

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 Talt'si Ooza (APRIL)

In this monthly report, I am pleased to highlight the work that is being done in schools and the District to advance the goals of the [Board's Strategic Plan](#). A prominent focus in this month's report is on all things literacy and numeracy! Success in both of these areas is fundamental to our core purpose of supporting students in their development as they become "educated citizens."

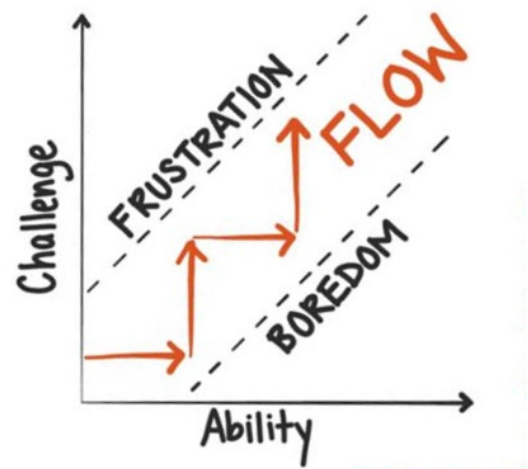
Literacy and numeracy programming in SD91 are integral to each child's intellectual development, at the heart of which is nurturing students' ability to analyze critically, reason and think independently, and acquire basic learning skills and bodies of knowledge. Interconnected with those competencies are the development of a lifelong appreciation of learning, a curiosity about the world around us, and a capacity for creative thought and expression.

The vision for success we hold for students can only be realized through quality teaching, engaging and relevant learning experiences/environments, as well as impactful leadership at all levels. I am pleased to submit this report to the Board of Education as evidence of this learning journey we collectively experience.

Respectfully submitted,

K. Mitchell

(she/her)
Superintendent



Our ongoing journey to creating FLOW and developing engaging learning experiences with Building Thinking Classrooms!

Strategic Plan Updates: GOAL 1: Honour Diversity

Equity Scan Student Symposium



Plans are underway for our upcoming Equity Scan Symposium. Director of Instruction for Indigenous Education, Leona Prince, will be meeting with students in the coming weeks to discuss The Equity Scan Project. Equity Scan is a collaborative decision-making process that school districts use to enter a genuine and meaningful self-assessment conversation about the experiences of Indigenous learners in the school system; it supports strategy development to create the conditions for success. The information we gather from our Equity Scan conversations with learners will support the actions we take in the upcoming school years.

Collaborative Planning at Babine Elementary and Secondary

On April 10th Lake Babine Nation and School District 91 came together for a collaborative conversation at BESS. The session started with a presentation and open dialogue about Individual Education Plans by Director of Instruction, Claire McKay. This conversation was followed by a planning session lead by Principal, Jesse Kennedy-Burgoyne regarding plans for the upcoming school year. LBN families and Education Team members talked about what was currently going well at the school and what they feel are the next steps to enhance student engagement and success from the perspective of the Nation in the upcoming school year. Opportunities to learn on the land, as well as the importance of enagaging opportunities in cultural learning and traditional language were highlighted. Thank you to LBN Education Director, Beatrice Michell and her staff for collaborating on this session as well as hosting a meal for all participants.

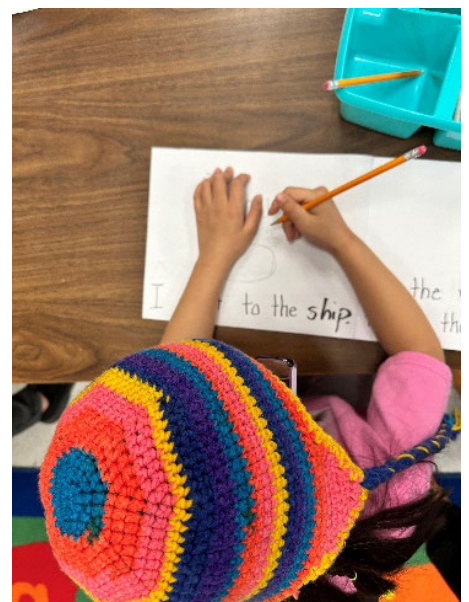
Strategic Plan Updates: GOAL 2: Engage our Workforce



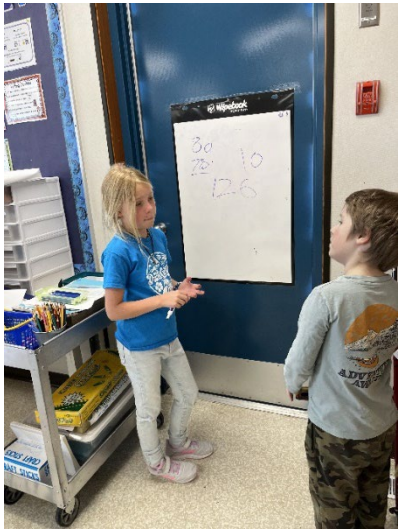
Next Steps in our POPEY Rural Residency Journey

The Curriculum Services Team has been sharing resources provided by provincial Early Years Consultant, Jen Kelly, with an expanded group of teachers, as well as training some of our support staff at Decker Lake to use a structured phonics intervention resource. The workshops and follow-up are

helping primary teachers get even more strategic and targeted in interventions to help learners grow in their literacy achievement. Michelle Miller-Gauthier also provided additional training to support staff at EDS during the March 'Talk about Learning' time.



Strategic Plan Updates: GOAL 3: Create Student Success



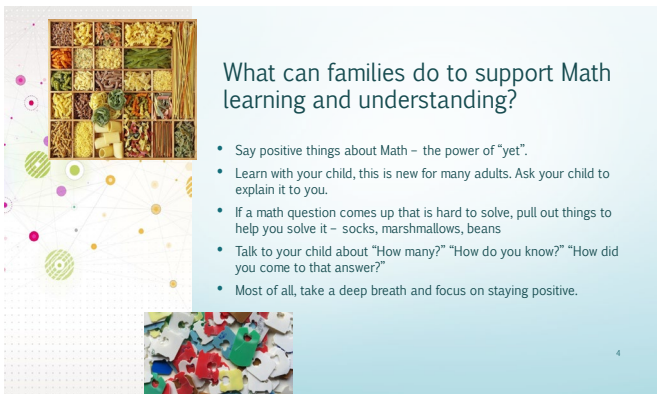
Building Thinking Classrooms

Across the district, classrooms have been working with Dr. Peter Liljedahl, Dr. Judy Larsen and the Curriculum Services Team to engage students in thinking across the curriculum. Dr. Larsen worked with teachers from Nechako Lakes through a virtual professional learning opportunity and engaged educators in a meaningful activity on Artificial Intelligence Generators.

Roberta Toth has been working with teachers on Thinking Classrooms through a book study, collaboration time, and co-teaching at Francois Lake Elementary at the request of the primary and intermediate teachers since December 2023. Roberta has also been working at EDS to build Thinking Classrooms through a problem of the week on an interactive whiteboard.



Strategic Plan Updates: GOAL 4: Enhance Connections



What can families do to support Math learning and understanding?

- Say positive things about Math – the power of “yet”.
- Learn with your child, this is new for many adults. Ask your child to explain it to you.
- If a math question comes up that is hard to solve, pull out things to help you solve it – socks, marshmallows, beans
- Talk to your child about “How many?” “How do you know?” “How did you come to that answer?”
- Most of all, take a deep breath and focus on staying positive.

Literacy and Numeracy at Home

Our Lead Teachers presented to community members in Fort St James at the College of New Caledonia Open House. The college had several different sessions for participants in the Literacy Festival component of the Open House. SD91 Curriculum Services took advantage of the opportunity to partner numeracy at home with literacy at home and provided information for families. Prizes of games and books topped off the interactive session.

Also attending the CNC Literacy Festival & Open House was Lynn Clark from the **Nechako Literacy Committee**. She provided information and signed SD91 families up to receive free monthly books from the **Dolly Parton Imagination Library** for children to age 5. Currently the number of children registered to receive a free monthly book: Fraser Lake (84), Vanderhoof (146), Fort St James (41). To date, a total of 2371 books have been provided to families in these communities.



Early Childhood Educator Dual Credit Course

On April 9, some of the Early Childhood Education Dual Credit students from NVSS and LDSS met at the Prince George College of New Caledonia (CNC) campus, and joined a team from SD 57 (Prince George) to tour the campus, visit the bookstore, and have lunch in the college cafeteria. The highlight of the trip was an extended visit in the Early Childhood Care & Learning classroom, where the current ECCL college cohort and instructors led the high school students through an interactive activity of reflection and inquiry.

CNC was a gracious host and welcomed each student to their beautiful campus.

A note of gratitude to Patti Dube for driving the bus! CNC will offer the dual credit course, ECCL 172 - Health & Wellness, to SD 91 students in the fall. We look forward to our continued partnership with CNC.



Employee Recognition:

As was announced last spring, the District receives enhanced funding from the Ministry of Education and Child Care through the Feeding Futures Fund. This fund is intended to ensure learners have equitable access to nourishing food at school. With increased funds for food and related resources, we are now feeding more students and have been able to increase the nutritional value of the type of foods we serve. This increased level of service would not be possible without all of the efforts of staff members who have agreed to be a part of our growing District program.

In April, staff members from the Ministry came to the District to visit some schools and find out more about our District initiatives, including our Breakfast and Lunch programs. Mouse Mountain was on our list to visit, and Ministry staff members were able to learn more about how the increased funds have impacted our schools and learners positively. Much gratitude to Administrative Assistant Bev Stanga, Learning Support Worker Bridget LePoidevin, Indigenous Advocates Sonya Duncan and Val Welsh, and every other staff person in SD91 who demonstrate that food programs are about nourishment as much as they are about relationship building with children.

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