

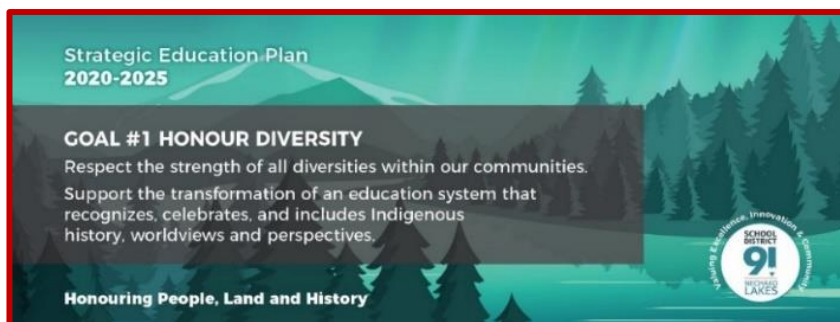
WILLIAM KONKIN ELEMENTARY SCHOOL CREATES GENDER NEUTRAL WASHROOMS



Over the last several years, SD91 has worked to create gender neutral washrooms in many of our schools. We have completed many of the easiest to complete projects and now have developed a plan and timeline to

access capital funding to require some of the more complex retrofits requires to continue our school district's commitment to gender neutral washrooms.

Fort St. James Secondary School, Lakes District Secondary School and Nechako Valley Secondary School all have gender neutral washrooms, while many of our other schools have used their accessible and staff washrooms to provide washroom options for our gender neutral washrooms. The sign above is from William Konkina School.



STORY WORKSHOP AT SINKUT VIEW ELEMENTARY SCHOOL PROVIDES STUDENTS WITH OPPORTUNITY TO LEARN CARRIER

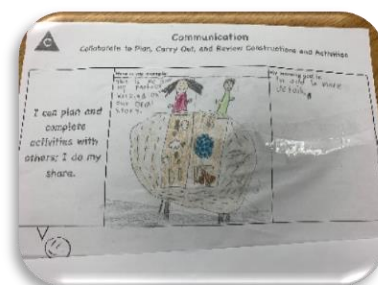
Mrs. Ottesen's Grade 3/4 class at Sinkut View Elementary School has been exploring Story Workshop to strengthen oral storytelling and writing engagement as well as using criteria and peer feedback. This is a co-teaching situation where the literacy support teacher, Ms. Miller-Gauthier has been 'in residence' two days a week for three weeks, supporting the Story Workshop learning in three classrooms. It has been a joyful experience for all as students become wonderful oral story tellers and begin to write their stories.



Students are recognizing the skills they are learning, such as sequencing a story, having a story introduction, including more details, using powerful words, and using Carrier names for animals.

Students have reflected on Core Competencies in the area of Communication. Through this oral storytelling process students have demonstrated increased confidence and willingness to share their stories with classmates. Students are excited, engaged and can't wait for Story Workshop.

Mrs. Nikki Arnold, had an opportunity to have the students present their maps and stories using Carrier words for animals and shared how "happy" that made her heart!



CONGRATULATIONS TO OUR NEWEST INDIGENOUS ROLE MODELS

The latest edition of the [Aboriginal Education Newsletter](#) is out. This month the newsletter helps to celebrate Indigenous Languages throughout British Columbia and the world. Here is a quick snippet of our newest role models.

Congratulations **Jamie**, **Nicholas** and **Marien**!

Student Role Models for January



Jamie — Gr. 12
Lake Babine Nation
"Jamie has overcome a lot of obstacle this year and still smiles. She has been doing her last lessons for her last year with us."



Nicholas — Gr. 9
Stellat'en First Nation
"Nicholas is always keen on staying late after school and class to complete work. He is not afraid to ask question or for help from support staff and the teacher. He is always calm, courteous and kind."



Marien — Gr. 12
Nak'azdli Whut'en
"Marien works hard in school and out in the community. She throws herself into everything she does and displays a lot of integrity. She is a pleasant person. Marien is exception-

Strategic Education Plan 2020-2025

GOAL #2 ENGAGE OUR WORKFORCE

Foster school and district cultures that inspire and support passion-based teaching, learning, and leading.
Create opportunities for every member of our organization to contribute to student success.

Honouring People, Land and History

with her husband to begin her retirement adventures. Your smile and positive energy will be missed Darcy!

Here are Darcy's friends surprising her with a cake and congratulatory messages on her last day.

CONGRATULATIONS DARCY!

We said goodbye to retiring, long time Fort St. James custodian **Mrs. Darcy Daichendt** who is heading across the country to Nova Scotia



ELECTRONIC PORTFOLIOS – INCREASING CONNECTIONS

The attached screen shots, from **Mrs. Sylvia O'Meara's**, primary classroom at [Evelyn Dickson Elementary School](#) School were shared by dad, Tyrell Miller. Tyrell shared how much he and his wife have loved this form of communication from their daughter's teacher and so I asked Sylvia to share her thoughts and reflections on what using Freshgrade, her choice of e-portfolio has done for her teaching, her students, and her connection with parents. Although Freshgrade will no longer be available to school districts next year, we are exploring new e-portfolio products.

"Over the last couple of years, I have found using an e-portfolio like Freshgrade in my k/1 classroom to be very beneficial for my students, their families, and our classroom community. It has helped me to create positive relationships with

parents/guardians and it has allowed them to

become more aware of and involved with their

students learning on a more consistent basis,

particularly during the pandemic when they can't

physically be in the school/classroom as much as

they may like. Freshgrade helps me to keep

parents connected to their students learning and

allows us all to celebrate students daily learning

activities and accomplishments. Students have

become more invested in their own learning and

feel excited and proud when they can share their daily

activities and accomplishments not only their classmates and teacher, but also with their families at home. I love that Freshgrade allows

this to happen consistently rather than just at reporting times. Freshgrade allows me to share pictures, videos, and voice clips in order to

share all of our learning experiences with families, rather than just our paper and pencil learning. I love being able to help parents feel

connected to our classroom and our learning experiences. This allows for so many discussions to happen (between families and their

student and between myself and families) that support and strengthen our classroom. I have found using Freshgrade to be a very

rewarding practice."

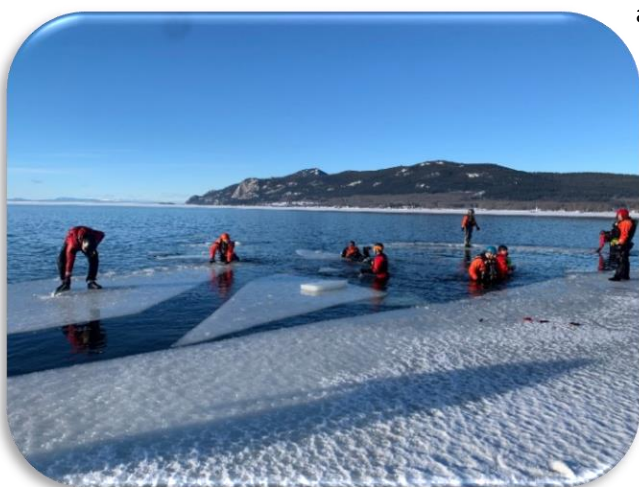
I just wanted to share a story from today that shows just how amazing my class is. Yesterday we started working on a literacy booklet that focused on 'th' words. After lunch today I asked students to complete one more page thinking it would take about 10 minutes. Well.... the students had other ideasall on their own they decided that they were going to finish the whole booklet (most had probably 5 pages)! After about 40 minutes of quiet focused working time, I made them (said they had to even when they complained that they just wanted to keep working) get up to move and play a game. I then took out centers and all the students who had not yet finished went back to work on their literacy booklet until it was completely finished. I reminded them that they had all completed their one page, but they disagreed and said they were + NEW to finish the whole booklet. I have never

they had to even when they complained that they just wanted to keep working) get up to move and play a game. I then took out centers and all the students who had not yet finished went back to work on their literacy booklet until it was completely finished. I reminded them that they had all completed their one page, but they disagreed and said they were going to finish the whole booklet. I have never seen them so motivated to complete their school work. The students as a group made a goal and wow did they all work to meet that goal. I was so happy to change my plans for the afternoon so that they could continue working and learning, and so that I could support them to reach their goal. Your children all made my teacher heart so happy today! It's days like this, and kids like yours that make me love my job. [Read less](#)

FORT ST. JAMES SECONDARY SCHOOL (FSJSS) STUDENTS COMPLETE ICE SAFETY RESCUE TECHNICIAN 2 COURSE

Thank you to teacher **Ms. Jaclyn Boyes** who provided the following reflection on the recent Ice Safety course completed by FSJSS students.

"The GEOES 11/12 class from Fort St. James Secondary School spent the end of January taking Rescue Canada's Ice Safety Rescue Technician 2 course. Students first spent four classes working through the course theory online. Two instructors from OverHang Learning Centre Ltd. in Prince George then came to Fort St. James on January 25 and 26th. Day 1 started in the classroom, learning about ice formation, the ice rescue absolutes, communication, PPE, and other ice safety equipment. We then suited up into our dry suits, pfd's, helmets, and harnesses and headed out to Stuart Lake. After conducting an extensive ice



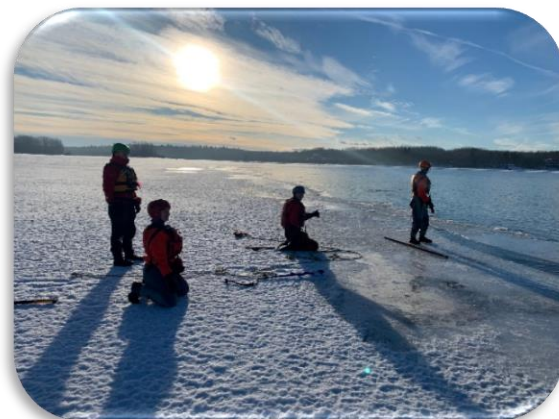
assessment using our ice staffs, axes, and augers, we made it out to the open water near the mouth of the Stuart River. We were all a little relieved when we did our depth tests and discovered that the water was just past our waists and that our dry suits worked! By the end of the afternoon, all students could self rescue using a staff, axe, awls, and no equipment. We also practiced subject rescues with reach techniques and throw bags and went through a few rescue scenarios. And of course, we had to fit in a few iceberg battles with one another!

Day 2 started in the gym back at FSJSS. We learned how to tie figure-8 and butterfly knots for our dynamic belays. We also practiced deploying our throw bags in a river with strong current. In the classroom, we discussed how our bodies would respond to immersion in cold water. We studied the stages of

hypothermia and the appropriate treatments. We also talked about safe ice recreation and factors that can affect ice integrity. This included a connection to beavers that we have studying in our Environmental Science 11 class. We then wrote our final exam. At noon we headed out to Stuart River where the water was deeper, the ice was much thinner and more difficult to self-rescue out of. We got to practice our ice assessment techniques and then learned how to use static belays with ice screws and pulleys. We were amazed at how much easier it is to pull in subjects when there is mechanical advantage! It was little chillier on Day 2, given that we were working in moving water, and it was 5 °C cooler outside. Students persevered and practiced the re-warming exercises we were shown the day before.

Students came away from the course feeling informed and empowered. We have a lot of respect for ice environments and recognize how important it is to have the right training, PPE and equipment when working and playing near and on ice. All students and teachers who attended both field days have earned their Ice Safety Rescue Technician 2 certification! We had some visitors pop in to observe, including our Fire Chief and Local Head of Search and Rescue. A few GEOES 11/12 students have already expressed interest in volunteering for these organizations! As their teacher, I am so impressed with their teamwork, growth mindset and resiliency. What relevant and invaluable training!"

Thank you to FSJSS teachers **Jaclyn, Kelly Inden, Brittany Phan**, and the **Chuntoh Education Society** for creating this excellent learning opportunity!



DECKER LAKE ELEMENTARY SCHOOL (DLES) – USING DATA TO IMPROVE READING



Teachers have been working hard to close the gap. In this photo, **Ms.**

Giebrecht demonstrates how she is tracking the steady progress of her grade 1/2 students. She and others

provide an extra dose of reading support to learners that need it. While we still have a long way to go, the DLES teachers are doing what it takes to have learners make progress in their reading. By closely monitoring student progress, teachers can provide nimble and responsive instruction.

Strategic Education Plan 2020-2025

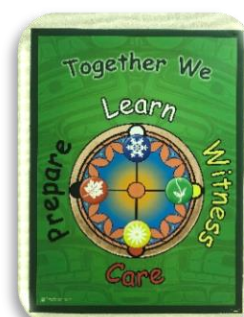
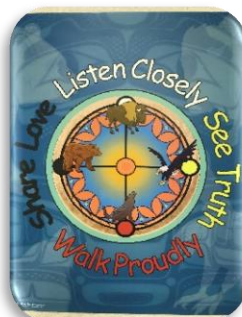
GOAL #3 CREATE STUDENT SUCCESS

A continued focus on the essential skills of Literacy / Numeracy.
Ensure Social Emotional Learning is embedded within all of our classrooms.
Support the use of promising and effective teaching strategies.

Honouring People, Land and History

FRANCOIS LAKE ELEMENTARY SCHOOL (FLES) TRANSFORMS ENTRANCE

Our school entrance lacked charm so we embarked upon a transformation by creating a focal point. When we enter through the main doors, we are greeted by a sign, "Welcome to our falcon's nest" that is displayed at the height of a paper tree. Surrounding the tree are framed quotations to support social-emotional learning and three plush falcons. Photos of the staff members surround a beautiful Indigenous story about the teacher. Sprinkled throughout the school are new Indigenous posters from Strong Nations that encourage character building and reinforce reading strategies. It looks like the spring cleaning came early at FLES.

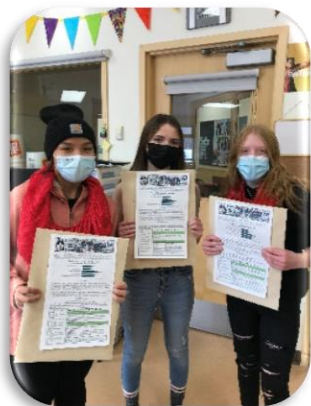


SCIENCE FAIR EXCITEMENT AT FRANCOIS LAKE ELEMENTARY SCHOOL

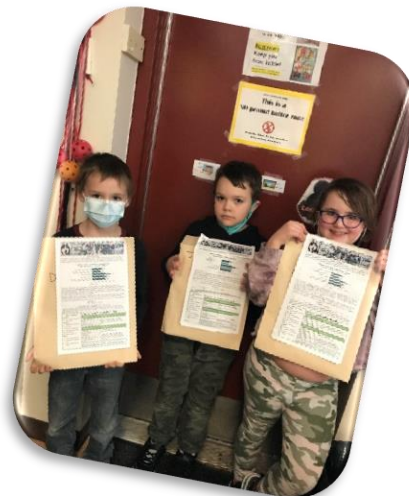
Intermediate students have started their science fair projects with support and guidance offered by their teachers, **Ms. Lowe**, and **Mrs. Wilson**. Students are buzzing with excitement as they refine their question and hypothesis, collect data, and analyze results! These projects tap into many curricular standards and is a wonderful opportunity for learners to meaningfully practice their literacy and numeracy skills as well as hone their curricular competencies.



PREPARING FOR A POTENTIAL CLOSURE BY ENSURING CONTINUITY OF LEARNING



Like all schools, Decker Lake Elementary School (DLES), has prepared a Continuity of Learning Plan. The gist of the plan has been shared at PAC meetings, PAC Facebook, school website, etc. In addition to this, **Principal Wendy Kelemen** created a [parent brochure](#) to explain the Continuity of Learning Plan and they mailed a copy of this brochure to every DLES family along with a 5x7 colour print of the horse and sleigh rides from December. By working together with DLES families, they are hoping to decrease the anxiety associated with the uncertainty of the times in which we live.



NECHAKO VALLEY SECONDARY SCHOOL (NVSS) LIFESKILLS PROGRAM CELEBRATES LEARNING



NVSS Lifeskills teacher **Mrs. Anna Pye** and her team have created a newsletter specific to their classroom that is sure to bring joy to her students, parents and others. Click [HERE](#) if you want to put a smile on your face as Anna share pictures and stories of creating student success in this special classroom.



WILLIAM KONKIN ELEMENTARY SCHOOL STUDENTS DISCUSS BULLYING WITH RCMP



Constable Orlowski and two other members of the Burns Lake RCMP spent a Wednesday afternoon with the Eagles at William Konklin Elementary talking about the bully, the bullied, and the bystander. Students learned about cyber safety, different forms of bullying, and what a witness can do to help. The students had lots of great questions and invited the Mounties back for a basketball game one afternoon this winter.

Strategic Education Plan 2020-2025

GOAL #4 ENHANCE CONNECTIONS

Promote collaboration and partnership with all facets of community.
Encourage our schools to participate in opportunities that strengthen our communities.

Honouring People, Land and History



KOH LEARNING WINTER UPDATE

Our partnership with **UNBC** and the **Vancouver Foundation** focussed on KOH Learning in our Watersheds continues to provide transformative experiences for SD91 students and teachers. Read more about this project in the [Winter Newsletter](#).



SD91 – UNBC – NECHAKO ENVIRONMENT & WATER STEWARDSHIP SOCIETY



As part of the overall KOH Learning project, SD91 students and teachers have been examining fish presence in 15 tributaries of the Nechako River. They have been using eDNA methodology combined with minnow trapping under the guidance of **Dr. Brent Murray** of UNBC, Biologist **Barry Booth** and NVSS teacher **Casey Lytton**. [Here](#) is an excellent summary of what they have found over the last two years.



EVELYN DICKSON ELEMENTARY SCHOOL HOSTS PARENTS IN OUTDOOR CLASSROOM

On February 3rd, **Mrs. Egan & Mrs. Larsen's** grade 1/2 & 3 classes hosted their parents in our outdoor classroom. There was a student song to start off the activities. Parents/guardians also took part in a tour of our classroom, heard a story read by their child & had a nice cup of hot chocolate.



SD91 IN THE NEWS AND QUICK FACTS:



- [SD91 Board Decides No Vaccine Mandate at this Time](#)
- [Every Child Matters Demonstration at Decker Lake School](#)
- [New Cross-Country Trails at Decker Lake](#)
- [Potential for Remote Learning for Short Durations](#)
- [LDSS vs FLESS Basketball](#)
- [Animal Kindness Kits Distributed to Burns Lake Schools](#)
- [FSJSS Certify as Ice Rescue Technicians](#)

STRATEGIC OBJECTIVES UPDATE

As per the [Strategic Workplan](#) and goal updates for 2021 – 22, here is a short summary of two goals that will be expanded upon by district staff during the Feb. 14th Board meeting.

CREATE STUDENT SUCCESS

❖ SD91 ALTERNATE SCHOOLS REVIEW

- High school principals and our senior leadership team are continuing to move through the steps of evaluating SD91's Alternate Programs.
- Prior to Christmas, conversations with Alternate Education school teams, including principals, were completed.
- Over the last few weeks, the senior team has been scheduling and speaking with Education Directors from the First Nation communities we serve to get feedback and information related to their thoughts on alternate programs.
- Given the continuing attention to the COVID context, the final report, and recommendations of this review, which were originally anticipated to be ready for May, may end up as an interim report with a final report being presented early in the 2022 – 23 school year.

❖ SUPPORTING SCHOOL ATTENDANCE

- As we began looking at ways to support schools with students who were struggling with chronic absence issues, we were fortunate to be invited into a small working group of districts looking at ways to incorporate data analysis, using Microsoft's Power BI software, in looking at various factors influencing student success. We started with absenteeism and our schools' identified students who over time had struggled with being absent from school.
- To be clear, we asked that the students identified had chronic absenteeism issues prior to the COVID context. COVID has had and continues to have a significant impact on school attendance and so our attention is on this larger group of students currently.
- Specific interventions to support chronic non-attenders will be collaborated on with principals in the remaining months of this school year so that these can be implemented in the 22 – 23 school year which hopefully will be minimally impacted by COVID.

