request for 2025-26 Talk About Learning (TLT) time on Wednesday, October 15, 2025, and Wednesday, March 11, 2026

MOVED and SECONDED

THAT approval be given to Fort St. James area schools for early dismissal days for the 2025-26 school year for the purposes of Professional Learning Communities (PLC) and Talk About Learning (TLT) time as presented.

**8.4B. VANDERHOOF AREA SCHOOLS**

Vanderhoof Schools:

- Early Dismissal Request for 2025-26 Talk about Learning Time (TLT) on Tuesday, October 21, 2025, and Tuesday, March 10, 2026

MOVED and SECONDED

THAT approval be given to Vanderhoof area schools for early dismissal days on Tuesday, October 21, 2025, and Tuesday, March 10, 2026, for the purpose of Talk About Learning (TLT) time.

**8.5 BC FOOD GRANT NEWS**

**9. INFORMATION ONLY**

*The following items are for information. Should you wish to discuss any item, please bring it forward by a Board Motion.*

**9.1 DISTRICT**

- EBUS Accountability and Quality Assurance (AQA) feedback 78 - 80
- BCPVPA Principl(ed) - May 2025 article by FSJSS teacher J. Boyes 81 - 87

**10. PUBLIC QUESTIONS**

*\*\*\*The Board will receive questions from the public at this time. Questions must pertain to the items listed on this agenda. A response will be provided in follow up to the meeting. Those posing questions must ensure that the Executive Assistant to the Superintendent has a current email address to ensure a response.*

*\*\*\*Total Time Limit: 30 minutes for this item*

**11. ADJOURNMENT**

Motion to adjourn.

MOVED and SECONDED

THAT the Meeting of Monday, May 26, 2025, adjourn at \_\_\_\_\_ p.m.



**BOARD OF EDUCATION**  
**School District No. 91 (Nechako Lakes)**

Excellence | Innovation | Community

**MISSION:**  
*Achieving Educational Excellence through  
engaging and personalized learning*  
**VISION:**  
*Competent and confident learners making positive  
contributions in an evolving global environment*

**Regular Board Meeting** **MINUTES** **April 28, 2025 6:00 PM**

Present:	D. Christie N. Hazelton D. Albertson S. Davis R. Gratz R. Pooley C. Walker A. McClinton D. Turner M. Skinner K. Black C. McKay H. Silver	Chairperson Vice Chair Trustee Trustee Trustee Trustee Trustee Superintendent Secretary-Treasurer Assistant Superintendent Assistant Secretary-Treasurer Director of Instruction Recording Secretary
In-House		
Guests:	Dr. S. Campbell H. Goretzky M. Roberge J. Kadonaga S. Schmidt Austin	Public Delegate Public Delegate Public Delegate FLESS Principal DPAC Representative Student Voice Representative
Present Online:	4 Members of the Public  M. Gauthier S. Lank 5 Members of the Public	Director of Instruction FLESS Teacher

1. **CALL TO ORDER**  
Chairperson D. Christie called the Regular Meeting to order at 6:00 p.m.
2. **RECOGNITION OF TRADITIONAL TERRITORY**  
Chairperson D. Christie acknowledged that we are grateful to live, work, and play on the unceded, ancestral territories of fourteen First Nations represented by the Dakelh, Nedut'en, and Wet'suwet'en Peoples; and, we are working diligently towards creating equity for our learners through conscious Acts of Reconciliation.
3. **INTRODUCTIONS AND MOMENT OF SILENCE**  
The following guests were introduced to the meeting:
  - Dr. S. Campbell, H. Goretzky & M. Roberge - public delegation presenters
  - J. Kadonaga, FLESS Principal
  - S. Lank, FLESS Teacher (online)
  - Austin, FLESS Student Leadership & Student Voice representative
  - S. Schmidt, DPAC Representative

Chairperson D. Christie shared sentiments about the weekend's tragedy at a Lapu Lapu Festival in Vancouver. There was a moment of silence to acknowledge the loss of many victims and as a show of support for families and survivors.
4. **APPROVAL OF THE CONSENT AGENDA**  
The Consent Agenda, including the following items, was approved:
  - The Agenda for the Regular Meeting dated April 28, 2025.
  - The Minutes of the Regular Meeting dated March 17, 2025.
  - The Record of the In-Camera Meeting dated March 17, 2025.

25-22 *MOVED and SECONDED*  
*THAT the Consent Agenda for the Regular Meeting of Monday, April 28, 2025, be approved as presented.*

*Carried*

5. **PRESENTATIONS**

5.1 **NVSS CLINIC PRESENTATION**

There was a presentation about the successes of the NVSS Medical Clinic.

*\*\* Presenters Dr. S. Campbell, H. Goretzky, and M. Roberge departed the meeting at 6:19 p.m.*

6. **TRUSTEE REPORTS**

There were no Trustee Reports at this meeting.

7. **STUDENT VOICE**

Student Voice representative Austin shared information about a variety of student-led activities that have been happening around SD91 in April.

8. **EDUCATION DIVISION**

8.1 **EDUCATION UPDATES**

A. **SCHOOL PLAN UPDATE**

Fraser Lake Elementary-Secondary School Principal J. Kadonaga and Teacher S. Lank shared information about the Student Leadership Job Education Fair that involved collaboration between students, staff, and Fraser Lake community members.

B. **SUPERINTENDENT'S REPORT TO THE BOARD**

Superintendent A. McClinton provided a monthly report to the Board, including the following highlights:

- Education Week
- Earth Week
- Bus Driver Appreciation Day
- Appreciation for school-based leaders as they maneuver through challenging budget matters while continuing to manage the regular day-to-day business of running our schools

8.2 **OUT-OF-COUNTRY FIELD TRIP REQUEST - INITIAL APPROVAL**

A. **NECHAKO VALLEY SECONDARY SCHOOL**

25-23 *MOVED and SECONDED  
THAT initial approval be given for selected NVSS students to travel to Japan for a sister school exchange experience from February 7-22, 2026.*

*Carried*

8.3 **FRAMEWORK FOR ENHANCING STUDENT LEARNING REPORTING AND REVIEW CYCLE**

Superintendent A. McClinton informed the Board about changes to the Ministry's Framework for Enhancing Student Learning (FESL) reporting and review cycle.

9. **OPERATIONS DIVISION**

9.1 **FINANCE**

A. **2025-2026 PRELIMINARY ANNUAL BUDGET UPDATE**

Secretary-Treasurer D. Turner advised that the 2025-2026 Annual Budget is due to the Ministry on or before June 30, 2025. Information was shared about ongoing efforts to involve stakeholders and members of the public in the budget-building process.

B. **2025-2026 ANNUAL FACILITIES GRANT SUBMISSION**

Assistant Secretary-Treasurer K. Black reviewed the 2024-2025 Annual Facilities Grant application that will be submitted to the Ministry.

C. **QUARTERLY FINANCIAL UPDATE**

Assistant Secretary-Treasurer K. Black provided the Board with the 3rd Quarter Financial Update.

9.2 **BYLAW APPROVAL**

There was a discussion about 'Capital Plan Bylaw No. 2025/26-CPSD91-01.'

Section 68.4 of the *School Act* states, "The board may not give a bylaw more than two readings at any one meeting unless the members of the board who are present at the meeting unanimously agree to give the bylaw all three readings at that board meeting."

25-24 *MOVED and SECONDED*  
*THAT the following 'Capital Plan Bylaw No. 2025/26-CPSD91-01' be given three readings and adopted at this meeting as per Section 68.4 of the School Act.*

*Carried*

**A. CAPITAL PLAN BYLAW**

25-25 *MOVED and SECONDED*  
*THAT 'Capital Bylaw No. 2025/26-CPSD91-01' as per the Ministry's Capital Plan Response Letter dated March 25, 2025, be given first reading.*

*Carried*

25-26 *MOVED and SECONDED*  
*THAT 'Capital Bylaw No. 2025/26-CPSD91-01' as per the Ministry's Capital Plan Response Letter dated March 25, 2025, be given second reading.*

*Carried*

25-27 *MOVED and SECONDED*  
*THAT 'Capital Bylaw No. 2025/26-CPSD91-01' as per the Ministry's Capital Plan Response Letter dated March 25, 2025, be given third reading and adopted.*

*Carried*

**9.3 BYLAW APPROVAL**

There was discussion about 'Disposal of Capital Assets Bylaw No. 2025-1 - Fort Fraser Elementary.'

Section 68.4 of the *School Act* states, "The board may not give a bylaw more than two readings at any one meeting unless the members of the board who are present at the meeting unanimously agree to give the bylaw all three readings at that board meeting."

25-28 *MOVED and SECONDED*  
*THAT the following 'Disposal of Capital Assets Bylaw No. 2025-1' be given three readings and adopted at this meeting as per Section 68.4 of the School Act.*

*Carried*

**A. DISPOSAL OF CAPITAL ASSETS BYLAW**

25-29 *MOVED and SECONDED*  
*THAT 'Disposal of Capital Assets Bylaw No. 2025-1 - Fort Fraser Elementary' be given first reading.*

*Carried*

25-30 *MOVED and SECONDED*  
*THAT 'Disposal of Capital Assets Bylaw No. 2025-1 - Fort Fraser Elementary' be given second reading.*

*Carried*

25-31 *MOVED and SECONDED*  
*THAT 'Disposal of Capital Assets Bylaw No. 2025-1 - Fort Fraser Elementary' be given third reading and adopted.*

*Carried*

**9.4 POLICY AND REGULATIONS**

**A. POLICY 1003.1 - VISITORS TO BUILDINGS AND SITES**

There was discussion about the draft amendments to 'Policy 1003.1 - Visitors to Buildings and Sites.'

25-32 *MOVED and SECONDED*  
*THAT 'Policy 1003.1 - Visitors to Buildings and Sites' be given first reading.*

*Carried*

**9.5 2027-2028 SCHOOL CALENDAR**

There was discussion about the public feedback that had been collected regarding the draft 2027-2028 School Calendar from February 25 to April 25, 2025.

25-33 *MOVED and SECONDED*  
*THAT the draft 2027-2028 School Calendar be publicized for additional public feedback until May 23, 2025, and the approval decision be deferred to the next Board Meeting.*

*Carried*

**10. PUBLIC QUESTIONS**

One member of the public presented a question to the Board about an 'Information Only' item from the Regular Meeting Agenda. Board Chair D. Christie stopped the question because there had been no motion made to bring the 'Information Only' item to the table for Board discussion. The member of the public was encouraged to communicate any further requests to district staff via email.

**11. ADJOURNMENT**

25-34 *MOVED and SECONDED*  
*THAT the Meeting of Monday, April 28, 2025, adjourn at 7:12 p.m.*

*Carried*

---

Darlene Turner, Secretary-Treasurer

---

Dave Christie, Chairperson



BOARD OF EDUCATION  
SCHOOL DISTRICT NO. 91 (NECHAKO LAKES)  
VANDERHOOF, BC

---

RECORD OF THE APRIL 28, 2025, COMMITTEE MEETING

---

1. The personnel report was accepted.
  - Information was received on four non-teaching new casuals
  - Information was received on eighteen non-teaching new appointments
  - Information was received on two non-teaching increases in hours
  - Information was received on three non-teaching leaves of absence
  - Information was received on three non-teaching returns from leave
  - Information was received on three non-teaching resignations
  - Information was received on one non-teaching retirement
  - Information was received on seven teaching limited duration appointments
  - Information was received on four teaching medical leaves
  - Information was received on two teaching retirements
  - Information was received on one teaching leave of absence
  - Information was received on two teaching resignations
2. There was an update given on staffing.
3. There was an update given on grievances.
4. There was an update given on investigations.
5. There were discussions on TEN topics related to Board business.

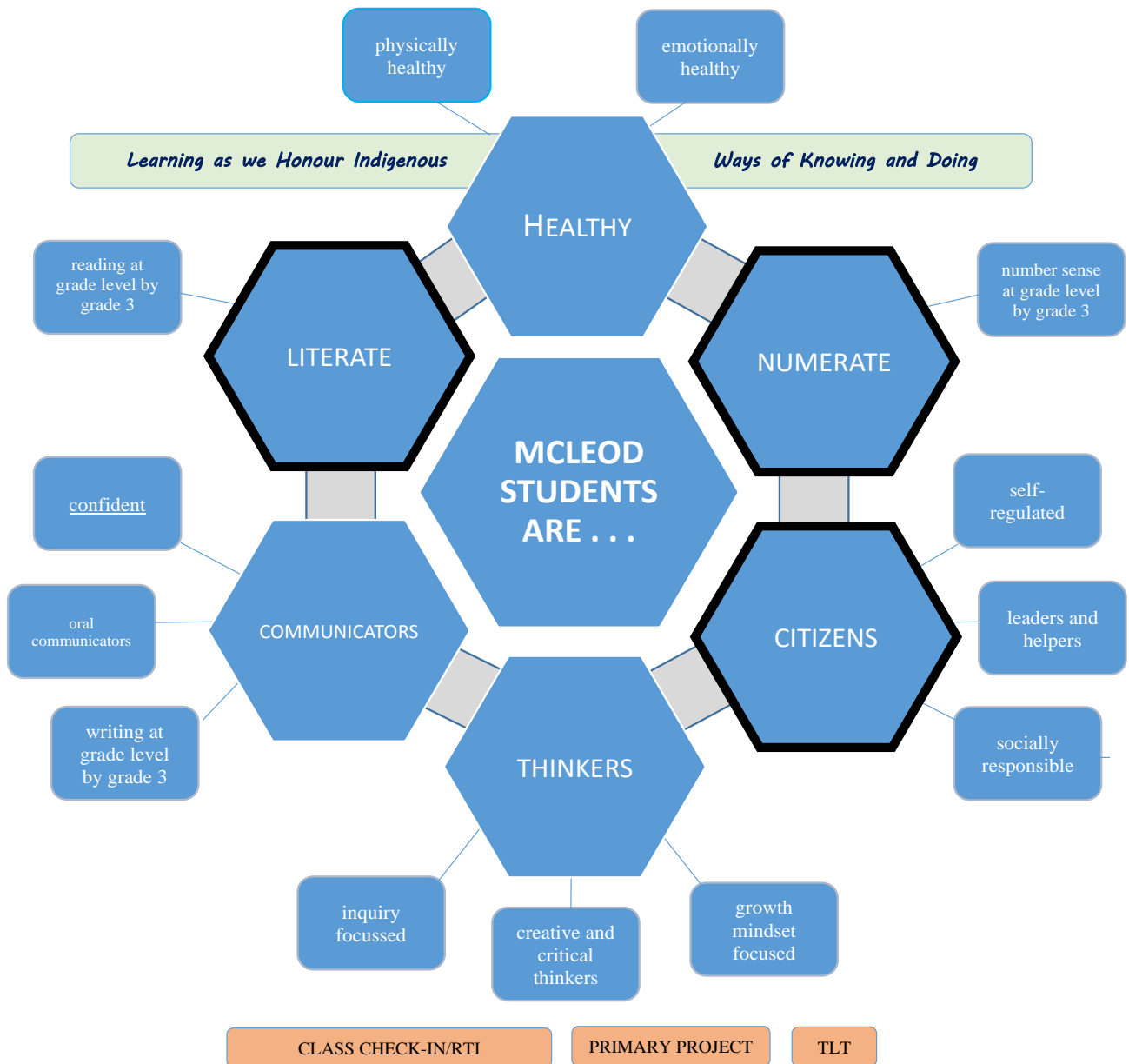
DRAFT

# Ecole McLeod Elementary School Skehhoᑕul'eh



LEARNING, KINDNESS and CARING

## SCHOOL PLAN TO SUPPORT STUDENT LEARNING at May 2025



# Ecole McLeod Elementary School Skehhoᑭul'eh

## OUR SCHOOL

### **Our Mission:**

To offer a positive and caring learning environment that encourages respect, participation, and opportunities to challenge individuals to reach personal excellence. Our mission statement represents our “learning, kindness and caring” focus.



### **Our Students and Families:**

McLeod Elementary School is a dual track school with approximately 270 students. We are proud that our student and staff population represent diversity in many ways. Our population and configuration change regularly. About one-third of our students identify as being of Indigenous ancestry and 8% are Saik'uz First Nation members. Close to one-quarter of our Indigenous learners are in our French Immersion program. Approximately 8% of our students are identified with an Inclusive Education designation, 59% of these students are of Indigenous ancestry. Many of our students are supported with hot lunches, breakfast and/or snack through the feeding Futures program and receive weekend meals through our Backpack Program.

The McLeod PAC is a small but active group that works closely with our school and ensures their work mirrors and supports the school's philosophical priorities. It is extremely important to us that caregivers are included and encouraged to be part of school activities and decisions. We regularly communicate with caregivers to share information and to ask for feedback and opinions.



## Ecole McLeod Elementary School Skehhoᑭul'eh

### Our Goals:

While we strive to help our students to be strong communicators, deep thinkers and to live healthy lives, our Focus Goals continue to be McLeod students will be:

1. Literate as evidenced by grade 3 students meeting grade level expectations in reading in PM Benchmarks/GB+.
2. Socially Responsible Citizens as monitored through the School Learning Survey.
3. Numerate as evidenced by grade 3 students meeting grade level expectations on the SD91 Numeracy SNAP Assessment.

We believe that all students can meet the School District 91 Strategic Plan vision to be “*competent and confident learners making positive contributions in an evolving global environment.*” We also believe that to meet this goal students must have a strong foundation in their elementary school years.



### OUR IMBEDDED STRUCTURES TO SUPPORT OUR GOALS and the SD91 STRATEGIC PLAN



To support each of our goals we have created structures that we use, monitor, and adjust as we concentrate on working with staff to provide academic, emotional and/or social support for every student.

#### TLT (Talk About Learning Time) ~ *Engaging Our Workforce*

TLT is our Talk About Learning Time. It is our collaboration/professional learning community. Our staff meet in primary and intermediate groups. Each group meets every other week. In some years our Support Staff meet as a group as well. As needed, our French teachers meet as a group as well.

Our primary group continues to work on number sense with attention to Indigenizing our practice. We work with a provincial NOIE group on an inquiry question on this topic. In Spring 2025 our primary collaboration has focused on creatively addressing our concerns re student progress in numeracy. We are very proud of our ongoing teamwork,

consistency and supportive primary-wide approach. Our intermediate TLT spent much of 2024-2025 working on a grade 4 to 6 Science Fair project. Our goal for TLT is to be able to “tell a compelling story about the impact of collaboration time in our school and on student learning and how we can keep our caregivers informed about what we are learning and how it is impacting student learning.”

## Ecole McLeod Elementary School Skehhoᑕul'eh

### **Class Check-Ins/Response to Intervention (Facts with Implications) ~ *Creating Student Success***

Our Class Check-ins are an integral part of our process to support learners and staff. Approximately once a month a team including our principals, resource teacher, and periodically our District literacy and numeracy teachers meet with each teacher to discuss student progress in depth. We review student data and anecdotal reports in reading, writing, numeracy and social/emotional growth. If necessary, we follow up with a more detailed SBT meeting. Based on this evidence we change classroom approaches and/or interventions to meet the needs of specific students as we try to be completely “on top” of student learning with targeted supports and more complex assessments.

While we do track school-wide results in learning, our main focus is always the growth of each individual student. We use a class profile chart to track data by student and by class. We also try to use a class RTI Pyramid. It has been extremely helpful to have all the data about an individual student and class overview data in one place so we can implement support as soon as possible in the year. Using a Response to Intervention model we review data regarding student success at each check-in which informs our interventions and supports. Our primary focus is providing a strong Tier 1 base program, and this is an area where we must continue to improve our practice.

It has always been our goal to get to a point where intervention groups are “rapid, small loops” but we are noticing more and more that interventions are necessary for specific students. In response, in primary French Immersion and possibly in future primary numeracy, we are focusing on adjusting our approach to include “filling the gaps” with very targeted skills interventions.

### **Primary Project (Literacy Blitz) and Numeracy Blitz~ *Creating Student Success***

2024-2025 is our 10<sup>th</sup> year of our literacy Primary Project that grew from Janet Mort’s book *Joyful Literacy* which began as a play based intensive approach to alphabet and sight word learning. The blitzes are run by 2-3 Support Staff under the direction of our vice-principal or French Intervention teacher. The intervention blitzes move learning along quickly for those in need of “catch-up” and help us to identify students who may need more intensive interventions, assessments and/or supports. We continue to have many students who need blitz continually which helps us to confirm suspicion of learning differences and act “as if” when students are still in primary grades. In the spring of 2022, in our English blitz, we added a focus on explicit instruction on sounding out words and making words using a resource called *Systematic Sequential Phonics Their Way* by Patricia Cunningham. In January 2025, because of the presenting data for French Immersion primary students, we have made a change to imbed the supports for French Immersion students directly into classrooms. Students are organized in a way to support them at the level they are at (letter sounds, vowels, sound blends). Teachers have collaborated using time funded by our FI Growth Grant to ensure consistency for primary French Immersion students.



We are very excited that we added a vibrant numeracy blitz in 2021-2022 to support our focus on number sense in our primary grades. The blitz is currently run by a Learning Support Worker under the direction of a teacher leader using the Marian Small *Leaps and Bounds* program to conduct a pre and post assessment and implement very targeted interventions in small groups using kinesthetic, experiential learning with a metacognitive focus. Following our success in our classroom based skills intervention in French Immersion, we are exploring paralleling this in numeracy in 2025-2026.

## Ecole McLeod Elementary School Skehhoᑕul'eh

### Learning as we Honour Indigenous Ways of Learning and Doing ~ *Honouring Diversity*

It is our goal to Indigenize and decolonize as we include Indigenous ways of learning and doing in all we do at our school. Each of our students have a scheduled Carrier Language and Culture class at least twice a month. We work to Indigenize and decolonization our work. This includes imbedding Indigenous content including classroom support, cultural activities and literature. Indigenous Education staff encourage and facilitate the invitation of local resource people from Saik'uz First Nation to share their knowledge and skills with our students as well as visiting classrooms on a regular basis to do activities recognizing Indigenous culture.



We incorporate aspects of Indigenous ways of being into our regular learning and daily activities such as welcoming everyone every day in Carrier, French and English and always honouring Saik'uz Traditional Territory. Important days such as National Day for Truth and Reconciliation, National Indigenous Peoples Day, and National Day of Awareness for Murdered and Missing Indigenous Women (Red Dress Day) are part of learning and honouring.

Our Indigenous Education Staff are scheduled into each classroom daily or many times each week to ensure our students of Indigenous Ancestry have a consistent connection with a person of Indigenous ancestry to support academic, social, and emotional growth. Our staff also connects with our Indigenous families.

### It is our goal that McLeod students are LITERATE.

Our primary indicator of success for our literacy goal is that our students are **reading at grade level by the end of grade 3**. This data, along with grade 4 FSA, is in our appendix. In Fall 2021, as a District, we modified the requirements for our RAD to the CCR and students only completed main ideas and details and metacognition questions. We collect PM Benchmark data to monitor early reading. In 2021-2022, we began to include a document to track reading level, decoding and comprehension, with each report card for all students. We are proud of our reading graphic which is similar to a baby's growth chart and will allow us to track reading growth over many years.

Research states that students who are reading at grade level by grade 3 have a much higher chance of success in literacy and in school in general. It is also important as in grade 4 students often make the switch to "reading to learn" from "learning to read." We track the reading levels of our grade 3 students carefully. This data shows us that our work in our K to 3 classes and our intervention blitzes are helping to support literacy success. There



## Ecole McLeod Elementary School Skehhoᑭul'eh

is still much work to be done as we know from our Kindergarten Assessment (EYE) that many of our students come to school without the basic academic skills. With the end of grade 3 PM Benchmark reading evidence, we can identify the progress of each individual student and the students who are not yet meeting expectations are either already designated in an Inclusive Education category or are treated “as if” with a plan for further investigation.



We are proud of our work in our literacy blitzes and our use of time and staff to implement cross-class interventions.

In response to the data, in 2024-2025 we will continue our move to provide a more phonics and phonetics-based approach in primary English classes and a continuum of alphabet, vowels and sound groups in French classes. In intermediate classes we need to continue our work on identifying main ideas and details, applying metacognition strategies and more strategic use of Words Their Way, and reading conferencing. We will continue also to imbed assistive technology into all classrooms.

### **It is our goal that McLeod Students are SOCIALLY RESPONSIBLE CITIZENS.**

Our goal in Social Responsibility is that our students will be citizens who are **self regulated, leaders and helpers, and socially responsible**. To monitor our success, we track the responses from the Student Learning Survey for six important data points including “I am happy at school” and “3 or more adults at school care about me” for a few years. As part of the BC New Reporting Order process, we use the SD91 Core Competency Goal Setting Self-Assessment. Each term, each student completes a growth and reflection page for Communication (*We can speak and listen actively and respectfully*), Social Responsibility (*We can show respectful and inclusive behaviour as we learn and play*) and Creative/Critical Thinking (*We can reflect, evaluate, and grow in our own thinking, and actions*).



Establishing and supporting a positive, kind, and caring school culture that allows us to focus on learning is the foundation of our school. It is our goal that our students are socially responsible young people who will go on to be successful citizens. We believe a socially responsible student is kind and caring, inclusive, forms and maintains healthy relationships and provides service to the school and our community.

We approach Social Responsibility by choosing a theme for each year. Past themes have been *Polite, Positive and Proud, Using our hearts and our heads, We're All in This Together, Me, You and Us* and *Attitude for Gratitude*. In 2024-2025 our theme is *Be a Bridge*. The pledge from the *Be A Bridge*

## Ecole McLeod Elementary School Skehhoḍul'eh

book outlines a monthly focus that we tie to the BC Core competencies. We talk about our monthly pledge on morning announcements and classes watch a weekly video supporting the specific pledge.

Food is an extremely vital part of McLeod Elementary School. Students and families who have the food they need can concentrate on the other important things in life. Children who have food in their tummies can learn and grow. McLeod is an active part of the Vanderhoof Community Garden with a big growing plot and the McLeod greenhouse. Our students participate in planting, tending, and harvesting the food that is used in our own “home-grown” Farm to School Program. We are extremely proud of our food programs which started as a part-time, caregiver-led volunteer initiative and is now a full-time program with 3 staff that feeds three schools in Vanderhoof. The program is now part of the BC and SD91 Feeding Futures Program. We began our Backpack Program many years ago to provide weekend food for our families who experience food insecurity. Addressing food insecurity continues to be our priority and we still provide weekly backpacks and larger Spring Break hampers to students and their families at McLeod.



McLeod has a team of counsellors who work to provide emotional and social support to students in one-on-one, small group and classroom situations throughout the week. Our partnerships with Connexus and Carrier Sekani Family Services are growing and further contribute to the services and programs that help our students grow confidence, self-esteem, and coping strategies.

We are also proud of other approaches to Social Responsibility including our flexible learning spaces (Connection Centre and TLC), our McLeod Cares Leadership Program and other student service opportunities, our Grand Caregiver Buddies, our Fine Arts Programs and our consistent focus on kindness and caring.

Our data shows us that we should continue with our direct and explicit teaching of social responsibility.

### **It is our goal that our McLeod students are NUMERATE.**

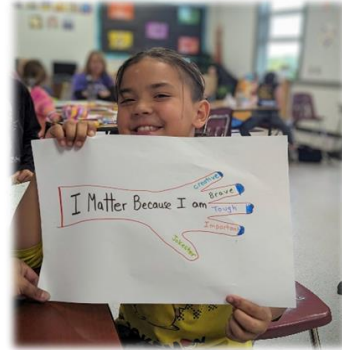
Our goal in numeracy is that our students will be **meeting grade level expectations in number sense by the end of grade 3**. As found in our appendix, we track the grade 4 FSA results. Beginning in Fall 2021, we administered the new SNAP as the new SD91 numeracy assessments.

Even with our direct focus on numeracy, we know that it continues to be an area of much-needed growth for us. Closed-ended activities (worksheets, algorithm focused instruction, word problems with a single answer, traditional approaches to math with a focus on outcomes over process) and the way we taught math before created learners who disliked math, didn't trust numbers, memorized formulas, and didn't make personal or meaningful connections to numbers in their lives. Math and numbers didn't matter to our students. We notice that even many of our intermediate students do not have a concrete understanding

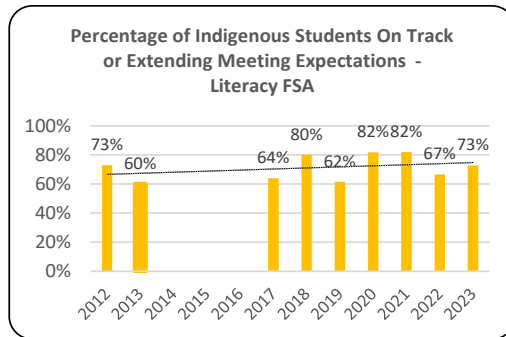
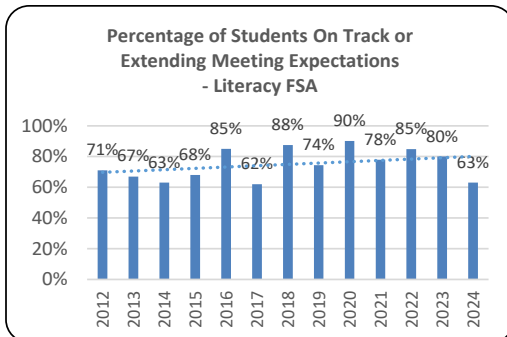
## Ecole McLeod Elementary School Skehhoᑭul'eh

of numbers past one hundred and still struggle to relate numbers to real life situations. Our reflection on the data led us to query a new approach involving a focus on number sense in the primary grades. In 2022-2023 we joined a provincial level NOIIE group and clarify our Focus Area into “Developing a deeper and broader understanding of number sense from K-6 with a focus on improving numeracy outcomes for Indigenous learners” with the aim to build a culture of students who trust and love numbers.

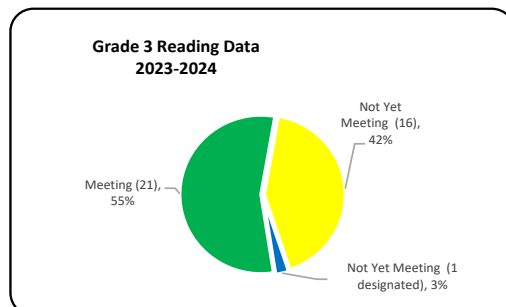
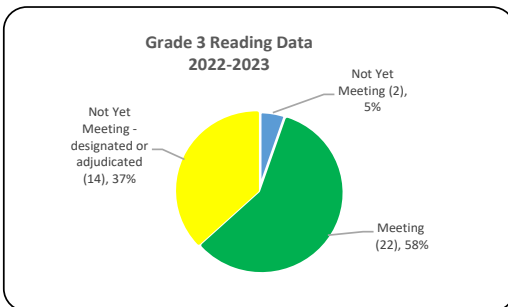
Our work, both professional and in our classrooms, continues to include choral counting, counting collections, "number splat," our number board, morning math routines, number talks, open ended questions (i.e. Esta-mysteries, Three Act Tasks) and activities that are concrete, hands-on, experiential, and highly interactive allowing for student voice. We are taking a more proactive (rather than reactive), flexible approach to numeracy as well as increased, real-life talk about numbers. In addition, our work with numbers and number sense includes breaking down barriers around math anxiety and building conceptual understanding. We are noticing that learners seem more excited to engage in learning opportunities about numbers. We are excited about our discussions to take an innovative approach to numeracy moving into 2025-2026.



### EVIDENCE - Literacy

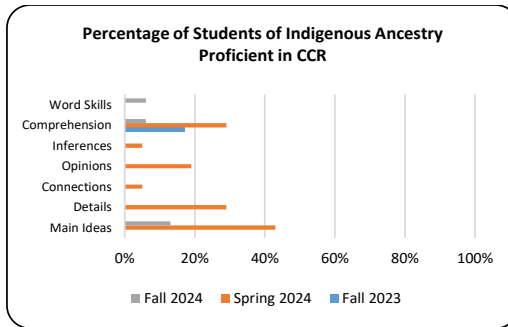
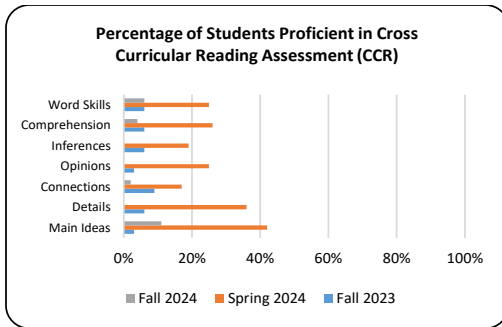


Although our results have been slightly up and down over the past few years, there is a steady upward trend in student performance on FSA reading assessments at the grade 4 level over the years. This is especially exciting given our very high participation rate in the assessment each year. While our results for our students of Indigenous ancestry are often masked, these students, in general, are showing slightly lower results in this assessment while their trajectory is still moving upward.



Our grade 3 reading data is an important marker for us as we know that grade 3 reading results are a good indicator of future literacy success. We are proud that we are intensely aware of the reading levels of each grade 3 student. As needed, we work with students “as if” there is a learning difference after we have completed the Response to Intervention check-in and School Based Team process.

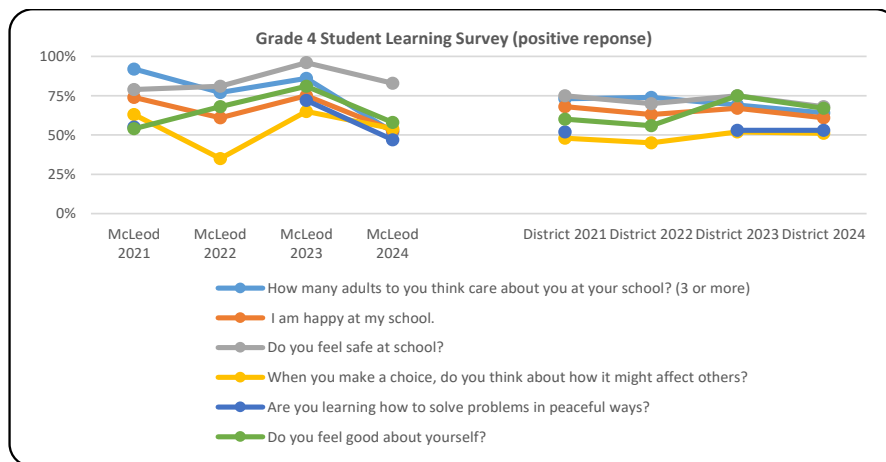
## Ecole McLeod Elementary School Skehhoᑭul'eh



Our CCR data shows us that few of our students are proficient in aspects of the Cross Curricular Reading assessment even at the end of a school year. Our students especially struggle in the metacognition section of the assessment. Some of our students are not able to access the CCR assessment even with accommodations and, in these cases, students are working at a PM Benchmark or DRA level. Results for our Indigenous students parallel the literacy challenges specific to main ideas, details and metacognition strategies of our students in general.



### EVIDENCE - Social Responsibility

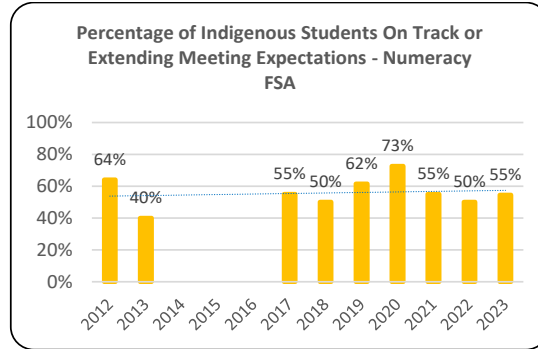
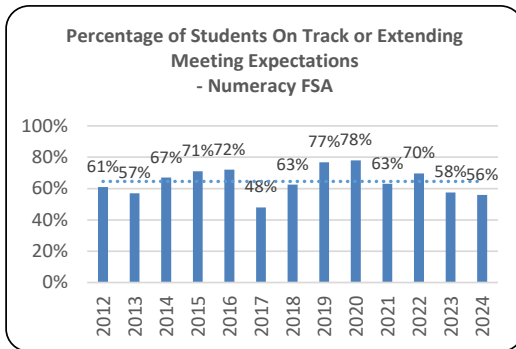


We are very pleased the Student Learning Survey data collected by SD91 is reflective of the focus at McLeod. While we have room for growth, we are proud that McLeod students are indicating a level of positive response in almost all areas. In 2024 many students answered "don't know" to the questions. We will work to address this in future surveys. It is evident that we can be more purposeful in our work regarding helping students to understand how their choices affect others and helping students to feel happy and content at school.

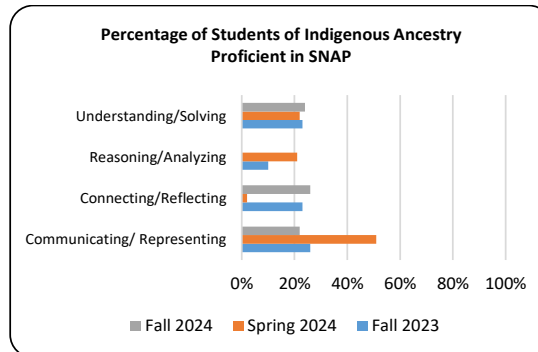
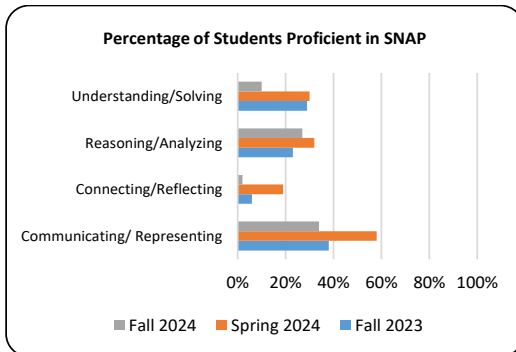
# Ecole McLeod Elementary School Skehhoḍul'eh



## EVIDENCE - Numeracy

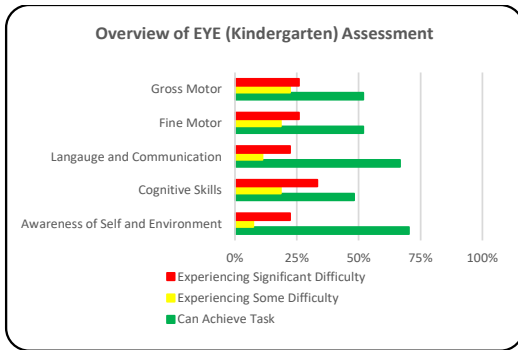


*Our results on the numeracy FSA reflect our concerns in mathematics for our students. Our growth over the years has been slow and inconsistent. We hope that we will begin to see better results as we implement our new approach to Number Sense in Kindergarten to Grade 3. Our Indigenous students are experiencing slightly less success on the Numeracy FSA.*



*Our results on the SNAP (District Numeracy Assessment – Number Sense) reflect our concerns in mathematics for our students. Our growth over the years has been slow yet steady. We hope that we will begin to see a more significant improvement as we implement our new approach to Number Sense. The evidence shows that connecting numbers to real life is the biggest challenge for our students. Our Indigenous students are experiencing less success in numeracy and connecting and reflecting is the biggest area of growth.*

## Ecole McLeod Elementary School Skehhoᑕul'eh



*Each of our Kindergarten students completes the EYE assessment at the beginning and end of the year. A significant number of our students are entering Kindergarten without basic skills. This chart represents the "pre" data from the beginning of the year. This includes one-third experiencing significant difficulty in cognitive skills and one-quarter in fine and gross motor skills.*



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 Dugooos Ooza (May)

May has been a month of meaningful connection, reflection, and celebration across the Nechako Lakes School District. Our schools and communities embraced *Share the Love Week*, a time to uplift kindness, inclusion, and compassion in ways that reflect our shared values. Through assemblies, book readings, art projects, and classroom discussions, students and staff came together to deepen their sense of belonging and support for one another, especially for those who have historically faced marginalization, including members of the 2SLGBTQIA+ community.

We also marked *Red Dress Day* on May 5, taking time to honour the lives of Missing and Murdered Indigenous Women, Girls, and Two-Spirit People (MMIWG2S). Many of our schools created thoughtful displays and engaged in meaningful conversations. In some communities, students and staff took part in marches to raise awareness and show solidarity. Across the district, it was powerful to see flags recognizing both *Share the Love* and *Red Dress Day* flying at every district building, a visible reminder of our shared commitment to inclusion, safety, and truth and reconciliation.

As the days grow longer and the warmth of spring settles in, our schools are alive with activity and excitement. Track and field events, outdoor learning, celebrations of student achievement, and preparations for year-end transitions are filling our buildings with energy and pride. A special highlight this month was the unveiling of WL McLeod Elementary's *Stream of Dreams* mural – a vibrant and collaborative art installation now adorning the school's fence. The project reflects students' learning about watershed health, environmental stewardship, and community connection.

With just a few weeks remaining in the school year, we are deeply grateful to our students, families, staff, and community partners for continuing to build strong, inclusive, and caring learning environments. The momentum of this spring reminds us of the incredible things that can happen when we come together to support one another, learn from one another, and "share the love" in all that we do.

Respectfully submitted,

*Anita McClinton*

(she/her)  
Superintendent

## Strategic Plan Updates: GOAL 1: Honour Diversity



### Preparing Hides at David Hoy Elementary School

Crystal Millard, Carrier Language and Culture teacher, prepared an elk hide with students from David Hoy Elementary for most of the first full week in May. Incredible learning was had by children and adults alike. Trustee Gratz also participated as a result of an invitation from Principal Suzanne Burck.



EXCELLENCE | INNOVATION | COMMUNITY

## Share the Love at Evelyn Dickson Elementary

During Share the Love Week Evelyn Dickson School focused on community building and kindness and cultivating a school where everyone feels safe and valued. Ms. Carpenter's Grade 5/6 made friendship bracelets for the entire school, many students earned house team points by wearing the colour of the day and the EDS PAC supported our entire school to travel down to the movie theater to watch *The Wild Robot*! Our students enjoyed popcorn and a drink while learning about what it means to be part of a community. Students participated in a colour fun run a talent show and we capped off the week learning about instruments from around the world!



EXCELLENCE | INNOVATION | COMMUNITY

## Share the Love at Decker Lake Elementary School

At Decker, we created a Quilt of Belonging. Each learner drew a picture of something that made them unique on a quilt block.

Our quilt is proudly displayed in the hallway for our school community to enjoy.



We dressed in our team colours and posed for a picture before spending the afternoon playing outdoor games.



Our morning announcements focused on kindness, acceptance, being a good friend and inclusion.

We read books about inclusion and had wonderful conversations about belonging.

We had the **best** week celebrating our uniqueness.



EXCELLENCE | INNOVATION | COMMUNITY

## Share the Love at Grassy Plains School



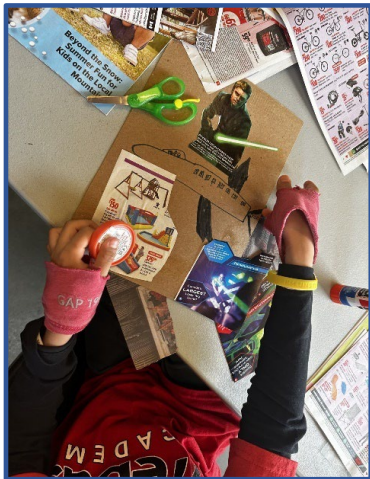
Grassy Plains School embraced the spirit of community and inclusivity during Share the Love Week by engaging in heartwarming activities centered around the book "All Are Welcome", by Alexandra Penfold. The school leadership students took the initiative to organize group games and activities, transforming lunchtime into a celebration of friendship and acceptance. In addition, every student at Grassy Plains School took part in creating a banner displayed in the gym, reading "All Are Welcome Here." This banner serves as a reminder of the school's commitment to inclusivity and kindness. Within the banner, students shared their creativity through small works of art that illustrated how they make everyone feel welcome. The artwork depicted acts of making friends, sharing, accepting differences, and spreading kindness throughout the school community. Through these collective efforts, Grassy Plains School not only celebrated diversity but also strengthened the bonds among students, ensuring a warm and inviting environment for all. Share the Love Week was a resounding success, highlighting the importance of unity and acceptance in building a caring school community.



EXCELLENCE | INNOVATION | COMMUNITY

## Honouring Diversity at EBUS

We'd like to spotlight one facet of the work of our Indigenous Education Advocate, Nikki Arnold. For the past five years, EBUS Academy has hosted *Inspiring Pathways* -- an online series of Indigenous speakers discussing their roots, their accomplishments, and helping drive engagement with students. This year's speaker was Taylor McPherson from *The Amazing Race*. Our online V-class [which was also open to all SD91 schools] in January was very well attended by EBUS students, and Taylor's message about the power of believing in yourself & the power of goal setting was well received. In May, EBUS held an in-person field trip in Vancouver with our Lower Mainland families and Taylor joined the trip. Students participated in the EBUS Amazing Race &, with Taylor's help, created dream boards about their goals. We even had a family from Terrace fly down to join the trip!



EBUS Academy Indigenous Education presents:  
**INSPIRING PATHWAYS SPEAKER SERIES**  
 2024-25

**Taylor McPherson**  
 The Amazing Race Season 10 Winner

**THE POWER OF SPORT**  
 Virtual session  
 Tuesday, January 28 2025  
 1-2 pm

TALENT IS A GIFT AND AN UNCOMMONLY RARE QUALITY THAT GREAT PEOPLE IN THE MAINSTREAM OF IT. TALENT IS A GIFT AND AN UNCOMMONLY RARE QUALITY THAT GREAT PEOPLE IN THE MAINSTREAM OF IT. TALENT IS A GIFT AND AN UNCOMMONLY RARE QUALITY THAT GREAT PEOPLE IN THE MAINSTREAM OF IT.

IN ADDITION TO THE ACADEMIC PROGRAMS, TALENT ALSO OFFERS A VARIETY OF PROGRAMS AND SERVICES TO SUPPORT STUDENTS' PERSONAL AND PROFESSIONAL DEVELOPMENT. THESE PROGRAMS AND SERVICES ARE DESIGNED TO HELP STUDENTS REACH THEIR FULL POTENTIAL AND TO PREPARE THEM FOR THE FUTURE.

IF YOU WANT TO JOIN THIS VIRTUAL SESSION BY YOURSELF OR WITH YOUR CLASS, CONTACT NIKKI. EMAIL: nikki.arnold@sd91.bc.ca

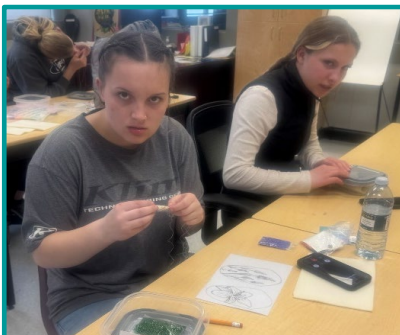
For more information.



**EXCELLENCE | INNOVATION | COMMUNITY**

## NVSS Indigenous Girls Group - Moccasin Making

The NVSS Indigenous Girls Group are developing their skills and learning through an Indigenous lens thanks to their moccasin making with Haley Josphe. It is fantastic to watch the learning in progress!



EXCELLENCE | INNOVATION | COMMUNITY

## Strategic Plan Updates: GOAL 2: Engage our Workforce



### EBUS at The Digital Learning Conference

The BC Educators for Digital Learning Provincial Specialist Association held their 22<sup>nd</sup> Annual DL conference in Vancouver this month. EBUS Academy is very fortunate to have a number of staff on the executive and we are very proud of the work they do to push digital learning forward. With the support of the BLNTU, we were able to send a small number of staff to the conference. Over the two-day conference, our teachers were able to engage in sessions on student engagement, the emergence of AI in education, & building authentic relationships in an asynchronous online world [among other things]. Our very own Sean

Margison & Maria Devauld presented sessions on Making Educational Music & Personalizing Learning Paths. It was awesome to see our teachers showcase their passions and share with their colleagues from across the province. Another benefit of attending the conference was the chance to connect with some of our EBUS colleagues who live in the Lower Mainland. It was so nice to get to meet in person and share a coffee!



### Networks of Inquiry and Indigenous Education (NOIIE)

EBUS Vice Principal, Mia Moutray, & Indigenous Education Advocate, Nikki Arnold, enhanced their learning at the NOIIE Symposium, networking and learning with a team from SD91, including Director of Instruction, Mark Gauthier as well as colleagues from the province and the world!



EXCELLENCE | INNOVATION | COMMUNITY

## CUPE Professional Learning Day

On May 9<sup>th</sup>, CUPE held an in person Pro D Day for all regular and casual members. Most sessions took place at Fraser Lake Elementary Secondary with the keynote being provided by Jen Kelly. The Pro D committee was excited to have twelve different workshops open for CUPE staff, as well as a specific structured literacy workshop that is specific to teaching/CUPE partners from a few sites in the district. The CUPE pro d committee that plans and organizes this event included district staff - Tyrell Miller and Claire McKay, as well as CUPE representatives - Devon Gardner, Judith Loranger, Asheena Hilman, Bev Stanga, and Yvonne Klapper. Planning was also a collaborative process with the District Numeracy and Literacy leads - Lena Miller and Michelle Miller Gauthier as well as the BCTF pro d chair - Shawn Lank. Thank you to Wendy Kelemen for sharing networking resources for presenters. Both external individuals and SD91 employees presented on this day, to support a variety of learning for our different job classifications while staying in alignment with the District's strategic plan.

We are providing this information to principals at this time to ensure you have communication for this CUPE pro d day and be included for what is being offered for members.

Jen Kelly is our keynote speaker and has provided several workshops this year for SD 91 and will have a reading and writing workshop, geared to CUPE from a range of grades.

A big thank you to Jason K. at FLESS for accommodating this in person event - the school was certainly bustling with activity all day long!



### Learning from the Land

This will be a landbased, indigenous content workshop at the Chuntoh Society's outdoor living classroom on the Nyan Wheti trail (Leon family Keyoh). It consists of a sheltered firepit, outhouse, trails, forest and creek. (a pit house is in development).

- Connect with Elders and Knowledge Holders
- Nature Journaling
- Medicinal Plant Walk
- Story telling
- Nature walk

This workshop will have an alternate schedule and depending on your location, will include travel from Fraser Lake to Fort St. James by bus. If you reside in Fort St. James, your participation will start from Fort St. James.

Participants should dress for changing weather conditions. A lunch will be provided along with bannock and tea.

**Mussi cho** to the Chuntoh Society for providing us with the opportunity to offer this workshop.

*(In dëk'eh language)*  
"Anditidin uk'uyalhduk bunde no tso tiyalth."  
"Today a reader, tomorrow a leader."



### Project "CUPE"

Throughout the year, the SD 91 careers program provides a trailer with hand and power tools for learners to create projects. At high school sites, members are often in the woodworking and metal working classes supporting their designated learners.

This workshop might be for you, if you are a CUPE member that:

- Has an interest in learning how to use the hand and power tools
- Would like to build on your hands on skills
- Enjoys wood working projects
- Is assigned to woodworking blocks in a semester
- Helps classes with the project trailer when it is at your school

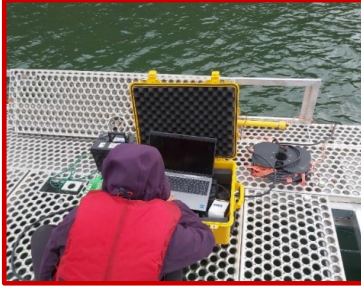
During this workshop, you will make a small project, that is similar to what the learners would make and meet up with other members from around the district. Materials will be provided.

This workshop will be led by our Facilities Assistant Manager- Carl Larson with the help of our CUPE carpenters:

## Strategic Plan Updates: GOAL 3: Create Student Success

### FSJSS Boat Inauguration

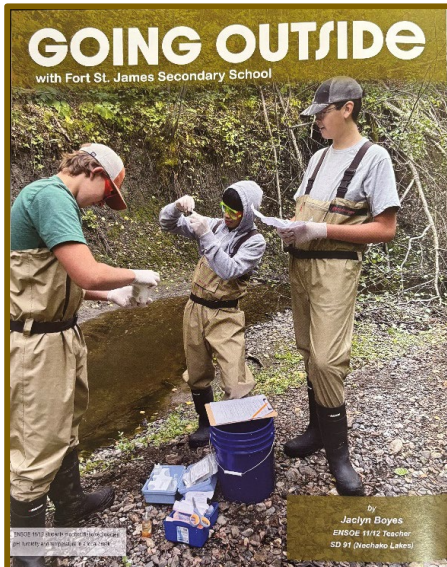
The Science & Selective Fishing Platform (SSFP) has been a multi-year development partnership between School District 91, the Nak'azdli Whut'en, and RiverTrap Systems. Students from FSJSS participated



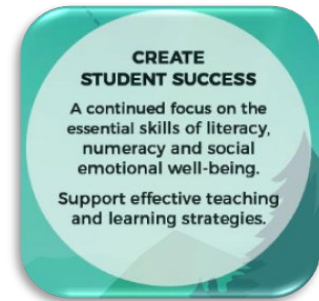
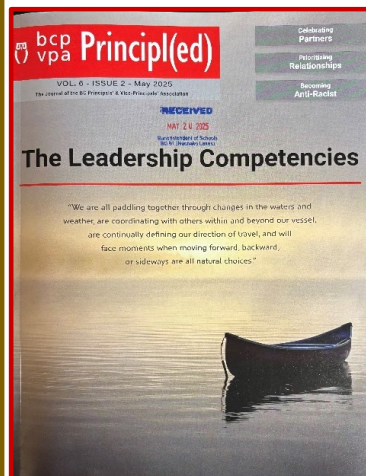
actively in the design, fabrication, and the installation of the various pieces of science equipment on the platform. Now complete and ready for use; area students, in collaboration with SD91's many 'Partner in Education' experts will utilize the platform to conduct water-based science activities in area lake and/or river-based watershed systems. The platform has also been designed to have a selective fishing capability that will further enhance its functionality for students and community partners. The

SSFP will increase students' hands-on access to conduct a broad range of educational activities that will facilitate career paths, make deeper connections with local knowledge holders, and connect with area experts.

Fort St. James Secondary, the SSFP and the Environmental Science and Outdoor Education 11/12 class were featured in an article written by FSJSS teacher, Jaclyn Boyes this month in the BC Principals and Vice-Principals publication Principl(ed)! The article is a celebration of the rich plethora of outdoor learning opportunities available around Fort St. James as well as the many partnerships that have been cultured to create the deep learning experiences for students.



For more information on the Science and Selective Fishing Platform project, visit the QR code below.



## Mapes Elementary School Forest Trail Building

As part of the NOIE inquiry project on self-regulation and outdoor learning, the staff at Mapes Elementary have added trail building to their forest activities. As a rural school, Mapes is located next to a 160-acre forest that showcases the biodiversity of our local region. For many years, Mapes has enjoyed the use of a single trail relatively close to the edge of the school grounds. In fall 2024, Mapes teachers and support staff mapped out new trails extending deeper into the forest.



This spring, grade 8 students from Nechako Valley

Secondary School have joined Mapes students in the work of clearing the trails. This collaborative project has not only brought the two schools together but has also offered opportunities for students to strengthen their problem solving and collaboration skills through hands-on learning. During their work on the trails, students have noticed and wondered about the plant and animal life of the forest - learning in real time how living things change with the seasons and about the resilience of nature. Moving forward, the plan is to continue to develop these trails in partnership with NVSS and SD91's Career & Trades Program. We look forward to sharing this space with schools across our community and district.



EXCELLENCE | INNOVATION | COMMUNITY

## NVSS Indigenous Girls Group - Gathering Our Voices

The NVSS Indigenous Girls Group attended The Gathering Our Voices Youth Conference in Kamloops March 17-21, 2025, which was attended by 1100 delegates and their chaperones.

We travelled to Kamloops from NVSS Monday March 17, 2025 - got to the hotel and had pizza delivered and enjoyed the hotel swimming pool. Tuesday GOV registration was not until 2:30 so some of the group went to the mall with Mrs. Young while the others decided to take a trip to the Wildlife Park and Western store.



Opening ceremonies were amazing with drumming, singing, and dancing by local First Nations performers as well as an amazing welcome to GOV 2025.

Wednesday workshops were held all day at TRU and were a mix of the arts, math, science, and sport. Wednesday evening, we bussed to a local theatre and enjoyed the talent show.



Thursday, we bussed to a local high school for morning workshops followed up by an amazing and powerful pow wow in the gymnasium. That evening the group attended the dance at TRU and they had so much fun.

Friday morning the group attended the closing ceremonies before getting on the bus for home.

A huge shout out thanks to our bus driver Brenda, and all who made this trip happen 😊 It was an amazing week for our girls.



Nikki Arnold and Monica Young



EXCELLENCE | INNOVATION | COMMUNITY

## Strategic Plan Updates: GOAL 4: Enhance Connections



### Red Dress Day

It was great to see NVSS students participating in this march for Red Dress day. A big thank you to all who walked. Thank you as well to Tina Mummery and Monica Young for making the banner, it turned out amazing. It was also nice to see the girls from our NVSS Indigenous Girls group wearing the ribbon skirts they made themselves.



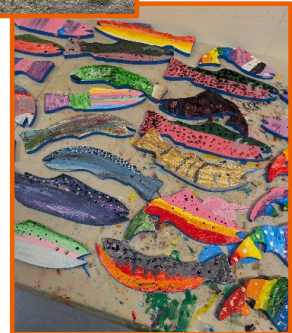
Students and staff at W.L. McLeod Elementary also took part in recognizing the important day by sharing messages of acknowledgement and kindness along their street-side fence.



EXCELLENCE | INNOVATION | COMMUNITY

WL McLeod Stream of Dreams and Jump Rope for 

Our students spent three days with the Stream of Dreams people learning about caring for our waterways and our fish. Our front fence is now decorated with our fish painted by each of our students. Fish on our Fence was sponsored by the Pacific Salmon Foundation and the McLeod PAC.



EXCELLENCE | INNOVATION | COMMUNITY



McLeod participated in Jump Rope for Heart a program to raise awareness and money for the Heart and Stroke Foundation. We also learned how to keep our hearts and bodies healthy and active while getting much better at skipping too.



### EBUS Field Trips

Living in a virtual world, EBUS Academy makes a point of sponsoring a number of in-person field trips over the year. In September and October, we met EBUS families in the Stellat'en First Nation territory as well as Lheidli T'enneh territory. For the day at Stellat'en, we were joined by Mrs. Plowman's grade 5/6 class from FLESS. Our day at Exploration Place was attended by over 30 of our families. Later in the year, we sponsored EBUS Ski Day across the province and were met by a number of families at Mt. Seymour. This month, in conjunction with the BCEDL Symposium, we held an elementary field trip, attending a play on Granville Island, and a secondary trip at the adventure park at Grouse Mountain. Our families' feedback shows the value of these in-person trips and the connections that they allow us to form.



EXCELLENCE | INNOVATION | COMMUNITY



EXCELLENCE | INNOVATION | COMMUNITY



---

### Employee Recognition:

As we approach the end of the school year, I want to take a moment to recognize and express heartfelt appreciation for the incredible support staff across School District 91. From the custodians who keep our spaces clean and welcoming, to the maintenance teams who ensure everything runs smoothly, to the dedicated bus drivers who safely transport our students each day, and the school-based support staff who are essential partners in learning—your contributions are the backbone of our schools. Our learning environments simply wouldn't be as bright, safe, or functional without your hard work, care, and commitment. Thank you for all that you do.

---

### Find Us on Social Media!



We're on Facebook!  
@SD91BC

You can also find us on Twitter!  
@sd91bc



EXCELLENCE | INNOVATION | COMMUNITY

# GRASSY PLAINS ELEMENTARY JUNIOR SECONDARY SCHOOL

Grateful \* Respectful \* Accepting \* Supportive \* Successful \* Yearn for Truth & Knowledge

## I CAN DO HARD THINGS

School Plan to Enhance Student Learning  
2024-2025



### ABOUT US

Grassy Plains Elementary School is a small geographically isolated rural K-7 school with 62 learners, 3 teaching staff, 4 support staff and one teaching principal situated on the Southside of Francois Lake.

We have the honor of residing, playing, and learning on the traditional and unceded ancestral land of three indigenous nations: Skin Tye, Nee-Tai-Buhn, and Cheslatta. We are fortunate to have supportive members of the community, parents/guardians, volunteers, and Parent Advisory Council (PAC) members who collaborate to maintain Grassy Plains School as a welcoming, secure, and nurturing environment for our learners.

### VISION

To align with our district strategic plan, staff and students have committed to **support the achievement of educational excellence in an environment that honours diversity and personalized learning.**

We are striving to support student success by creating and achieving goals in 3 key areas: Literacy, Numeracy & Social Emotional Learning. In addition to these fundamental areas of learning, our staff and students are working to honor diversity, enhance connections with our community and engage our workforce.

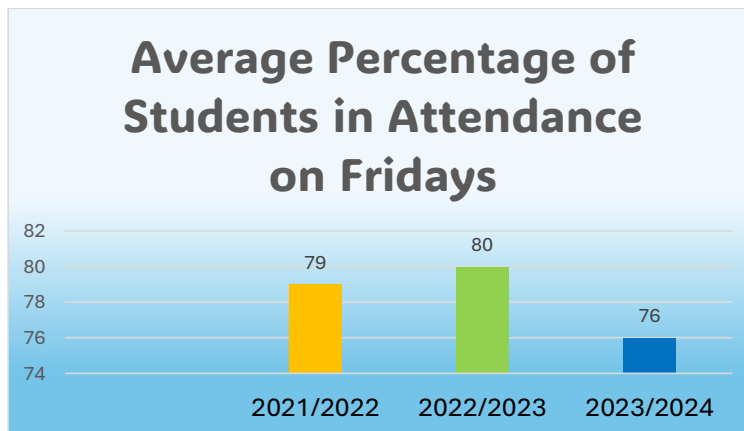


## VULNERABLE LEARNERS – PLANNING FOR SUCCESS

### Supporting Vulnerable Learners and Addressing Attendance Challenges

In our school, we observe ongoing variations in data related to attendance. We have many students who are part of the vulnerable population, facing circumstances beyond their control, such as limited transportation options, bussing issues, illness, and various personal challenges. These students require additional interventions, resources, and reassurances to ensure they can continue their academic journey alongside their peers.

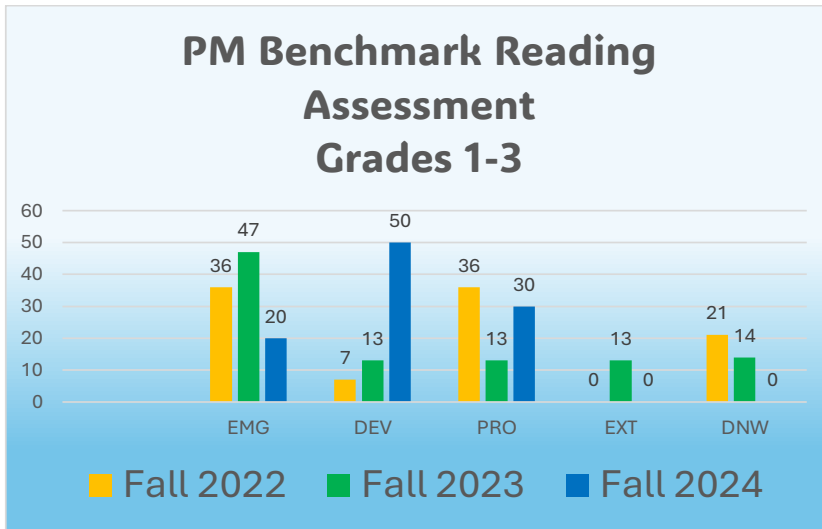
One of our primary approaches to inspiring enthusiasm is by organizing school-themed days that are planned and coordinated by students specifically on Fridays. Historically, Fridays have fewer students attending school. We have observed a fluctuating rise in attendance on these days, as well as on occasions when we provide a hot lunch for the entire student body. However, parents and students have expressed that Friday is typically their go-to day for appointments and out of town travel. We will continue to work on improving attendance not only on Fridays, but every day of the week.



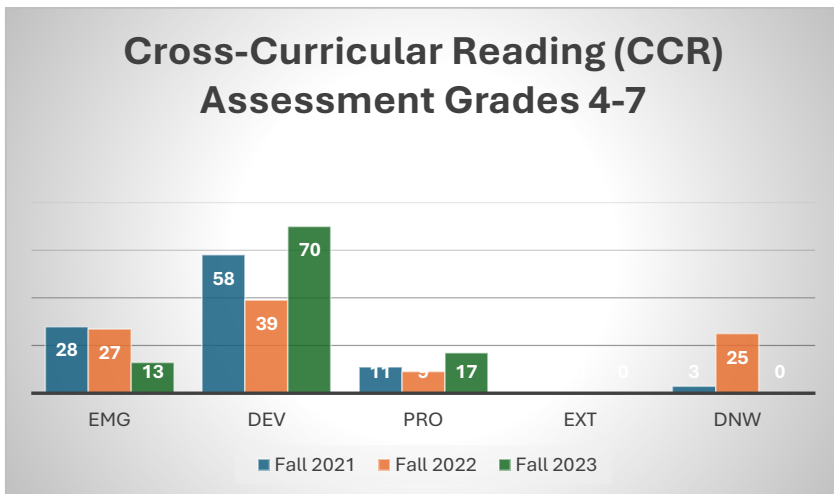
**LITERACY**

**School Goal:**

**Goal: By June of this school year (2025), each student will demonstrate progress in reading, writing, comprehension, and oral literacy equivalent to one year of growth.**



EMG – Emerging  
DEV – Developing  
PRO – Proficient  
EXT – Extending  
DNW – Did Not Write



**Fall 2024**

### **What We Have Seen**

**Shared Literacy in Assemblies:** Learners have found great enjoyment in both contributing to and being part of the audience during our shared literacy assemblies. They take pride in their accomplishments and have been inspired by the work of their peers. Recognizing the importance of social learning, we believe continuing this practice will positively impact our learners.

**Whole School/Buddy Reading:** To enhance reading and comprehension skills, we have implemented whole school/buddy-reading as a school-wide activity. This collaborative approach helps students support each other in their reading journey. One positive outcome has been the observation of students in the Grade 2/3 class spontaneously imitating the language and questioning techniques used by their older "buddies" when discussing books collaboratively in their free time on the carpet. In addition, the Indigo Love of Reading Grant has been instrumental in providing new library books, further enriching this initiative. Our goal is to see students increase their reading time, develop a greater love for reading, and enjoy exploring the new materials in our library.



**Assessing Early Learners:** Throughout each school year, we conduct three planned PM benchmark assessments to track the progress of our early learners. Students are given sight-word lists and reading books to take home for additional practice, and their progress is recorded in each reporting period. We also utilize resources such as the Heggerty System of Phonemic Awareness, the Reading A-Z program, and the Janet Mort literacy program to assess student progress and address any identified gaps.

**Assessing Intermediate Learners:** In assessing the progress of intermediate learners, a variety of tools to measure their growth and address areas that need improvement are utilized. Some of which include:

**District Cross-Curricular Reading (CCR):** Intermediate learners' academic achievements and areas for further development are assessed by using this assessment as a benchmark.

**Power Reading:** Intermediate students have experienced positive outcomes from participating in a comprehensive power reading program. This program includes a wide range of assessments that help determine each student's unique learning needs, enabling them to follow a personalized instructional path. Subsequently, students engage in individual exercises specifically tailored to address their skill gaps and enhance their abilities. Online Assessment Platforms: Platforms like Kahoot or Epic books which offer interactive quizzes and assessments have been used to assess intermediate learners' understanding of different subjects.

**Peer and Self-Assessment Tools:** Have enabled intermediate learners to evaluate their own work and provide constructive feedback to their peers through peer and self-assessment tools.

**Rubrics and Checklists:** Rubrics and checklists are used to assess projects and assignments, providing clear assessment criteria and have helped intermediate learners understand expectations and areas that need improvement.

By incorporating these resources into the assessment process, educators are working to develop a comprehensive understanding of the academic growth of intermediate learners. They can then tailor their instruction to support each student's individual progress and work in collaboration with colleagues to determine best practice.



### **Action Plan**

In addition to the strategies listed previously, we intend to track progress as we continue to support the development of reading and comprehension skills using:

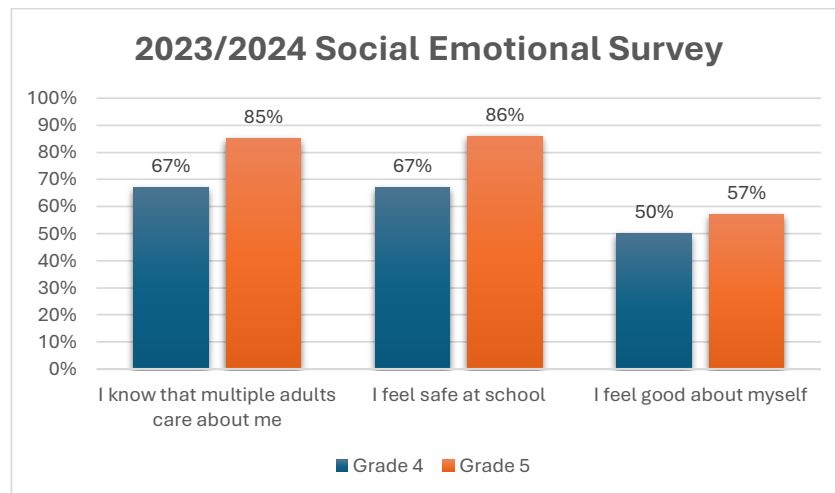
- Play-based “Blitz” (reading practice groups) (primary)
- Literacy-based Professional Development – Janet Mort
- Poem, Story and Reader’s Theatre performances
- Talking circles
- Cultural resources
- Instruction on non-fiction/fiction reading comprehension strategies
- Phonics and sight word practice (primary)
- We also plan to collect data to track progress for each individual student’s reading level in the 2025/2026 school year to better determine if our goal is being reached.



## SOCIAL EMOTIONAL

### School Goals:

1. **90% of Grade 6 students surveyed in the 2023/2024 Student Learning Survey will report that they feel good about themselves.**
2. **90% of Grade 6 students surveyed in the 2023/2024 Student Learning Survey will report that they know that three or more adults care about them at school.**
3. **90% of Grade 6 students surveyed in the 2023/2024 Student Learning Survey will report that they feel safe at school.**



### What We Have Seen

In looking at the data collected from our Grade 4 and 7 students from the 2023/2024 school year, we see that most of our students answer in a positive manner regarding their safety, happiness, thoughts about themselves, and their ability to solve conflicts in peaceful ways, but we are not yet reaching our goal of 90%. However, being that our sample size is quite small (less than 20 students) we do not feel that the data accurately compares to that of the district or province and have not used this comparison in our analysis.

Over the past 5 years our district student data portal has shown an average of 9 (low to medium priority) behavior reports per year. Although



we see very few behavior issues in our school, past Student Learning Surveys have shown that we could work on finding out why some students 1) do not feel safe at school, and 2) are unable to recognize that three or more adults care about them. We suspect that during the “COVID-19 years” some students may have felt unsafe due to the pandemic as well as many feelings of connection lost due to field trips being cancelled and remote learning in place. We hope to continue to see a rise in coming years through our continued efforts in utilizing talking circles and classroom activities which focus on the two before mentioned concerns. We are currently making use of our Student Leadership Club through discussions and student-led surveys to discover why some students may be feeling unsafe at school as well as how to identify caring adults within the school.

**Action Plan**

The staff felt that the use of various school and community resources would continue to enable students to develop self-regulation strategies as well as give all staff the ability to use the same language and approach to dealing with adverse behaviors. We have seen positive benefits from incorporating shared language around Stop, Now and Plan (SNAP). We have seen huge benefits in devoting the time it takes to discuss issues in talking circles while working to incorporate aspects of traditional practices of restorative justice when negative behavior occur.

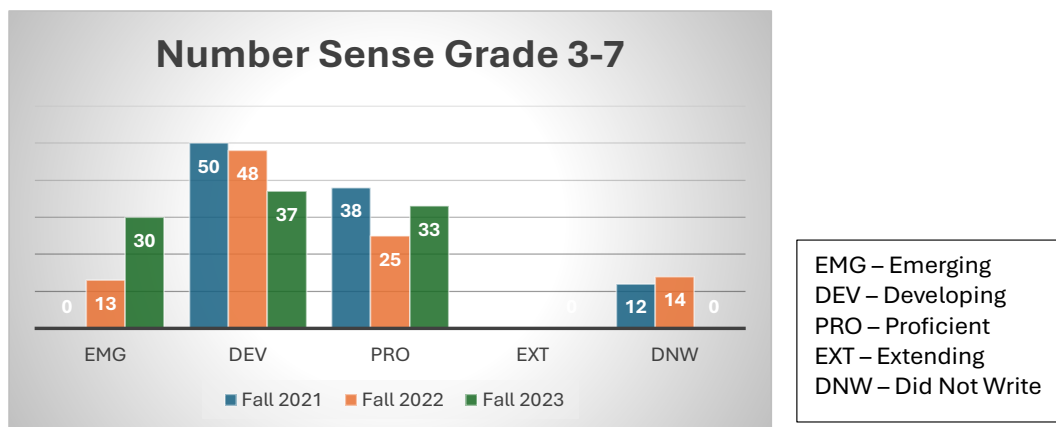
- Stop Now & Plan (SNAP) program
- Growth Mindset
- Everyday Anxiety Strategies for Educators (EASE)
- District and community counselors
- Talking circles
- Student Voice (Leadership Club)
- Student Self-Reflection on Goals



## NUMERACY

**School Goal: By the end of June 2024, every student will demonstrate a one-year improvement in number sense.**

In years past, number sense has decreased when comparing our primary learners with our intermediate. We are hopeful that our small math groups and concentrated work on number sense will continue making a difference for our intermediate learners. Staff are reporting that students are exhibiting less math anxiety, have demonstrated an increased math vocabulary, have improved problem-solving skills, are more capable of independent work and are readily sharing their ideas and understanding with their peers.



### What We Have Seen

Every 4-6 weeks learners perform SNAP math assessments based on the units of learning they are involved in. Within our Professional Learning Community (PLC) we plan, collaborate, reassess, and make adaptations as we see progress and gaps within the SNAP assessments. We are fortunate to benefit from smaller class sizes which assist in creating small learning groups within each mixed-grade classroom. Each Thursday, K-7 learners participate in weekly “Math Blitz” (play-based learning). As a result, we have seen our learners become more engaged. Learners have reported, **“I like math better when we are in smaller groups, the teacher doesn’t seem to be rushing through so much”** (Grade 6 Learner) and **“I love the math games we play; it helps me have fun with my numbers”** (Grade 4 Learner).

**Action Plan** By using a variety of resources and activities for teaching number sense, we feel confident that we will continue to see improvement with each learner. Some of the resources and activities used include:

- **Manipulatives and Visual Aids:** Utilize manipulatives such as counting blocks, number lines, and ten frames to help students visualize and understand numbers.

- **Number Talks:** Engage students in regular number talks to promote mental math and develop their number sense through discussions and problem-solving.
- **Math Games & Weekly Math Blitz:** Incorporate math related games to make learning numbers engaging and fun.
- **Real-World Applications:** Connect number sense to real-life situations, such as shopping, budgeting, running concession and taking part in Kids Market to demonstrate the practical relevance of numbers.
- **Math Literature:** Use children's books and stories that involve numbers and counting to reinforce number sense concepts in a creative and engaging way.
- **Online Interactive Tools:** Integrate interactive online resources such as Mathletics that offer activities and games focused on developing number sense skills.
- **Differentiated Instruction:** Provide activities and resources that cater to different learning styles and abilities, ensuring all students can develop their number sense effectively.
- **Monthly Progress Assessments with District SNAP Tool:** effectively use this assessment tool to determine learning gaps and then collaboratively plan for success.
- **Math Activities and Suggestions in Newsletter/Math Nights with Families at the School:** Provide games and ideas to families to continue to build number sense at home through play.

By incorporating these resources and activities, educators can create a comprehensive and engaging learning environment to support the development of students' number sense.

---

### HONORING DIVERSITY

We have had the privilege of utilizing the wealth of traditional knowledge from the three Indigenous communities on the Southside of Burns Lake and actively seek out opportunities to connect and with our local community members to bring authentic teachings into our school. Our school participates in a yearly tea with the local elders where learners can showcase their projects and learning which have a connection with our local land and people. Each of our classrooms participates in the development of Carrier vocabulary as well as weekly talking circles. As previously mentioned with our literacy goals, we are working with students to build connections with their community by learning the history and oral stories of the Elders in our community. While planning with the First People's Principles of Learning in mind, staff work to



incorporate traditional ways of knowing, being and doing into all areas of the curriculum. Opportunities for holistic, hands-on, meaningful learning which honor the connection to self, community and place have assisted in developing much of our collaborative inquiries and learning through play. We have worked to think creatively to provide meaningful connections to the land through photography, art, science, physical education, and traditional plant identification and uses.



In addition to honoring the knowledge of our Indigenous communities, we prioritize creating a safe, caring, and inclusive learning environment for all students. We believe that every student deserves to be respected and valued, regardless of their race, culture, religion, sexual orientation, or gender identity and expression.

**Building Positive Learning Environments:** We dedicate our time and energy to fostering positive learning environments through various activities and initiatives. Special events like Pink Shirt Day and the District Share the Love Day are an opportunity for our school community to come together and promote kindness, respect, and acceptance. On these occasions, we engage in teaching moments that underscore the importance of accepting others, regardless of their background or identity.

**School Community Engagement:** To further nurture a sense of community, we use a school community whiteboard to share daily quotes and thoughts. These messages encourage kindness, the development of self-identity, perseverance, and community spirit. In February, which we celebrate as Kindness Month, we focus on daily announcements that highlight themes of friendship, positive communication, conflict resolution, and the celebration of differences that make us all unique.

**Embracing Cultural Diversity:** In addition to fostering an inclusive environment, we also celebrate cultural diversity through special events and activities. For instance, we annually mark the Chinese New Year with classroom celebrations and various cultural arts performances throughout the year. This helps students gain a deeper understanding and appreciation of different cultures, fostering a welcoming environment for all.



Grassy Plains School embraced the spirit of community and inclusivity during Share the Love Week by engaging in heartwarming activities centered around the book "All Are Welcome", by Alexandra Penfold. The school leadership students took the initiative to organize group games and activities, transforming lunchtime into a celebration of friendship and acceptance. In addition, every student at Grassy Plains School took part in creating a banner displayed in the gym, reading "All Are Welcome Here." This banner



serves as a reminder of the school's commitment to inclusivity and kindness. Within the banner, students shared their creativity through small works of art that illustrated how they make everyone feel welcome. The artwork depicted acts of making friends, sharing, accepting differences, and spreading kindness throughout the school community. Through these collective efforts, Grassy Plains School not only celebrated diversity but also strengthened the bonds among students, ensuring a warm and inviting environments for all. Share the Love Week was a resounding success, highlighting the importance of unity and acceptance in building a caring school community.

### ENGAGING OUR WORKFORCE

We take pride in the 'family feeling' our school offers our learners and see the value in collaborating with our LSW's, bus drivers and custodial staff. The learners know these adults by name, and they see that it takes a large team of caring individuals to operate our school. Staff members also enjoy the meaningful relationships that they build with our learners.

Our staff members have seen positive benefits from collaboration with each other. Over the past three years our focus areas of inquiry, which have been specific to both numeracy and literacy, have allowed our small school opportunities to try things that larger schools may not.

### ENHANCE CONNECTIONS

In asking "How can we involve the community in our educational goals?" we have considered and incorporated the following strategies:

1. **Community Partnerships:** Collaborate with local businesses, organizations, and individuals to provide resources, mentorship, and real-world learning opportunities for students.

2. **Community Events:** Organized events, such as open houses, BINGO nights, assemblies, Elders Tea and Soup and Bannock day, Kids Market, and our Christmas concert to engage the community and showcase student accomplishments.
3. **Volunteer Programs:** Establish volunteer opportunities that allow community members to contribute their time and expertise to support student learning and school initiatives. (Outdoor learning, extracurricular activities, etc).
4. **Community Feedback:** Seek input from community members through our Parent Advisory Committee and Indigenous Education Co-Ordinator's from the Nations to ensure that educational goals reflect the needs and values of the community and families.
5. **Community Outreach:** Communicate regularly with the community through newsletters, social media, and public meetings to share progress on educational goals and solicit feedback. (RCMP liason, Chinook Community Response Center, Cheslatta Carrier Nation and Skin Tyee Nation).



By actively involving the community in our educational goals, we can create a more inclusive and supportive learning environment for our students.

**Spirit North Partnership** We have a valuable connection with Spirit North, an organization dedicated to empowering Indigenous youth in sports, academics, and life. Through sports and play, Spirit North helps youth tackle challenges, develop leadership skills, improve health and wellness, discover talents, and unlock their potential. Every Tuesday, Spirit North hosts a variety of activities at Grassy School, including trail running, mountain biking, and x-country skiing. These hands-on and engaging activities provide equal learning opportunities for all learners and complement our daily school work.

**Community Youth Programs** Grassy School has transformed into a community hub where several extracurricular youth programs take place. These programs include the Junior NBA program, the Cheslatta After-School Program, and the Southside 4H Club. Each of these programs enhances our learners' experiences, expands their learning, and allows community members to connect with and support our students.

**Grade 6/7 Leadership Club**



Another valuable connection established is the Student The Student Leadership Club at Grassy Plains School recently pulled off a fantastic event that brought joy and excitement to all the staff and students. They organized a school dance that catered to all ages during the final hour of the school day, creating a fun and inclusive atmosphere for everyone.

The club members showcased their exceptional leadership skills, including teamwork, communication, and creativity, as they planned every detail of the event. They planned and implemented decorating, coordinated delicious food options, and took turns being the DJ, ensuring that the music kept everyone dancing and smiling. The club's efforts not only fostered a sense of community but also provided a space where students could connect and make lasting memories. We are incredibly proud of our students for demonstrating their leadership abilities and for creating a welcoming environment for all. Their hard work and dedication truly made this dance a memorable occasion at Grassy Plains School!



The club offers our learners the chance to engage with the community by collecting and donating food for hampers, organizing fundraisers for the Chinook Emergency Response Society, and undertaking a new project each year that leaves a lasting impact on the school and community. The Leadership Club works to foster connections among our school learners and their community through School Spirit days on Fridays, where they organize simple games and activities during lunchtime. They also coordinate larger activities that involve local knowledge keepers and artisans, providing school-wide in-class instruction on various subjects such as bannock making, foraging, collecting and photographing local histories, mapping and abstract art.



### EQUITY FOR ALL LEARNERS

To help our students get off to the right start each morning we have continued to provide a hot breakfast daily as well a variety of dairy products, and fresh fruits and vegetables in each classroom. In addition to fueling their bodies this program gives our learners unique social connections with their peers and teachers.

Staff continue to strive to meet each child where they are. In addition to our teaching staff, our learners are supported by our Indigenous Education Co-Ordinator as well as 4 LSW's within our school.

Each of our students are given opportunities to lead and serve in their classroom and school through the gardening, recycling, and composting programs.



Annual Budget

**School District No. 91 (Nechako Lakes)**

June 30, 2026

**DRAFT** - Not Finalized  
May 23, 2025 15:49

# School District No. 91 (Nechako Lakes)

June 30, 2026

## Table of Contents

Bylaw .....	1
Annual Budget - Revenue and Expense - Statement 2 .....	2
Annual Budget - Changes in Net Financial Assets (Debt) - Statement 4 .....	4
Annual Budget - Operating Revenue and Expense - Schedule 2 .....	5
Schedule 2A - Annual Budget - Schedule of Operating Revenue by Source .....	6
Schedule 2B - Annual Budget - Schedule of Operating Expense by Object .....	7
Schedule 2C - Annual Budget - Operating Expense by Function, Program and Object .....	8
Annual Budget - Special Purpose Revenue and Expense - Schedule 3 .....	10
Schedule 3A - Annual Budget - Changes in Special Purpose Funds .....	11
Annual Budget - Capital Revenue and Expense - Schedule 4 .....	15

\*NOTE - Statement 1, Statement 3, Statement 5, Schedule 1 and Schedules 4A - 4D are used for Financial Statement reporting only.

**ANNUAL BUDGET BYLAW**

A Bylaw of THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 91 (NECHAKO LAKES) (called the "Board") to adopt the Annual Budget of the Board for the fiscal year 2025/2026 pursuant to section 113 of the *School Act*, R.S.B.C., 1996, c. 412 as amended from time to time (called the "Act").

- 1. The Board has complied with the provisions of the *Act*, Ministerial Orders, and Ministry of Education and Child Care Policies respecting the Annual Budget adopted by this bylaw.
- 2. This bylaw may be cited as School District No. 91 (Nechako Lakes) Annual Budget Bylaw for fiscal year 2025/2026.
- 3. The attached Statement 2 showing the estimated revenue and expense for the 2025/2026 fiscal year and the total budget bylaw amount of \$78,052,867 for the 2025/2026 fiscal year was prepared in accordance with the *Act*.
- 4. Statement 2, 4 and Schedules 2 to 4 are adopted as the Annual Budget of the Board for the fiscal year 2025/2026.

READ A FIRST TIME THE 26th DAY OF MAY, 2025;

READ A SECOND TIME THE 23rd DAY OF JUNE, 2025;

READ A THIRD TIME, PASSED AND ADOPTED THE 23rd DAY OF JUNE, 2025;

\_\_\_\_\_  
**Chairperson of the Board**

( Corporate Seal )

\_\_\_\_\_  
**Secretary Treasurer**

I HEREBY CERTIFY this to be a true original of School District No. 91 (Nechako Lakes) Annual Budget Bylaw 2025/2026, adopted by the Board the \_\_\_\_\_ DAY OF \_\_\_\_\_, 2025.

\_\_\_\_\_  
**Secretary Treasurer**

**DRAFT** - Not Finalized  
May 23, 2025 15:49

# School District No. 91 (Nechako Lakes)

Statement 2

Annual Budget - Revenue and Expense  
Year Ended June 30, 2026

	2026 Annual Budget	2025 Amended Annual Budget
<b>Ministry Operating Grant Funded FTE's</b>		
School-Age	3,771,500	3,800,500
Adult	28,000	28,125
<b>Total Ministry Operating Grant Funded FTE's</b>	<b>3,799,500</b>	<b>3,828,625</b>
<b>Revenues</b>	<b>\$</b>	<b>\$</b>
Provincial Grants		
Ministry of Education and Child Care	64,156,712	66,403,998
Other		50,000
Tuition	100,000	100,000
Other Revenue	10,002,570	9,700,862
Rentals and Leases	81,560	81,560
Investment Income	375,000	427,000
Amortization of Deferred Capital Revenue	2,626,915	2,415,450
<b>Total Revenue</b>	<b>77,342,757</b>	<b>79,178,870</b>
<b>Expenses</b>		
Instruction	60,927,235	63,204,605
District Administration	3,288,136	3,247,381
Operations and Maintenance	9,943,730	10,008,683
Transportation and Housing	3,893,766	3,780,216
<b>Total Expense</b>	<b>78,052,867</b>	<b>80,240,885</b>
<b>Net Revenue (Expense)</b>	<b>(710,110)</b>	<b>(1,062,015)</b>
<b>Budgeted Allocation (Retirement) of Surplus (Deficit)</b>		341,625
<b>Budgeted Surplus (Deficit), for the year</b>	<b>(710,110)</b>	<b>(720,390)</b>
<b>Budgeted Surplus (Deficit), for the year comprised of:</b>		
Operating Fund Surplus (Deficit)		
Special Purpose Fund Surplus (Deficit)		
Capital Fund Surplus (Deficit)	(710,110)	(720,390)
<b>Budgeted Surplus (Deficit), for the year</b>	<b>(710,110)</b>	<b>(720,390)</b>

**School District No. 91 (Nechako Lakes)**

Statement 2

Annual Budget - Revenue and Expense  
Year Ended June 30, 2026

	2026 Annual Budget	2025 Amended Annual Budget
<b>Budget Bylaw Amount</b>		
Operating - Total Expense	64,929,913	66,875,664
Special Purpose Funds - Total Expense	9,710,929	10,154,381
Capital Fund - Total Expense	3,412,025	3,210,840
<b>Total Budget Bylaw Amount</b>	<b>78,052,867</b>	<b>80,240,885</b>

**Approved by the Board**

\_\_\_\_\_  
Signature of the Chairperson of the Board of Education

\_\_\_\_\_  
Date Signed

\_\_\_\_\_  
Signature of the Superintendent

\_\_\_\_\_  
Signed

\_\_\_\_\_  
Signature of the Secretary/Treasurer

\_\_\_\_\_  
Signed

**DRAFT**

**School District No. 91 (Nechako Lakes)**

**Statement 4**

Annual Budget - Changes in Net Financial Assets (Debt)  
Year Ended June 30, 2026

	<b>2026 Annual Budget</b>	2025 Amended Annual Budget
	\$	\$
<b>Surplus (Deficit) for the year</b>	<u>(710,110)</u>	<u>(1,062,015)</u>
<b>Effect of change in Tangible Capital Assets</b>		
Acquisition of Tangible Capital Assets		
From Deferred Capital Revenue	<u>(10,207,778)</u>	<u>(5,748,543)</u>
<b>Total Acquisition of Tangible Capital Assets</b>	<u>(10,207,778)</u>	<u>(5,748,543)</u>
Amortization of Tangible Capital Assets	<u>3,412,025</u>	<u>3,210,840</u>
<b>Total Effect of change in Tangible Capital Assets</b>	<u>(6,795,753)</u>	<u>(2,537,703)</u>
	<u>-</u>	<u>-</u>
<b>(Increase) Decrease in Net Financial Assets (Debt)</b>	<u><u>(7,505,863)</u></u>	<u><u>(3,599,718)</u></u>

**School District No. 91 (Nechako Lakes)**

Schedule 2

Annual Budget - Operating Revenue and Expense  
Year Ended June 30, 2026

	<b>2026 Annual Budget</b>	2025 Amended Annual Budget
	\$	\$
<b>Revenues</b>		
Provincial Grants		
Ministry of Education and Child Care	56,297,783	58,068,064
Other		50,000
Tuition	100,000	100,000
Other Revenue	8,150,570	7,894,415
Rentals and Leases	81,560	81,560
Investment Income	300,000	340,000
<b>Total Revenue</b>	<b>64,929,913</b>	<b>66,534,039</b>
<b>Expenses</b>		
Instruction	51,740,838	53,495,945
District Administration	3,288,136	3,247,381
Operations and Maintenance	6,805,018	7,003,413
Transportation and Housing	3,095,921	3,128,925
<b>Total Expense</b>	<b>64,929,913</b>	<b>66,875,664</b>
<b>Net Revenue (Expense)</b>	<b>-</b>	<b>(341,625)</b>
<b>Budgeted Prior Year Surplus Appropriation</b>		341,625
<b>Budgeted Surplus (Deficit), for the year</b>	<b>-</b>	<b>-</b>

# School District No. 91 (Nechako Lakes)

Annual Budget - Schedule of Operating Revenue by Source  
Year Ended June 30, 2026

Schedule 2A

	2026 Annual Budget	2025 Amended Annual Budget
	\$	\$
<b>Provincial Grants - Ministry of Education and Child Care</b>		
Operating Grant, Ministry of Education and Child Care	62,346,625	62,223,274
ISC/LEA Recovery	(7,854,000)	(7,593,345)
Other Ministry of Education and Child Care Grants		
Pay Equity	1,096,373	1,096,373
Funding for Graduated Adults	85,000	85,000
Student Transportation Fund	503,247	503,247
Support Staff Benefits Grant	97,335	97,335
FSA Scorer Grant	8,187	8,187
Labour Settlement Funding		540,593
Teacher Recruitment and Retention	10,000	16,386
EBUS Additional Revenue		1,073,424
NGN Self-Provisioned Site Grant	5,016	5,016
Child Care Operating Funding		12,574
<b>Total Provincial Grants - Ministry of Education and Child Care</b>	<b>56,297,783</b>	<b>58,068,064</b>
<b>Provincial Grants - Other</b>		50,000
<b>Tuition</b>		
International and Out of Province Students	100,000	100,000
<b>Total Tuition</b>	<b>100,000</b>	<b>100,000</b>
<b>Other Revenues</b>		
Funding from First Nations	7,854,000	7,593,345
Miscellaneous		
Bottle Depot	180,000	180,000
Bus Charter	5,000	5,000
Miscellaneous	111,570	116,070
<b>Total Other Revenue</b>	<b>8,150,570</b>	<b>7,894,415</b>
<b>Rentals and Leases</b>	<b>81,560</b>	<b>81,560</b>
<b>Investment Income</b>	<b>300,000</b>	<b>340,000</b>
<b>Total Operating Revenue</b>	<b>64,929,913</b>	<b>66,534,039</b>

**School District No. 91 (Nechako Lakes)**

Schedule 2B

Annual Budget - Schedule of Operating Expense by Object  
Year Ended June 30, 2026

	2026 Annual Budget	2025 Amended Annual Budget
	\$	\$
<b>Salaries</b>		
Teachers	22,411,744	23,370,704
Principals and Vice Principals	4,278,354	4,435,161
Educational Assistants	5,755,758	5,556,798
Support Staff	7,304,562	7,734,752
Other Professionals	2,807,177	2,874,651
Substitutes	1,659,156	1,627,567
<b>Total Salaries</b>	<b>44,216,751</b>	<b>45,599,633</b>
<b>Employee Benefits</b>	<b>10,375,142</b>	<b>10,428,946</b>
<b>Total Salaries and Benefits</b>	<b>54,591,893</b>	<b>56,028,579</b>
<b>Services and Supplies</b>		
Services	2,528,826	2,636,526
Student Transportation	66,230	100,530
Professional Development and Travel	1,080,492	1,251,548
Rentals and Leases	86,450	86,450
Dues and Fees	77,580	79,760
Insurance	265,065	233,448
Supplies	4,622,870	4,979,092
Utilities	1,610,507	1,479,731
<b>Total Services and Supplies</b>	<b>10,338,020</b>	<b>10,847,085</b>
<b>Total Operating Expense</b>	<b>64,929,913</b>	<b>66,875,664</b>

**School District No. 91 (Nechako Lakes)**

Annual Budget - Operating Expense by Function, Program and Object

Year Ended June 30, 2026

	Teachers Salaries	Principals and Vice Principals Salaries	Educational Assistants Salaries	Support Staff Salaries	Other Professionals Salaries	Substitutes Salaries	Total Salaries
	\$	\$	\$	\$	\$	\$	\$
<b>1 Instruction</b>							
1.02 Regular Instruction	16,492,792	1,953,681	176,254	1,962,120	121,780	1,160,214	21,866,841
1.03 Career Programs	373,098					5,915	379,013
1.07 Library Services	42,304			16,199			58,503
1.08 Counselling	1,508,369						1,508,369
1.10 Inclusive Education	3,481,354	164,739	4,793,437		709,364	266,582	9,415,476
1.31 Indigenous Education	513,827	169,778	786,067	59,528		23,847	1,553,047
1.41 School Administration		1,990,156		421,702			2,411,858
1.64 Other							-
<b>Total Function 1</b>	<b>22,411,744</b>	<b>4,278,354</b>	<b>5,755,758</b>	<b>2,459,549</b>	<b>831,144</b>	<b>1,456,558</b>	<b>37,193,107</b>
<b>4 District Administration</b>							
4.11 Educational Administration					852,888		852,888
4.40 School District Governance					109,200		109,200
4.41 Business Administration				274,607	832,886	7,458	1,114,951
<b>Total Function 4</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>274,607</b>	<b>1,794,974</b>	<b>7,458</b>	<b>2,077,039</b>
<b>5 Operations and Maintenance</b>							
5.41 Operations and Maintenance Administration				7,459	75,479	6,000	88,938
5.50 Maintenance Operations				2,812,091		86,474	2,898,565
5.52 Maintenance of Grounds				230,167			230,167
5.56 Utilities							-
<b>Total Function 5</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>3,049,717</b>	<b>75,479</b>	<b>92,474</b>	<b>3,217,670</b>
<b>7 Transportation and Housing</b>							
7.41 Transportation and Housing Administration					105,580		105,580
7.70 Student Transportation				1,520,689		102,666	1,623,355
<b>Total Function 7</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>1,520,689</b>	<b>105,580</b>	<b>102,666</b>	<b>1,728,935</b>
<b>9 Debt Services</b>							
<b>Total Function 9</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total Functions 1 - 9</b>	<b>22,411,744</b>	<b>4,278,354</b>	<b>5,755,758</b>	<b>7,304,562</b>	<b>2,807,177</b>	<b>1,659,156</b>	<b>44,216,751</b>

# School District No. 91 (Nechako Lakes)

Annual Budget - Operating Expense by Function, Program and Object

Year Ended June 30, 2026

	Total Salaries	Employee Benefits	Total Salaries and Benefits	Services and Supplies	2026 Annual Budget	2025 Amended Annual Budget
	\$	\$	\$	\$	\$	\$
<b>1 Instruction</b>						
1.02 Regular Instruction	21,866,841	5,304,701	27,171,542	1,942,756	29,114,298	31,223,978
1.03 Career Programs	379,013	80,659	459,672	35,709	495,381	465,880
1.07 Library Services	58,503	12,187	70,690	19,901	90,591	46,091
1.08 Counselling	1,508,369	324,890	1,833,259	36,783	1,870,042	2,028,078
1.10 Inclusive Education	9,415,476	2,065,703	11,481,179	2,651,341	14,132,520	13,405,227
1.31 Indigenous Education	1,553,047	360,333	1,913,380	757,165	2,670,545	2,674,752
1.41 School Administration	2,411,858	580,258	2,992,116	139,280	3,131,396	3,415,874
1.64 Other	-	-	-	236,065	236,065	236,065
<b>Total Function 1</b>	<b>37,193,107</b>	<b>8,728,731</b>	<b>45,921,838</b>	<b>5,819,000</b>	<b>51,740,838</b>	<b>53,495,945</b>
<b>4 District Administration</b>						
4.11 Educational Administration	852,888	248,980	1,101,868	126,014	1,227,882	1,097,057
4.40 School District Governance	109,200	6,443	115,643	124,000	239,643	252,977
4.41 Business Administration	1,114,951	260,221	1,375,172	445,439	1,820,611	1,897,347
<b>Total Function 4</b>	<b>2,077,039</b>	<b>515,644</b>	<b>2,592,683</b>	<b>695,453</b>	<b>3,288,136</b>	<b>3,247,381</b>
<b>5 Operations and Maintenance</b>						
5.41 Operations and Maintenance Administration	88,938	18,094	107,032	196,074	303,106	537,852
5.50 Maintenance Operations	2,898,565	661,534	3,560,099	742,353	4,302,452	4,396,877
5.52 Maintenance of Grounds	230,167	53,756	283,923	305,030	588,953	588,953
5.56 Utilities	-	-	-	1,610,507	1,610,507	1,479,731
<b>Total Function 5</b>	<b>3,217,670</b>	<b>733,384</b>	<b>3,951,054</b>	<b>2,853,964</b>	<b>6,805,018</b>	<b>7,003,413</b>
<b>7 Transportation and Housing</b>						
7.41 Transportation and Housing Administration	105,580	24,917	130,497	19,803	150,300	150,034
7.70 Student Transportation	1,623,355	372,466	1,995,821	949,800	2,945,621	2,978,891
<b>Total Function 7</b>	<b>1,728,935</b>	<b>397,383</b>	<b>2,126,318</b>	<b>969,603</b>	<b>3,095,921</b>	<b>3,128,925</b>
<b>9 Debt Services</b>						
<b>Total Function 9</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total Functions 1 - 9</b>	<b>44,216,751</b>	<b>10,375,142</b>	<b>54,591,893</b>	<b>10,338,020</b>	<b>64,929,913</b>	<b>66,875,664</b>

**School District No. 91 (Nechako Lakes)**

Schedule 3

Annual Budget - Special Purpose Revenue and Expense  
Year Ended June 30, 2026

	<u>2026</u> <u>Annual Budget</u>	<u>2025 Amended</u> <u>Annual Budget</u>
	\$	\$
<b>Revenues</b>		
Provincial Grants		
Ministry of Education and Child Care	7,858,929	8,335,934
Other Revenue	1,852,000	1,806,447
Investment Income		12,000
<b>Total Revenue</b>	<u>9,710,929</u>	<u>10,154,381</u>
<b>Expenses</b>		
Instruction	9,186,397	9,708,660
Operations and Maintenance	289,483	289,483
Transportation and Housing	235,049	156,238
<b>Total Expense</b>	<u>9,710,929</u>	<u>10,154,381</u>
<b>Budgeted Surplus (Deficit), for the year</b>	<u>-</u>	<u>-</u>

**School District No. 91 (Nechako Lakes)**

Schedule 3A

Annual Budget - Changes in Special Purpose Funds  
Year Ended June 30, 2026

	Annual Facility Grant	Learning Improvement Fund	Scholarships and Bursaries	School Generated Funds	Strong Start	Ready, Set, Learn	OLEP	CommunityLINK	Classroom Enhancement Fund - Overhead
<b>Deferred Revenue, beginning of year</b>	\$	\$ 107,000	\$ 60,000	\$ 1,700,000	\$ 43,000	100,000	\$	\$ 170,000	\$
<b>Add:</b> Restricted Grants									
Provincial Grants - Ministry of Education and Child Care	289,483	215,521			160,000	29,400	79,490	583,164	291,828
Other				1,750,000					
Investment Income			9,000	55,000					
	289,483	215,521	9,000	1,805,000	160,000	29,400	79,490	583,164	291,828
<b>Less:</b> Allocated to Revenue	289,483	322,521	5,000	1,750,000	160,000	29,400	79,490	583,164	291,828
<b>Deferred Revenue, end of year</b>	-	-	<b>64,000</b>	<b>1,755,000</b>	<b>43,000</b>	<b>100,000</b>	-	<b>170,000</b>	-
<b>Revenues</b>									
Provincial Grants - Ministry of Education and Child Care	289,483	322,521			160,000	29,400	79,490	583,164	291,828
Other Revenue			5,000	1,750,000					
	289,483	322,521	5,000	1,750,000	160,000	29,400	79,490	583,164	291,828
<b>Expenses</b>									
Salaries									
Teachers									
Principals and Vice Principals									28,561
Educational Assistants		262,212							
Support Staff					109,756		64,626	464,361	28,561
Other Professionals	235,352								11,424
Substitutes									97,107
	235,352	262,212	-	-	109,756	-	64,626	464,361	165,653
Employee Benefits	54,131	60,309			25,244		14,864	106,803	37,129
Services and Supplies			5,000	1,750,000	25,000	29,400		12,000	89,046
	289,483	322,521	5,000	1,750,000	160,000	29,400	79,490	583,164	291,828
<b>Net Revenue (Expense)</b>	-	-	-	-	-	-	-	-	-

**School District No. 91 (Nechako Lakes)**

Schedule 3A

Annual Budget - Changes in Special Purpose Funds  
Year Ended June 30, 2026

	Classroom Enhancement Fund - Staffing	First Nation Student Transportation	Mental Health in Schools	Changing Results for Young Children	Seamless Day Kindergarten	Early Childhood Education Dual Credit Program	Student & Family Affordability	JUST B4	SEY2KT (Early Years to Kindergarten)
	\$	\$	\$	\$	\$	\$	\$	\$	
<b>Deferred Revenue, beginning of year</b>		29,708		6,000	675,000	20,000	90,000	25,000	28,000
<b>Add:</b> Restricted Grants									
Provincial Grants - Ministry of Education and Child Care	3,683,603	205,341	55,000	6,750	55,400				19,000
Other									
Investment Income									
	3,683,603	205,341	55,000	6,750	55,400	-	-	-	19,000
<b>Less:</b> Allocated to Revenue	3,683,603	235,049	55,000	12,750	730,400	20,000	90,000	25,000	47,000
<b>Deferred Revenue, end of year</b>	-	-	-	-	-	-	-	-	-
<b>Revenues</b>									
Provincial Grants - Ministry of Education and Child Care	3,683,603	235,049	55,000	12,750	730,400	20,000	90,000	25,000	47,000
Other Revenue									
	3,683,603	235,049	55,000	12,750	730,400	20,000	90,000	25,000	47,000
<b>Expenses</b>									
Salaries									
Teachers	2,970,779								
Principals and Vice Principals									
Educational Assistants									
Support Staff		175,993			506,167			16,260	
Other Professionals									
Substitutes									
	2,970,779	175,993	-	-	506,167	-	-	16,260	-
Employee Benefits	712,824	40,478			151,193			3,740	
Services and Supplies		18,578	55,000	12,750	73,040	20,000	90,000	5,000	47,000
	3,683,603	235,049	55,000	12,750	730,400	20,000	90,000	25,000	47,000
<b>Net Revenue (Expense)</b>	-	-	-	-	-	-	-	-	-

**School District No. 91 (Nechako Lakes)**

Schedule 3A

Annual Budget - Changes in Special Purpose Funds  
Year Ended June 30, 2026

	ECL Early Care & Learning	Feeding Futures Fund	Health Career Grants	Dual Credit Program Expansion	Professional Learning Grant	Endowment Income	Literacy Now Stewardship	Fort St James Woodlot	National School Foods Program
	\$	\$	\$	\$	\$	\$	\$	\$	\$
<b>Deferred Revenue, beginning of year</b>			5,000	27,000	235,000	7,000	25,000	600,000	100,000
<b>Add:</b> Restricted Grants									
Provincial Grants - Ministry of Education and Child Care	175,000	573,198							116,043
Other							40,000		
Investment Income						5,400		28,000	
	175,000	573,198	-	-	-	5,400	40,000	28,000	116,043
<b>Less:</b> Allocated to Revenue	175,000	573,198	5,000	27,000	235,000	5,000	65,000	-	216,043
<b>Deferred Revenue, end of year</b>	-	-	-	-	-	<b>7,400</b>	-	<b>628,000</b>	-
<b>Revenues</b>									
Provincial Grants - Ministry of Education and Child Care	175,000	573,198	5,000		235,000				216,043
Other Revenue				27,000		5,000	65,000		
	175,000	573,198	5,000	27,000	235,000	5,000	65,000	-	216,043
<b>Expenses</b>									
Salaries									
Teachers									
Principals and Vice Principals	134,750								
Educational Assistants									
Support Staff		277,107			27,000				65,182
Other Professionals		84,000		4,620					
Substitutes					50,000				
	134,750	361,107	-	4,620	77,000	-	-	-	65,182
Employee Benefits	40,250	102,091		1,380	23,000				14,992
Services and Supplies		110,000	5,000	21,000	135,000	5,000	65,000		135,869
	175,000	573,198	5,000	27,000	235,000	5,000	65,000	-	216,043
<b>Net Revenue (Expense)</b>	-	-	-	-	-	-	-	-	-

**School District No. 91 (Nechako Lakes)**

Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2026

Schedule 3A

	<u>TOTAL</u>
	\$
<b>Deferred Revenue, beginning of year</b>	<b>4,052,708</b>
<b>Add:</b> Restricted Grants	
Provincial Grants - Ministry of Education and Child Care	6,538,221
Other	1,790,000
Investment Income	97,400
	<u>8,425,621</u>
<b>Less:</b> Allocated to Revenue	<u>9,710,929</u>
<b>Deferred Revenue, end of year</b>	<u><u>2,767,400</u></u>
<b>Revenues</b>	
Provincial Grants - Ministry of Education and Child Care	7,858,929
Other Revenue	1,852,000
	<u>9,710,929</u>
<b>Expenses</b>	
Salaries	
Teachers	2,970,779
Principals and Vice Principals	163,311
Educational Assistants	262,212
Support Staff	1,735,013
Other Professionals	335,396
Substitutes	147,107
	<u>5,613,818</u>
Employee Benefits	1,388,428
Services and Supplies	2,708,683
	<u>9,710,929</u>
<b>Net Revenue (Expense)</b>	<u><u>-</u></u>

**School District No. 91 (Nechako Lakes)**

Schedule 4

Annual Budget - Capital Revenue and Expense  
Year Ended June 30, 2026

	2026 Annual Budget			2025 Amended Annual Budget
	Invested in Tangible Capital Assets	Local Capital	Fund Balance	
	\$	\$	\$	\$
<b>Revenues</b>				
Investment Income		75,000	<b>75,000</b>	75,000
Amortization of Deferred Capital Revenue	2,626,915		<b>2,626,915</b>	2,415,450
<b>Total Revenue</b>	<b>2,626,915</b>	<b>75,000</b>	<b>2,701,915</b>	2,490,450
<b>Expenses</b>				
Amortization of Tangible Capital Assets				
Operations and Maintenance	2,849,229		<b>2,849,229</b>	2,715,787
Transportation and Housing	562,796		<b>562,796</b>	495,053
<b>Total Expense</b>	<b>3,412,025</b>	-	<b>3,412,025</b>	3,210,840
<b>Net Revenue (Expense)</b>	<b>(785,110)</b>	<b>75,000</b>	<b>(710,110)</b>	(720,390)
<b>Net Transfers (to) from other funds</b>				
<b>Total Net Transfers</b>	-	-	-	-
<b>Other Adjustments to Fund Balances</b>				
<b>Total Other Adjustments to Fund Balances</b>	-	-	-	-
<b>Budgeted Surplus (Deficit), for the year</b>	<b>(785,110)</b>	<b>75,000</b>	<b>(710,110)</b>	(720,390)

**Visitors to Buildings and Sites/Properties**

**Policy No. 1003.1**

The Board of Education, School District No. 91 (Nechako Lakes), welcomes visitors to district schools, facilities **and/or properties within the considerations of district policies and regulations.**

In order to ensure that schools and facilities offer a safe, ~~and~~ secure **and productive** environment for students and staff, all visitors, **including parents/guardians and non-site school district staff**, are required to report to the school or facility office as soon as they enter the premises **to request permission to be on site.**

**All visitors may be requested to provide appropriate identification to validate their visit to the site as part of the sign-in process.**

**All visitors must sign in and out of buildings as requested and follow all regulations set out by the district and school administration. All visitors are expected to always communicate and act in a respectful and courteous manner.**

~~The Board recognizes that sales representatives may wish to visit a school or facility and has developed guidelines.~~

**Student Injuries**

**Policy No. 504.4**

The Board of Education, School District No. 91 (Nechako Lakes) believes that parents/guardians have primary responsibility for providing proper medical attention to students in the event of a student accident or illness. When the parents/guardians are unavailable, the school district, through staff must assume specific responsibility for supporting students with injury or illness while at school or engaged in school-related activities.

All district employees are expected to focus on the prevention of accidents and protect students from foreseeable risks of injury or harm. Employees must exercise responsible care and decision making in response to student illness or injury. Wherever possible, employees with first aid training are to examine an ill or injured student to determine the nature and extent of the illness or injury before proceeding further. Where such an employee is not immediately available, staff members are expected to act as judicious parent and act in the best interest of the ill or injured student.

~~The Board of Education, School District No. 91 (Nechako Lakes), realizes that circumstances specific to a large, sparsely populated northern geographic area such as School District No. 91 (Nechako Lakes) creates difficulties in dealing with student injuries.~~

~~School District employees shall be regularly familiarized with appropriate practices to deal with student injuries.~~

~~It is desirable that each school in the district has at least one employee competent in first aid, or alternatively, has quick access to a first aid attendant.~~

~~The procedures for reporting injuries and contacting parents are specified in the Regulations accompanying this policy.~~

**Communication Guidelines**

**Policy No. 1001.2**

The Board of Education, School District No. 91 (Nechako Lakes), encourages public interest in the programs and policies of the school district and recognizes its obligations to the public to provide full, objective and timely information about its programs and policies to all interested parties.

The Board believes anyone can talk to anyone in the system. However, the following guidelines have been developed to assist such interested parties to access information:

**Parental Concerns:**

The Board encourages communication between the public, the schools, and the Board. In order to facilitate this communication, parental concerns should be channeled first through the personnel of the school involved; and second through the office of the Superintendent of Schools, before being placed on the agenda for Board discussion.

**Educational Program Concerns:**

Any questions regarding educational programs in the district should be directed to the Superintendent of Schools.

**Facilities and Maintenance Concerns:**

Any questions regarding these matters should be directed to the Secretary-Treasurer.

**Busing Concerns:**

Busing concerns should be referred to the Manager of Transportation. Public complaints should be referred to the Board, through the Secretary-Treasurer.

**Financial or Budgetary Concerns:**

All inquiries should be directed to the Secretary-Treasurer.

All significant changes in the School District organization or practice shall be widely communicated.

# 2027-28 DISTRICT CALENDAR - DRAFT

[www.sd91.bc.ca](http://www.sd91.bc.ca)

JULY						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

AUGUST						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

  = INSTRUCTIONAL DAYS

### PROPOSED EXTENDED BREAKS

Summer July 2 - September 3  
 Winter December 20 - January 3  
 Spring March 13 - March 24

SEPTEMBER						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

OCTOBER						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

### PROPOSED START & END DAYS

September 7 Opening Day (morning only)  
 June 29 Closing Day (morning only)  
 June 30 Operational Day (no students)

NOVEMBER						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

DECEMBER						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

### GOVERNMENT APPROVED HOLIDAYS

July 1 Canada Day  
 August 2 BC Day  
 September 6 Labour Day  
 September 30 National Day for Truth & Reconciliation  
 October 11 Thanksgiving  
 November 11 Remembrance Day  
 December 25 Christmas Day  
 January 1 New Year's Day  
 February 21 BC Family Day  
 April 14 Good Friday  
 April 17 Easter Monday  
 May 22 Victoria Day

JANUARY						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

FEBRUARY						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29				

### TENTATIVE PRO-D & PLANNING DAYS

September 24 District Planning Day  
 October 22 Provincial Pro-D Day  
 November 19 Pro-D Day  
 February 4 Pro-D Day  
 April 7 Zone Pro-D Day  
 May 5 District Pro-D Day

MARCH						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

APRIL						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

MAY						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

JUNE						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

## **2027-28 First Draft Calendar**

### **Summary of Public Feedback**

The draft 2027-28 school calendar was open for public consultation from February 25 to April 25, 2025, and from April 29 to May 23, 2025. Options for providing feedback were available on the SD91 website, as advertised in school newsletters during both public consultation periods.

In summary, there were 11 feedback submissions with many submissions focused on spring break dates. Four responders expressed being in favour of scheduling our spring break earlier in March to align with other school districts while three think it's more important for a later March break to align with better weather and more daylight hours in our region.

There were a few comments about placement of professional development days to align with neighbouring school districts and/or to extend long weekends. It should be noted that SD91 professional development days are posted as tentative and changes may occur prior to the start of any given school year.

# 2027-28 DISTRICT CALENDAR - AMENDED DRAFT

[www.sd91.bc.ca](http://www.sd91.bc.ca)

JULY						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

AUGUST						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

  = INSTRUCTIONAL DAYS

### PROPOSED EXTENDED BREAKS

Summer July 2 - September 3  
 Winter December 20 - January 3  
 Spring March 13 - March 24

SEPTEMBER						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

OCTOBER						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

### PROPOSED START & END DAYS

September 7 Opening Day (morning only)  
 June 29 Closing Day (morning only)  
 June 30 Operational Day (no students)

NOVEMBER						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

DECEMBER						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

### GOVERNMENT APPROVED HOLIDAYS

July 1 Canada Day  
 August 2 BC Day  
 September 6 Labour Day  
 September 30 National Day for Truth & Reconciliation  
 October 11 Thanksgiving  
 November 11 Remembrance Day  
 December 25 Christmas Day  
 January 1 New Year's Day  
 February 21 BC Family Day  
 April 14 Good Friday  
 April 17 Easter Monday  
 May 22 Victoria Day

JANUARY						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

FEBRUARY						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29				

### TENTATIVE PRO-D & PLANNING DAYS

September 24 District Planning Day  
 October 22 Provincial Pro-D Day  
 November 19 Pro-D Day  
 February 4 Pro-D Day  
 April 7 Zone Pro-D Day  
 May 5 District Pro-D Day

MARCH						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

APRIL						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

MAY						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

JUNE						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

## **WHY the Early Release PLC Model?**

Since our District started supporting embedded collaboration time, David Hoy School has used a couple different models to provide teachers with the opportunity to collaborate. The only one that has been successful at David Hoy Elementary is the Early Release PLC Model.

There is extensive research suggesting that teacher collaboration improves the quality of teaching and results in improved student achievement. PLCs allow educators to meet and work together on new inquiries and programs on a regular basis.

Since 2013, SD 91 has supported job embedded professional learning and all schools in the district have run PLCs during the school day. Over a school year, teachers have the opportunity to work with fellow educators for a total of sixteen PLC hours.

PLC time is valuable and has resulted in some powerful changes to teaching practices and the development of new initiatives that positively impact the learning of our students.

Following several years of using slightly different collaboration models, we saw a need to make some significant changes in how we provide our educators with collaboration time. There are three key factors that make the Early Release model effective:

1. A longer period of time to collaborate (2 hr vs 1 hr),
2. LSW & Teachers do not have to deal with behavior problems that occur when a room is understaffed,
3. LSWs benefit from the time.

We have been using an Early Release Model since first piloting it in 2018. We have received board approval every year since.

Collaboration time has come to be recognized by staff as incredibly valuable. A few impactful programs that have flowed out of collaboration time are our school's work with:

- Self-Regulation,
- Staff and Student Wellness
- Numeracy – building number sense
- Trauma Informed practice,
- Primary Literacy, and
- School wide focus on incorporating indigenous learnings into what we do every day.

### **What was the process for implementing the Early Release Model at David Hoy?**

A Pilot was approved in December 2017, and we started the Early Release Model in January 2018.

Prior to implementing the change, we advertised the change in our newsletters, talked about the Early Release at PAC meetings, shared information at the educational meetings at Tl'azt'en and Nakazdli, and held an information meeting for parents prior to starting the program. We then implemented the pilot in January of 2018.

At the end of the 2017 2018 school year, we asked in our newsletter for feedback from parents. We received a few comments from parents around their wish to tie the early release days to existing holidays and weekends. The PAC received similar feedback.

When we talked to our PAC about the Early Release Model, they were supportive. They asked if we could change a few of our dates so that they would fall next to existing ProD or long weekends. They thought this would be beneficial for parents needing to travel long distances for family commitments or appointments. We adjusted the dates for the 2018 2019 school year so that several of them fell next to existing non-instructional days. We did not participate in PLC during 2019-2020, or 2020-2021 because of COVID. Since 2021-2022 we have continued to tie our PLC days to ProD days.

### **What did it look like this last school year?**

#### **LSW staff**

We organized workshops and presentations for our CUPE staff on PLC afternoons.

This year, CUPE staff received 6 hours of Non-Violent Crisis Intervention Training, attended workshops on: the importance of visual schedules, language development strategies, and sensory regulation. This regular opportunity to provide training to our LSW staff is incredibly valuable.

#### **Teaching Staff**

Our teachers' PLC time is tied to our School Growth Plan. The Teachers were asked to form groups and pick a school goal that interested them. This year, we had groups looking at: ways to improve community wellness, reading intervention programs (primary and Intermediate), problem solving strategies, and how cross grade groupings (buddy programs) could be used to improve numeracy skills.

Each afternoon, our PLC teacher session is divided into 3 parts:

1. All groups together–quick touch base
2. Time to work on their project collaboratively, and
3. An **All** group sharing at the end.

Staff have found this new format powerful, and it has provided them with the time to do focused collaborative work. The group sharing of progress and ideas at the end of each session has been found to be especially valuable.

### **WHY CONTINUE?**

Positive for Support Staff – valuable school based Pro-D that targets our school needs.

Positive for Teachers –focused shared time on our specific school goals that results in improved student performance.

Positive for Students – Targeted instruction on our school goals that results in improved student performance.

The Fort St. James School Community is asking again for you to approve the Early Release of Students on the following days so that we can continue the practice of Early Release on PLC days for the 2025/26 school year.

Sept 18  
Oct 23  
Nov 20  
Jan 16  
Feb 5  
March 6  
April 23  
May 15

Thank you for considering our proposal,  
The Staff of David Hoy Elementary



May 14, 2025

Ref: 310731

Brian Cross, Principal  
EBUS Academy  
187 Victoria St E  
Vanderhoof, BC, V0J 3A2  
**Email: [bcross@sd91.bc.ca](mailto:bcross@sd91.bc.ca)**

Dear EBUS Academy Team,

The Accountability and Quality Assurance (AQA) framework is rooted in continuous improvement and focused on enhancing student success. Provincial Online Learning Schools (POLS) are required to participate in the AQA under the POLS Ministerial Agreement.

Each school community is unique, and POLS continue to draw on innovative approaches to address the needs of the school community. In the spirit of continuous improvement, specific feedback identified in your Cohort 2 POLS presentation and Q&A are provided below.

### **Successes**

*Valuing collaboration:* Your collaborative approach to the AQA process was inclusive of all staff, including key members such as the Indigenous Education Advocate and other subject matter experts. This inclusivity was evident in how space was made for subject matter experts to speak to relevant elements, which contributes to shaping school culture. Reflective practice is also evident through your use of spirals of inquiry and bi-weekly staff reflection sessions.

*Community-building:* EBUS Academy has several commendable strategies in place to demonstrate strong community and relationship focused approaches. You have demonstrated intentional and valued efforts to build community across students, families, teachers, and staff. Curricular and co-curricular activities—such as Orange Shirt Day and virtual grad ceremonies—connect students to the broader community, district, and local First Nations communities. The Honouring Culture, Communities and Individuals (HCCI) module, Diversity 8 course, and Sexual Orientation and Gender Identity (SOGI)/Indigenous Education bundles set an inclusive and culturally responsive tone from the outset. EBUS Academy also works to identify students

---

**Ministry of Education and Child Care**  
Online Learning and Educational  
Resources Branch  
Services & Technology Division

Mailing address:  
PO Box 9179 Stn Prov Govt  
Victoria BC V8W 9H8

Telephone: (250) 952-1852

who may not be experiencing equitable access with tools like Aboriginal Information Management System (AIMS) to track and support Indigenous students.

*Leveraging technology:* EBUS Academy is extending the use of technology to support all students, including Indigenous students, as well as students with emerging needs, disabilities and diverse abilities. Some examples include vClasses, Brightspace data, and the use of symbols in databases to flag students for check-ins. Your onboarding conference process is an effective early intervention mechanism to identify students who may benefit from Indigenous or Inclusive Education supports early on. Monthly focused reports and forecasted activities help families stay informed and engaged.

### **Challenges**

*Cross-enrolled student engagement:* As you noted in your presentation, engaging and supporting cross-enrolled students remains a challenge. Continue your reflective practice and continue to try out new ways to draw students into the EBUS community, ensuring they feel connected to their learning environment.

*Survey results:* Student Learning Survey data is often masked due to low response rates, and there is concern about survey fatigue and skewed results. Continue to review and refine your survey instruments to increase participation and reduce bias. Consider supplementing surveys with other feedback mechanisms such as focus groups or interviews to gain a more comprehensive understanding of student and family experiences.

### **Strategies for Continuous Improvement**

*Emergent student needs:* Continue to refine and explore new strategies to identify students struggling with online learning early in their program. Continue to support transitions to other options, such as blended formats, when appropriate.

We look forward to our ongoing efforts to enhance online education drawing on a continuous improvement approach. The feedback here is to provide information that can help spark pedagogical and administrative dialogue and critical reflection as your school community moves forward with your continuous improvement journey.

Please let us know if you would like a follow up meeting to receive additional feedback, clarification, or further discussion. Thank you for the time, dedication, effort, and commitment in the Cohort 2 Accountability and Quality Assurance process.

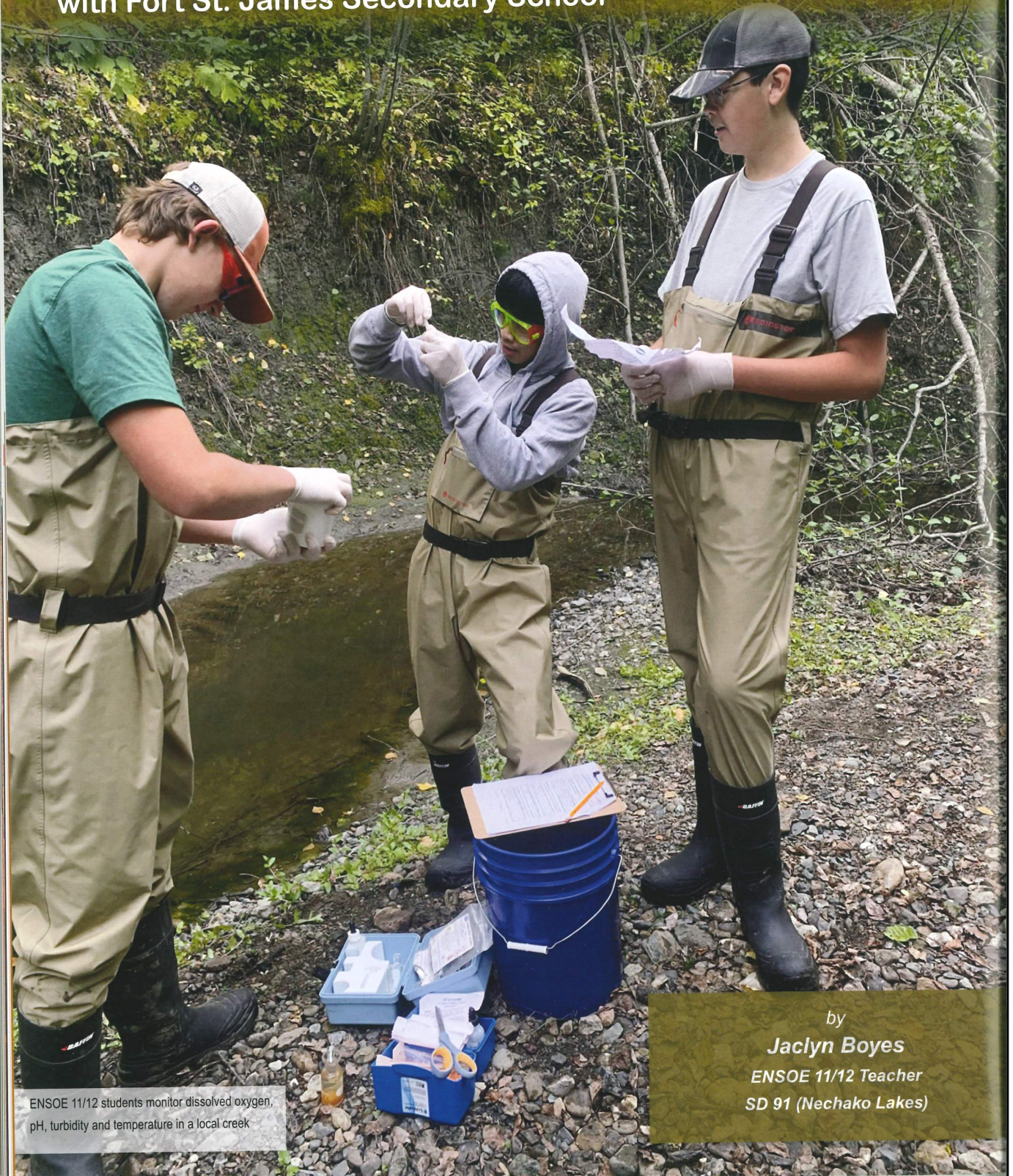
With gratitude,

A handwritten signature in blue ink, appearing to read 'Sophia Palahicky', with a long, sweeping flourish extending to the right.

Sophia Palahicky, Ed.D  
Executive Director, Online Learning and Educational Resources Branch,  
Services and Technology Division, Ministry of Education and Child Care

# GOING OUTSIDE

with Fort St. James Secondary School



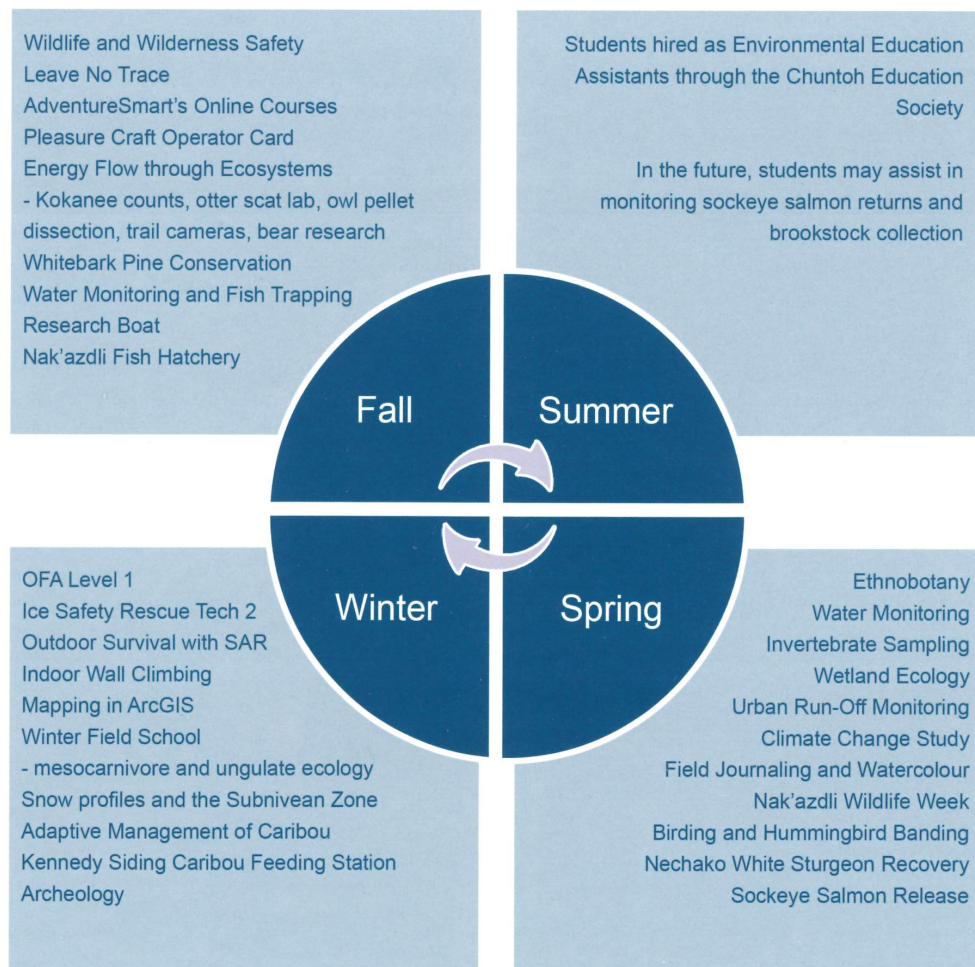
ENSOE 11/12 students monitor dissolved oxygen, pH, turbidity and temperature in a local creek

by  
**Jaclyn Boyes**  
ENSOE 11/12 Teacher  
SD 91 (Nechako Lakes)

Class looks a little different for some students at Fort St. James Secondary School. Rather than grabbing a chair and taking a seat when the bell goes, students pull on a pair of chest waders, turn on a GPS, and head into the great outdoors. Binders are replaced by field notebooks and data sheets, densimeters and water test kits fill student backpacks, and local experts and field guides direct the day's learning targets. Our classroom might be the creek, a research forest, the fish hatchery, or even our school's very own research boat. This is ENSOE 11/12!

Situated in north central British Columbia, Fort St. James is a mecca for natural resource management and outdoor recreation. Many of our families' cultures, values, hobbies, and sources of incomes are connected to the land, inspiring myself and a colleague to develop a course that promoted both student engagement and stewardship of our local environments. And so ENSOE 11/12 came to be, an eight-credit cross-curricular course that combines Environmental Science and Outdoor Education.

I do not consider myself to be a seasoned outdoor teacher, but I would like to share what we have accomplished with this course, along with our challenges and plans for the future. Guided by BC's curriculum, the activities in ENSOE 11/12 largely depend on seasonal field conditions, student interests, access to local experts, current research, and funding. While every semester looks a little different, the figure below highlights the broad range of fieldwork and skills introduced to students in this course.



**A Summary of the ENSOE 11/12 Fieldwork and Skills by Season**

## LEARNING ON LOCAL EXPERTS

The phrase “guide on the side” certainly describes my teaching approach in ENSOE 11/12. My role has shifted from delivering content to connecting students with experts who deliver the content for me. I model active learning as I engage in the activities beside my students. I encourage them to be curious, and to ask questions about their surroundings. I look out for their safety. I often use the pronouns “we” and “ours” to describe this course, because it truly takes a team of invested people to make it happen.

The Chuntoh Education Society, a local nonprofit charity, plays an integral role in connecting us with Dakelh Indigenous knowledge holders, wildlife biologists and foresters, and they also secure critical grants. The Yinka Huwunline Stewardship Department and Nak’azdli Whut’en Fish Hatchery host tours and loan equipment to the course. Wildlife biologists and foresters from the John Prince Research Forest host quarterly field schools. The University of Northern BC’s (UNBC) KOH – Koh-Learning in our Watersheds – program has provided us with monitoring equipment and ecologists. Search and Rescue volunteers guide us through wilderness survival. Department of Fisheries and Oceans (DFO) technicians dissect fish with us, and help us identify future restoration work. BC Parks has introduced us to soapberry and squirrel monitoring, and OVERhang (Outdoor Vertical Education and Recreation) trains us in first aid and ice rescue. The list goes on and my motto has become, “If you ask them, they will come.”



A wildlife biologist at the John Prince Research Forest shows students how to identify and collect hair from a bear hair snare for identification and diet analysis.



A student sets up a pump for water sampling on the RTX platform with Peter Krahn, P.Eng., of GESL (Genesis Environmental Sciences Ltd.)



Students identify the fish scales found in otter scat as part of a diet analysis in the Energy Flow unit of EVSC.

## BUILDING CAPACITY AND CONTRIBUTING TO RESEARCH

ENSOE 11/12 is starting to engage in a few longer term, specialized monitoring projects. Since 2020, SD No. 91 (Nechako Lakes) and Fort St. James Secondary School (FSJSS) have partnered with Nak'azdli and Takla First Nation Fisheries Teams, Chuntoh Education Society, and Genesis Environmental Science Ltd. (GESL) to develop a RiverTraps Selective Fishing System (RTX), commonly referred to as our research boat. Shop students help fabricate and maintain the boat and equipment. ENSOE 11/12 students obtain their Pleasure Craft Operator Cards and operate the boat.

Although we are in the early stages of this project, we look forward to:

- Working with local agencies to identify research gaps and to develop student-led inquiries that can be explored using our KIST groundwater sampler, YSI water quality meter, and Davis climate monitoring station.
- Sharing student findings with regulatory agencies, such as the DFO and BC Ministry of Forests, Lands, and Natural Resources.
- Job shadowing with local agencies who use the RTX platform and ARIS sonar for sockeye stock assessment.
- Pursuing students' personal interests (field work, data analysis, equipment maintenance, safety, ethics, media, networking, grant writing, and more).

For more information on this project, please visit



Genesis Environmental Sciences Ltd.

BCPVPA Princip(ed) - May 2025

## CO-TEACHING

I originally developed and co-taught this course with a colleague from the Humanities department. It was a linear course that combined Physical Geography 12 and Environmental Science 11. While we collaborated on all aspects of the course, and normally presented material together, she took the lead on the Physical Geography content, and I led the Environmental Science. Co-teaching prevented inevitable burn-out in the early days when we were consumed with establishing new partnerships with local agencies, purchasing and learning how to use new equipment, navigating field trip policies and forms, and developing locally relevant curricular resources.

## GETTING CREATIVE WITH THE TIMETABLE

When my colleague retired, we had to rethink the Physical Geography component, and decided to adopt the semester-based ENSOE 11/12 model we now offer. Students can opt to enroll in ENSOE 11/12 twice, either in two consecutive semesters or over two years. They receive credit for EVSC 11/ODED 12 the first time they take the course, and EVSC 12/ ODED 11 the second time. This has also made the course more accessible to those students who could not fit a full year course into their schedules. We also try to schedule this course in a different block than the other, more university-recognized science courses to reduce scheduling conflicts.

“Field work has taught me how to multi-task, improvise and problem solve. It feels like a real job, not school. I’m learning things, like tying knots, that I use outside of class.”



A student builds a fire outside an emergency shelter with Search and Rescue.



Students set a live lynx trap at the John Prince Research Forest.

“I’ve learned how to connect with my peers who I normally wouldn’t have talked to outside of this class. We choose to work together in the field. We use each other’s strengths to get our jobs done.”

## ACCEPTING THAT ASSESSMENT LOOKS DIFFERENT

Assessment in ENSOE 11/12 is completed almost entirely in the field as I observe students working with their peers. Using the proficiency scale, the assessment often resembles a job performance evaluation. Field journals and data pages are collected after each field session. Students provide both self and peer assessments at reporting times. Tests and quizzes are virtually nonexistent, as they do not feel authentic or reflective of the skills students learn in this course. Certifications that are recognized by employers, like Occupational First Aid (OFA) Level 1, are prioritized. Some courses are online, such as the Safe Boaters course, and help students learn how to navigate online learning environments in our digital world.

I hope to incorporate more cross-curricular projects, by making our Photography students responsible for our social media posts, and our Foods and Nutrition students directing our meal prep. We are currently producing a billboard to inform our community of the RTX project, and students will receive some English Language Arts (ELA) credit for the work they complete.

## BUYING GOOD GEAR

I have learned a few things about gear over the past couple of years: no students can learn if they are physically uncomfortable, most students underestimate the amount of clothing they will need, and few students will ask for help in sourcing their own clothing and equipment. I now have a selection of outdoor layers that students can borrow and, in some cases, choose to keep. Perhaps the best purchase has been our class set of Reddington chest waders and boots. While gumboots suffice in the shallow water where we conduct our assessments, wearing

waders enables students to move along the creek with more ease and confidence. We also go on field trips to secondhand clothing stores to show students how to purchase affordable, non-cotton clothing.

## HAVING ADMINISTRATION SUPPORT

Having administrators and office staff who are supportive, innovative, flexible, and equally passionate about the outdoors is key to this course's success. I have made mistakes: I've booked last-minute trips, I've broken equipment, I've stressed about our lack of progress, and through it all my administrators have remained positive and patient, highlighting our successes, and reminding me that innovation takes time.

## CELEBRATING THE WINS

We have had former students carry on to pursue university studies in Wildlife and Fisheries, Forestry, and Ecotourism. We have had students take up new hobbies, like hiking and fishing, and develop a new respect for their bodies, their cultures, and their local environments. I truly believe that connecting youth with our forests and waterways will help us better cope with both our climate and mental health crises. It certainly makes the work I do every day a little bit brighter.



A student practices banding a model of a hummingbird at the John Prince Research Forest.



A student identifies a minnow trapped in Nahounli Creek.