



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, APRIL 28, 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.

3. INTRODUCTIONS

- Dr. S. Campbell, H. Goretzky & M. Roberge - public delegation presenters
- J. Kadonaga, FLESS Principal
- S. Lank, FLESS Teacher (online)
- Angel & Austin, FLESS Student Leadership & Student Voice representatives
- S. Schmidt, DPAC Representative

4. APPROVAL OF THE CONSENT AGENDA

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

5 - 8

- 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.

MOVED and SECONDED

THAT the Consent Agenda for the Regular Meeting of Monday, April 28, 2025, be approved as presented.

5. PRESENTATIONS

5.1 NVSS CLINIC PRESENTATION

NVSS Medical Clinic Presentation - Dr. S. Campbell, H. Goretzky, M. Roberge

9 - 29

6. TRUSTEE REPORTS

7. STUDENT VOICE

30 - 41



8. EDUCATION DIVISION

8.1 EDUCATION UPDATES

8.1A. SCHOOL PLAN UPDATE

Fraser Lake Elementary-Secondary School - Presentation by Principal J. Kadonaga, Teacher S. Lank, Students Angel and Austin

42 - 48



8.1B. SUPERINTENDENT'S REPORT TO THE BOARD

49 - 60

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

Nechako Valley Secondary School - Seiryō Sister School Exchange, Shizuoka, Japan - February 7-22, 2026

61 - 98

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.

8.3 FRAMEWORK FOR ENHANCING STUDENT LEARNING REPORTING AND REVIEW CYCLE

9. OPERATIONS DIVISION

9.1 FINANCE

9.1A. 2025-2026 PRELIMINARY ANNUAL BUDGET UPDATE

9.1B. 2025-2026 ANNUAL FACILITIES GRANT SUBMISSION



99

9.1C. QUARTERLY FINANCIAL UPDATE

3rd Quarter Financial Update

100

9.2 BYLAW APPROVAL

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 boards who are present at the meeting unanimously agree to give the bylaw all three readings at that board meeting."

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*.

9.2A. CAPITAL PLAN BYLAW

Board resolution to give three readings and approval to Capital Bylaw No. 2025/26-CPSD91-01.

101 - 105

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.

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.

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.

9.3 BYLAW APPROVAL

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 boards who are present at the meeting unanimously agree to give the bylaw all three readings at that board meeting."

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*.

9.3A. DISPOSAL OF CAPITAL ASSETS BYLAW

Board resolution to give three readings and approval to 'Disposal of Capital Assets Bylaw No. 2025-1 - Fort Fraser Elementary.'

106

MOVED and SECONDED

THAT 'Disposal of Capital Assets Bylaw No. 2025-1 - Fort Fraser Elementary' be given first reading.

MOVED and SECONDED

THAT 'Disposal of Capital Assets Bylaw No. 2025-1 - Fort Fraser Elementary' be given second reading.

MOVED and SECONDED

THAT 'Disposal of Capital Assets Bylaw No. 2025-1 - Fort Fraser Elementary'

be given third reading and adopted.

9.4 POLICY AND REGULATIONS

9.4A. POLICY 1003.1 - VISITORS TO BUILDINGS AND SITES

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

107

MOVED and SECONDED

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

9.5 2027-2028 SCHOOL CALENDAR

The draft 2027-2028 School Calendar was open for public feedback from February 25 to April 25, 2025.

108 - 111

MOVED and SECONDED

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

10. INFORMATION ONLY

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

10.1 BOARD OF EDUCATION

Response to H. Thiessen re: March 17 Public Delegation Presentation

112 - 113

10.2 DISTRICT

Proud to be McLeod 2025 - Annie Jr.

114

Grassy Plains Daycare - Construction Update

115 - 124

NVSS Sr. Boys Basketball - Coal Bowl 2025 letter

125

11. 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*

12. ADJOURNMENT

Motion to adjourn.

MOVED and SECONDED

THAT the Meeting of Monday, April 28, 2025, adjourn at _____ p.m.



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Regular Board Meeting	MINUTES	March 17, 2025 6:00 PM
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Present:	D. Christie N. Hazelton D. Albertson S. Davis R. Gratz R. Pooley A. McClinton M. Skinner K. Black M. Gauthier C. McKay H. Silver	Chairperson Vice Chair Trustee Trustee Trustee Trustee Superintendent Assistant Superintendent Assistant Secretary-Treasurer Director of Instruction Director of Instruction Recording Secretary
In-House		
Guests:	H. Thiessen B. Cross C. Smith Chloe 4 Members of the Public	Public Delegate Principal, EBUS Academy DPAC Representative Student Voice Representative
Present		
Online:	D. Turner Austin & Hadley 10 Members of the Public	Secretary-Treasurer Student Voice Representatives
Absent:	C. Walker	Trustee

1. **CALL TO ORDER**
The Regular Meeting was called to order by Chairperson D. Christie 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.

Specifically for this meeting, we feel honoured to gather in Saik'uz First Nation territory.
3. **INTRODUCTIONS**
The following guests were introduced:
 - H. Thiessen, Public Presenter
 - B. Cross, EBUS Principal
 - C. Smith, DPAC Representative
 - Chloe, Student Voice Representative
 - Hadley & Austin, Student Voice Representatives
4. **APPROVAL OF THE CONSENT AGENDA**
The Consent Agenda, including the following items, was approved:
 - The Agenda for the Regular Meeting dated March 17, 2025.
 - The Minutes of the Regular Meeting dated February 24, 2025.
 - The Record of the In-Camera Meeting dated February 24, 2025.

25-17 *MOVED and SECONDED*
THAT the Consent Agenda for the Regular Meeting of Monday, March 17, 2025, be approved as presented.

Carried

5. **APPOINTMENT OF ACTING SECRETARY-TREASURER**

25-18 *MOVED and SECONDED*
THAT Assistant Secretary-Treasurer K. Black be appointed as Acting Secretary-Treasurer for this meeting.

Carried

6. **PRESENTATIONS**

There was a public delegation presentation by H. Thiessen. There were no Trustee questions in response. Chairperson D. Christie noted that the Board would not answer questions as part of the presentation, but a written response would be provided to H. Thiessen at a later time.

7. **TRUSTEE REPORTS**

There were no Trustee reports.

8. **STUDENT VOICE**

Student Voice representatives Chloe, Austin and Hailey shared information about various student-led activities that have been happening around the District in the past month, as well as touched on some future initiatives and learning sessions that the Student Voice group has planned in the next while.

** Student Voice representatives Chloe and Austin and one member of the public departed the meeting at 6:28 p.m.*

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

DPAC Chairperson C. Smith shared current news from the District's Parent Advisory Council, including information about the following topics:

- January 30, 2025 DPAC meeting notes
- District-wide PAC fundraising ventures
- School cellphone restrictions

10. **EDUCATION DIVISION**

10.1 **EDUCATION UPDATE**

EBUS Principal B. Cross shared a portion of a recent 90-minute presentation that he and EBUS staff members had given at the Ministry of Education and Child Care level. This presentation is one of the requirements for EBUS to hold its Provincial Online School status, and it replaces the need for a school growth plan that is required by most other BC schools.

*** EBUS Principal B. Cross departed the meeting at 6:48 p.m.*

Superintendent A. McClinton reviewed her monthly report to the Board of Education, including highlights on the following recent events and activities:

- Pink Shirt Day
- Jen Kelly's professional development sessions for primary teachers
- Central Interior Science Exhibition (CISE)
- Sinkut View Elementary School's theme park project for grade 5 and 6 students
- Computer Club at William Konkin Elementary School
- Waffle Wednesday with RCMP members at Nechako Valley Secondary School

Director of Instruction C. McKay provided additional Honouring Diversity information, including:

- An update from the District's most recent Gender Sexuality Alliance (GSA) group
- This year's Share the Love Week theme is 'Gender Identity has Always Existed' and various activities are being planned around the District for the week of May 12-16, 2025.

10.2 **BC OMBUDSPERSON INVESTIGATION**

Assistant Superintendent M. Skinner provided an update about the ongoing, province-wide BC Ombudsperson's Investigation. After various provincial organizations advocated for an extension, the deadline has been shifted to the end of June 2025. The District's Inclusive Education team is working diligently to gather and organize the data required for SD91 to respond appropriately. This is a wide-scale investigation, and the Ombudsperson's office has indicated that it may take up to two years for them to complete the report of their findings.

10.3 **DISTRICT SCIENCE FAIR**

Chairperson D. Christie expressed gratitude towards EBUS Vice-Principal T. Clark and the committee of staff members who hosted another successful District Science Fair at Fraser Lake Elementary-Secondary School. It was noted that many SD91 student scientists had moved on to participate in the Central Interior Science Exhibition (CISE) at UNBC in Prince George, and that 56 SD91 students had received CISE awards. It was also noted that SD91 students have also qualified for the national science fair for the past few years.

11. **OPERATIONS DIVISION**

11.1 **FINANCE**

A. **2024-2025 AMENDED ANNUAL BUDGET BYLAW**

Acting Secretary-Treasurer K. Black acknowledged the work of many SD91 staff members who worked diligently to complete the 2024-2025 Amended Annual Budget. There have been no changes to the document since the first reading at the Board of Education's Regular Meeting on February 24, 2025.

25-19 *MOVED and SECONDED
THAT the 2024-2025 Amended Annual Budget Bylaw in the amount of \$80,240,885 be given second reading.*

Carried

25-20 *MOVED and SECONDED
THAT the 2024-2025 Amended Annual Budget Bylaw in the amount of \$80,240,885 be given third reading and adopted.*

Carried

B. **2025-2026 ANNUAL BUDGET PROCESS**

Superintendent A. McClinton shared the District's newly created budget engagement webpage. SD91 anticipates 2025-2026 budget shortfalls due to declining enrolment trends across the District. There is a public survey open until April 9, 2025, as well as other opportunities for stakeholders and members of the public to learn and ask questions about and provide feedback throughout the annual budget building process.

12. **PUBLIC QUESTIONS**

Member of the Public question:

Is SD91 genuinely committed to the open dialogue, transparency and public discourse that it aims to provide, and which would be demonstrated by easier public access, increased seating for the community in order to increase public confidence?

Chairperson D. Christie indicated that a response would follow via email.

Member of the Public comment:

The Nak'azdli Whut'en Education Department would like to have representation at the May 26 Feeding Futures meeting that was mentioned as part of the Student Voice presentation to the Board.

Chairperson D. Christie indicated that District staff will be in contact with this member of the public.

13. **ADJOURNMENT**

25-21 *MOVED and SECONDED
THAT the Meeting of Monday, March 17, 2025, adjourn at 7:14 p.m.*

Carried

Kevin Black, Acting Secretary-Treasurer

Dave Christie, Chairperson



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

RECORD OF THE MARCH 17, 2025, COMMITTEE MEETING

1. The personnel report was accepted.
 - Information was received on five non-teaching new casuals
 - Information was received on nine non-teaching new appointments
 - Information was received on seven non-teaching leaves of absence
 - Information was received on one non-teaching return from leave
 - Information was received on one non-teaching retirement
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 fourteen topics related to Board business.

Access is Key!

A High School Medical Clinic Improves Youth Health Outcomes

Presenters:

Dr. Suzanne Campbell, Michelle Roberge (NIRD), Heather Goretzky (DoBC)

Collaborators:

Vanderhoof Medical Community, School District 91 (SD91), Nechako Valley Secondary School (NVSS), Child and Youth Mental Health and Local Action Team including youth patient partners (CYMHSU LAT), Northern Interior Rural Division of Family Practice (NIRD), Northern Health Authority (NHA), and the Omineca Medical Clinic (OMC)

WEDNESDAY
MORNINGS
9:00 - 12:30



BOOK
APPOINTMENT
ONLINE
OR DROP IN

NVSS
MEDICAL CLINIC

<http://nvssclinic.setmore.com>

COME SEE US FOR ANY REASON...

Prescription Refill Warts (liquid nitrogen) Asthma
Infections Sports injury General Health Questions
Acne Anxiety/Depression etc...

OR JUST COME IN TO SAY HI AND CHAT
Find us by the counselor's office



Project Team (No Disclosures)

Dr. Suzanne Campbell, Family Physician

Michelle Roberge, Project Lead, NI Rural Divisions of
Family Practice

Heather Goretzky, Practice Improvement
Coach/Practice Support Program,
Doctors of BC

Access is Key - Outline

- Issue
- Goals
- Partners and Start-up
- **Results - Access really is key**
- Lessons Learned
- Moving Forward





Issue – Limited Access

5,000 people

1 public high school

1 hospital

1 primary care clinic

No after-hours clinic

Very limited bus
service

No taxi service

Northern climate

**Lack of
anonymity**



**Primary
Care
Provider
Shortage**

**Lack of
reliable
transportation**

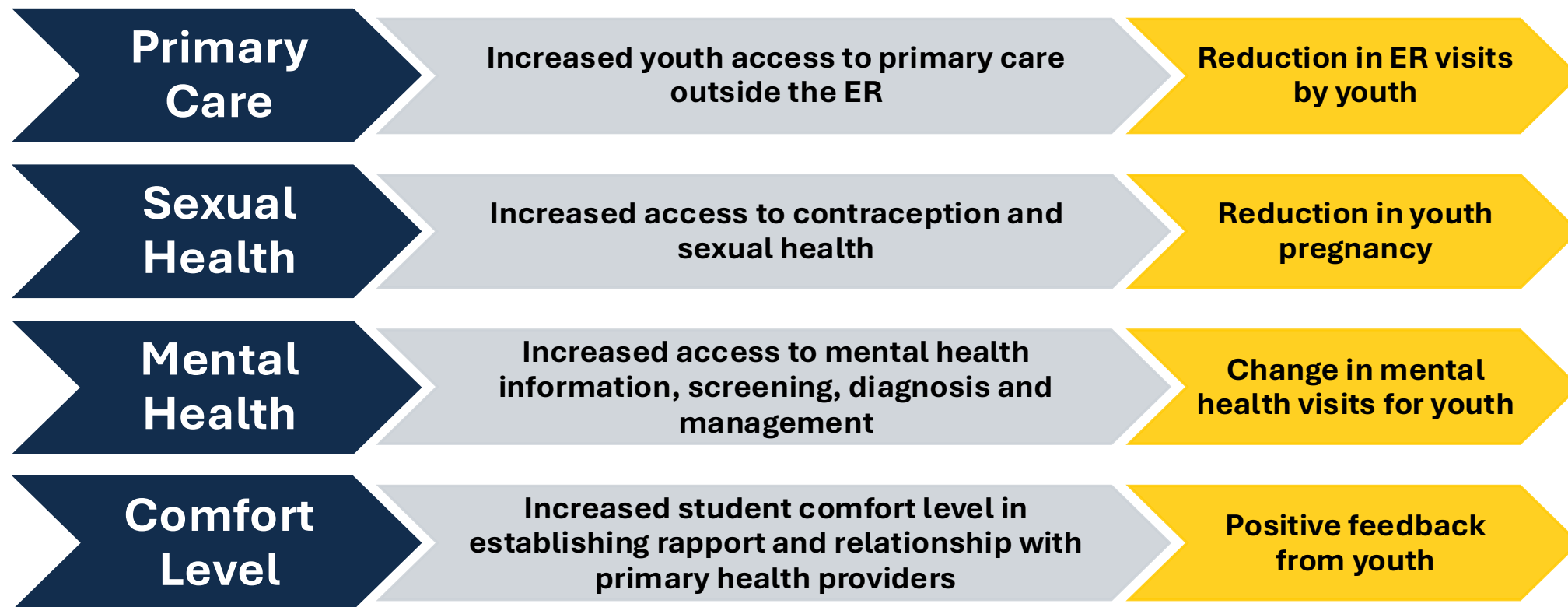
**Limited Access
to Primary Care
for Youth**

Impacts



- **High use of ER for primary care issues**
- **High rate of youth pregnancies**
- **Suboptimal care for mental health concerns**
- **Suboptimal environment for positive interactions**

Goals – Outcomes – Measures



Partners and Start-Up

CYMHSU LAT – Catalyst



FUNDING

NIRD – seed funding

NHA – Sessional for physician time

SPACE

SD91 – support of initiative

NVSS – private room in the school

NVSS Medical Clinic

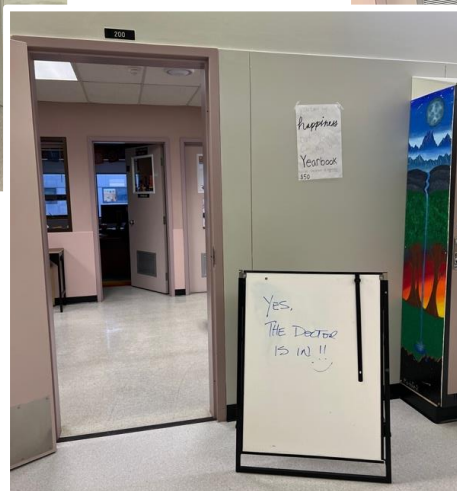
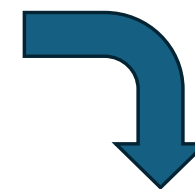
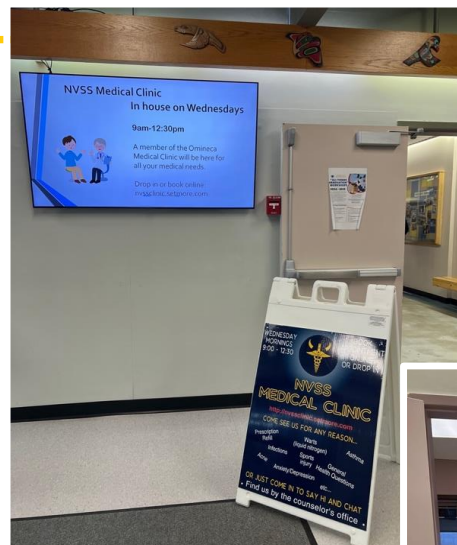
BOOKING

OMC & NVSS – support with booking, plus
online booking system and drop-in

EMR

OMC – using same EMR in both clinics
for all visits

NVSS Clinic opened January 2018



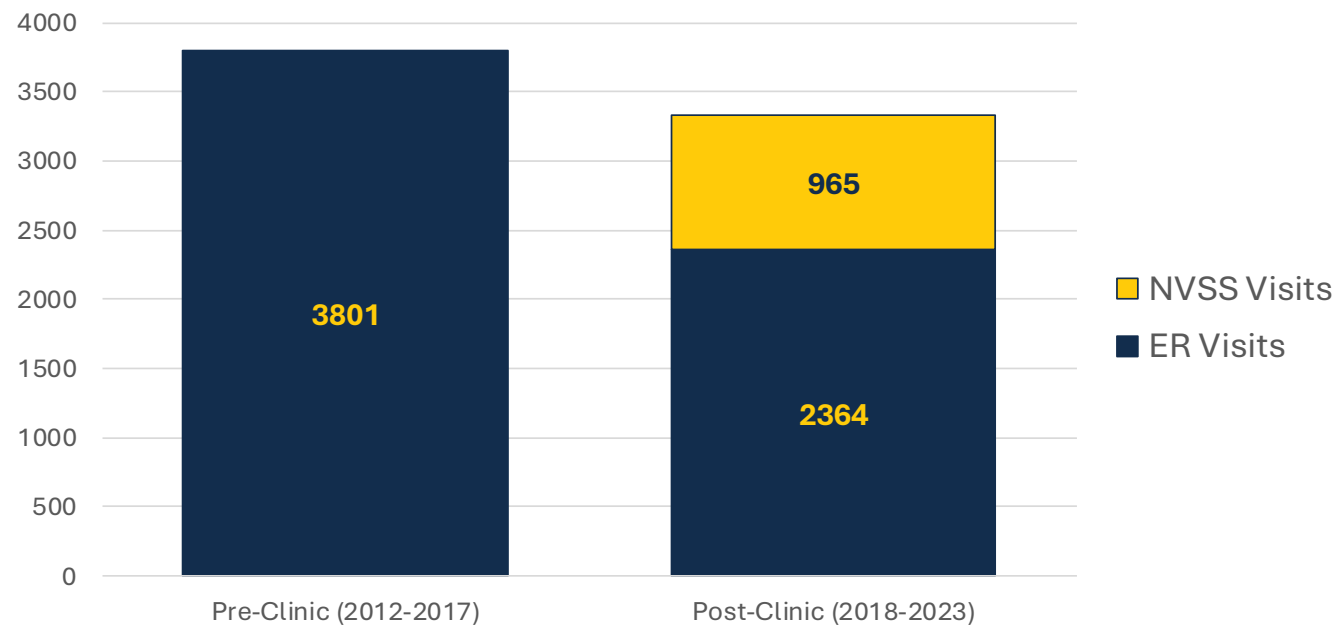
**Primary
Care**

**Increased youth access to
primary care outside the ER**

**Reduction in ER visits
by youth**



Total number of ER visits 6 years before and after the
NVSS Clinic opening, and NVSS Clinic visits.



Since NVSS Clinic Opening

- Youth ER visits decreased by a total of 1437
- NVSS visits totaled 965

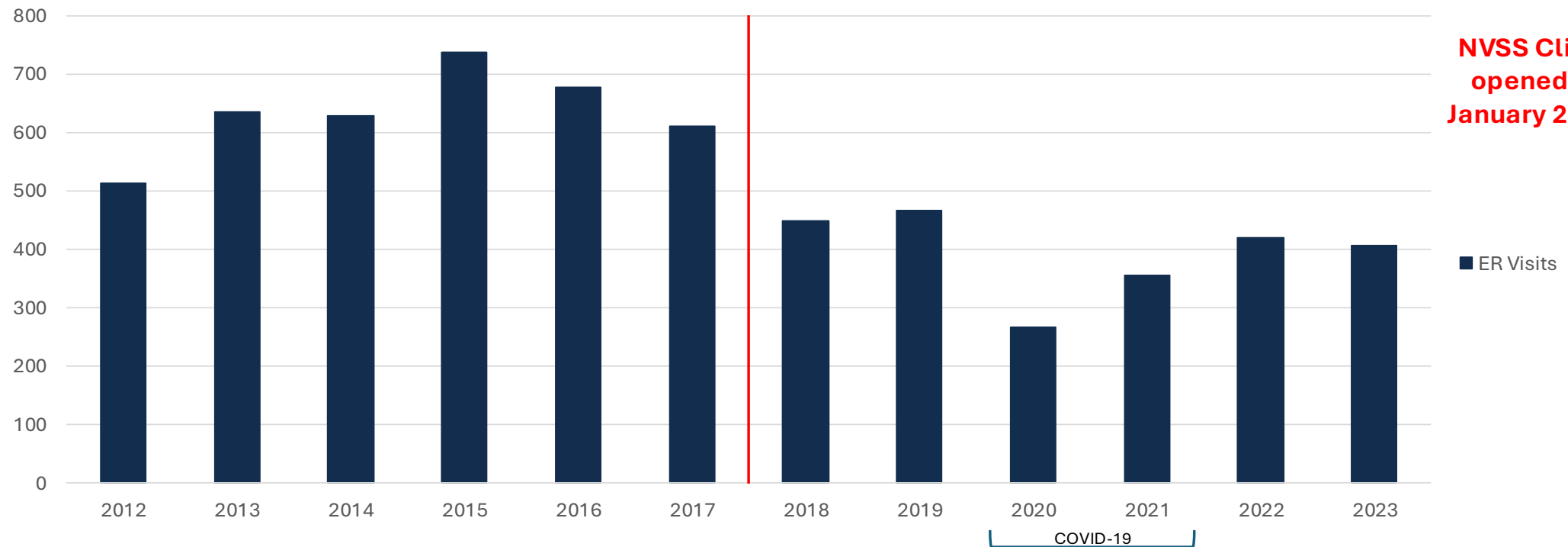
**Primary
Care**

**Increased youth access to
primary care outside the ER**

**Reduction in ER visits
by youth**



Number of **ER** visits during the months Sep-Jun for the years 2012 - 2023.



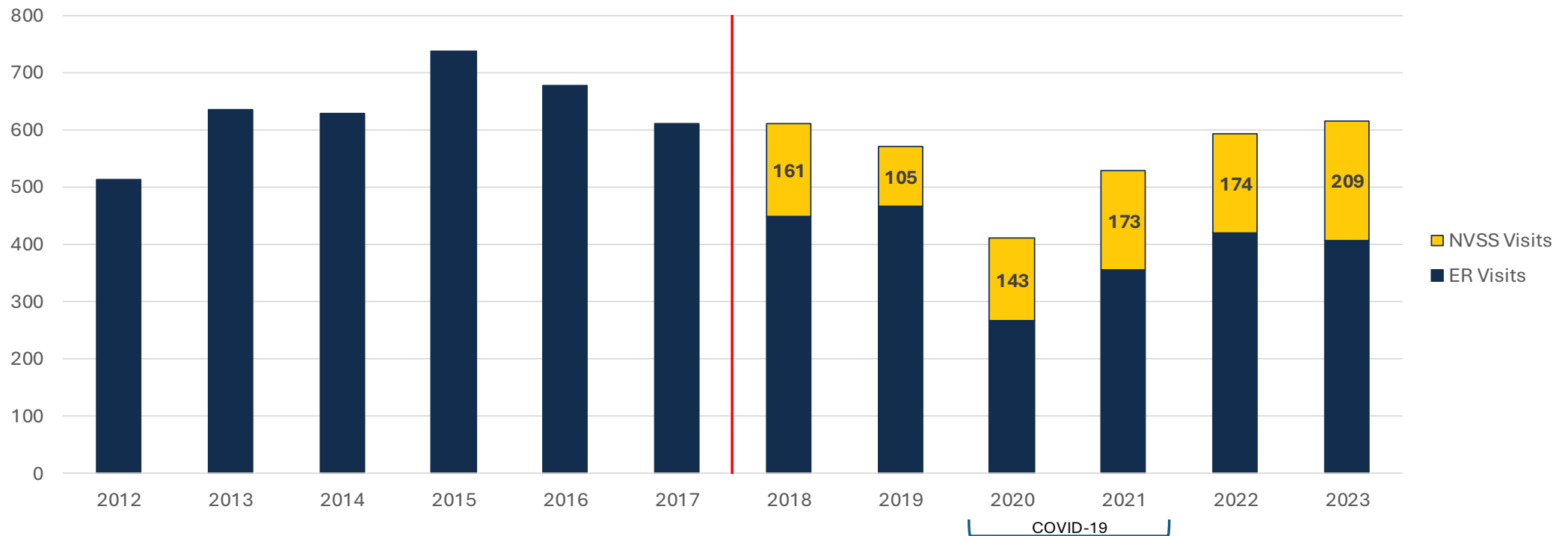
Primary Care

Increased youth access to primary care outside the ER

Reduction in ER visits by youth



Number of **ER** and **NVSS Clinic** visits during the months Sep-Jun for the years 2012 - 2023.



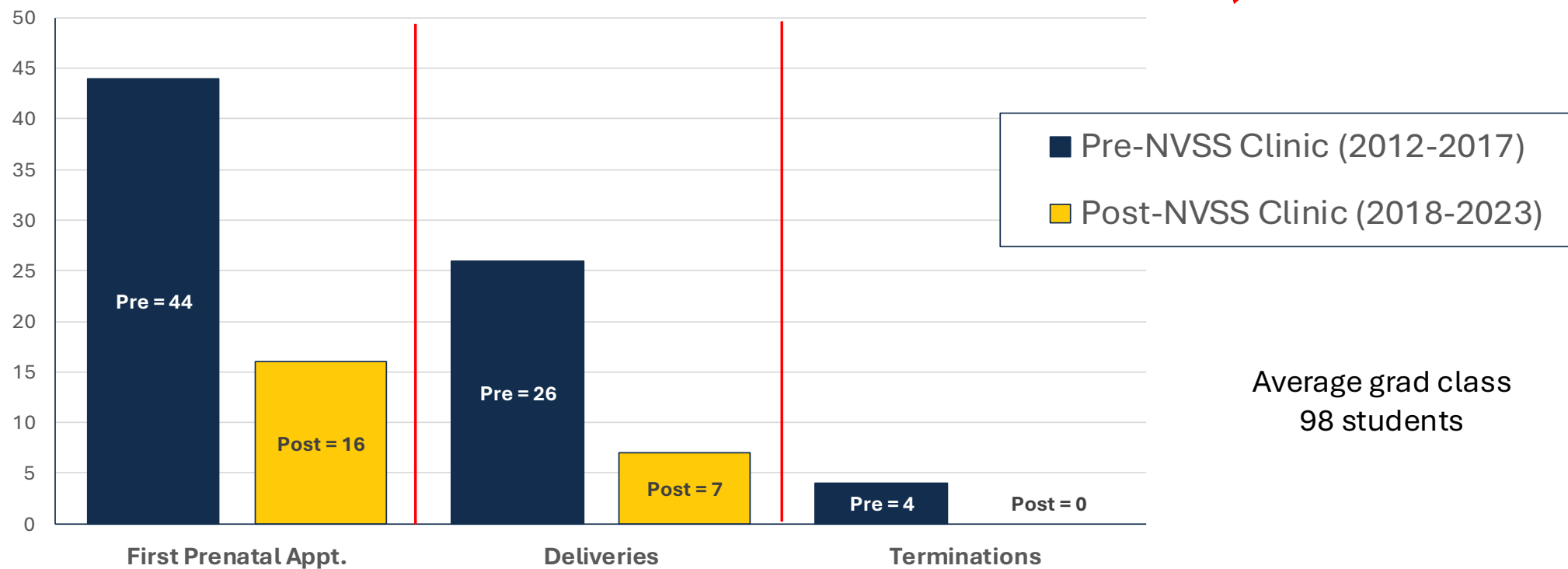
Sexual Health

Increased access to
contraception and sexual health

Reduction in youth
pregnancy



Pregnancy statistics for the 6 years pre and post the opening of the NVSS Clinic.



Average grad class
98 students

Mental Health

Increased access to mental health information, screening, diagnosis and management

Change in mental health visits for youth



Pre-NVSS Clinic opening
(2012-2017),
>300
Mental Health visits to
ER

Mental Health

Increased access to mental health information, screening, diagnosis and management

Change in mental health visits for youth



Trichotillomania

Hallucinations

Insomnia

PTSD

Anxiety

Stress

Abuse

Grief

Eating Disorder

Dissociative Identity Disorder

Gender Identity

Depression

Bipolar

Concussion

Substance Use

Fatigue

Mood

Self Harm

Counselling

Body Image

Tremor

Panic Attack

Suicidal Ideation

Psychiatrist Zoom Consult

Attention Deficit

Bullying

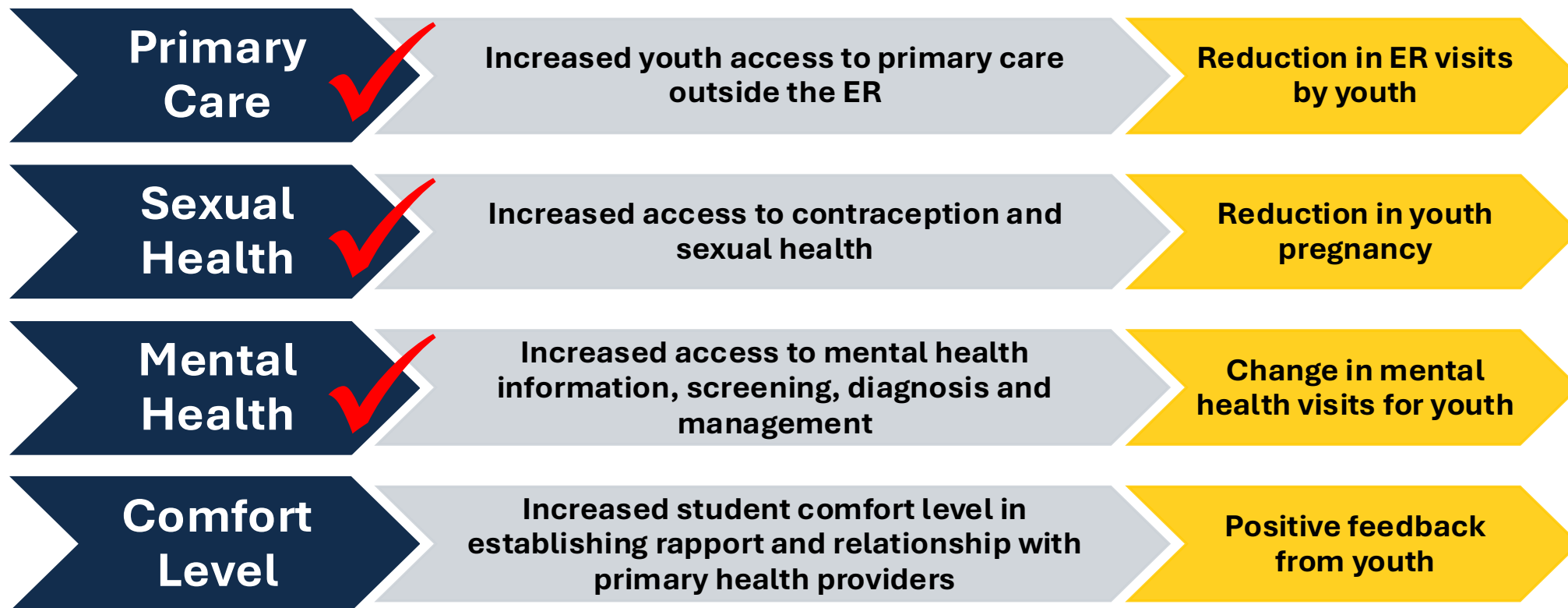
Adjustment Disorder

214
mental health
visits at
NVSS Clinic

Post-NVSS
Clinic opening
(2018-2023),

48 fewer
mental health
visits in the
ER

Goals – Outcomes – Measures



Comfort Level

Increased student comfort level in establishing rapport and relationship with primary health providers

Positive feedback from youth



*Because it is **easier to go at school** than to book an appointment at the hospital [clinic].*

*I think its good to **have mental health accessible to everyone.***

*Because you **don't have to leave the school.***

*It can be **difficult to communicate to parents** that I need something.*

*Yes, **they care** about you. **They listen** and get the help you need.*

Comfort Level

Increased student comfort level in establishing rapport and relationship with primary health providers

Positive feedback from youth



Sometimes I don't know if the problems I have are actually problems or if it is all in my head or if the problems are dangerous. The [NVSS] clinic has less pressure and consequences if you are actually fine. And its better access if there is actually a problem. It could save lives.

Can go without parents.

If you feel like you need to talk to someone, they're there if you need.

I tend to have anxiety and panic attacks often, so it helps to have a safe space.

Lessons Learned - Access is Key

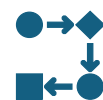


Positive impact in all areas of the Quadruple Aim:

- Population health
- Patient experience
- Reducing health care costs
- Provider experience



Impact was greater than we expected in a shorter amount of time.



CYMHSU LAT provided the opportunity for collaboration that initiated change and positive outcomes.



This project model can be replicated for low cost in other centres.

Improvements moving forward



Increase awareness of the
NVSS Clinic within the school.



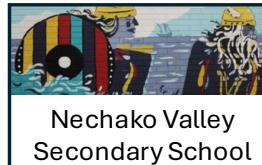
Share these findings within our
community to ensure sustainability.



Thank you - Go Vikes!



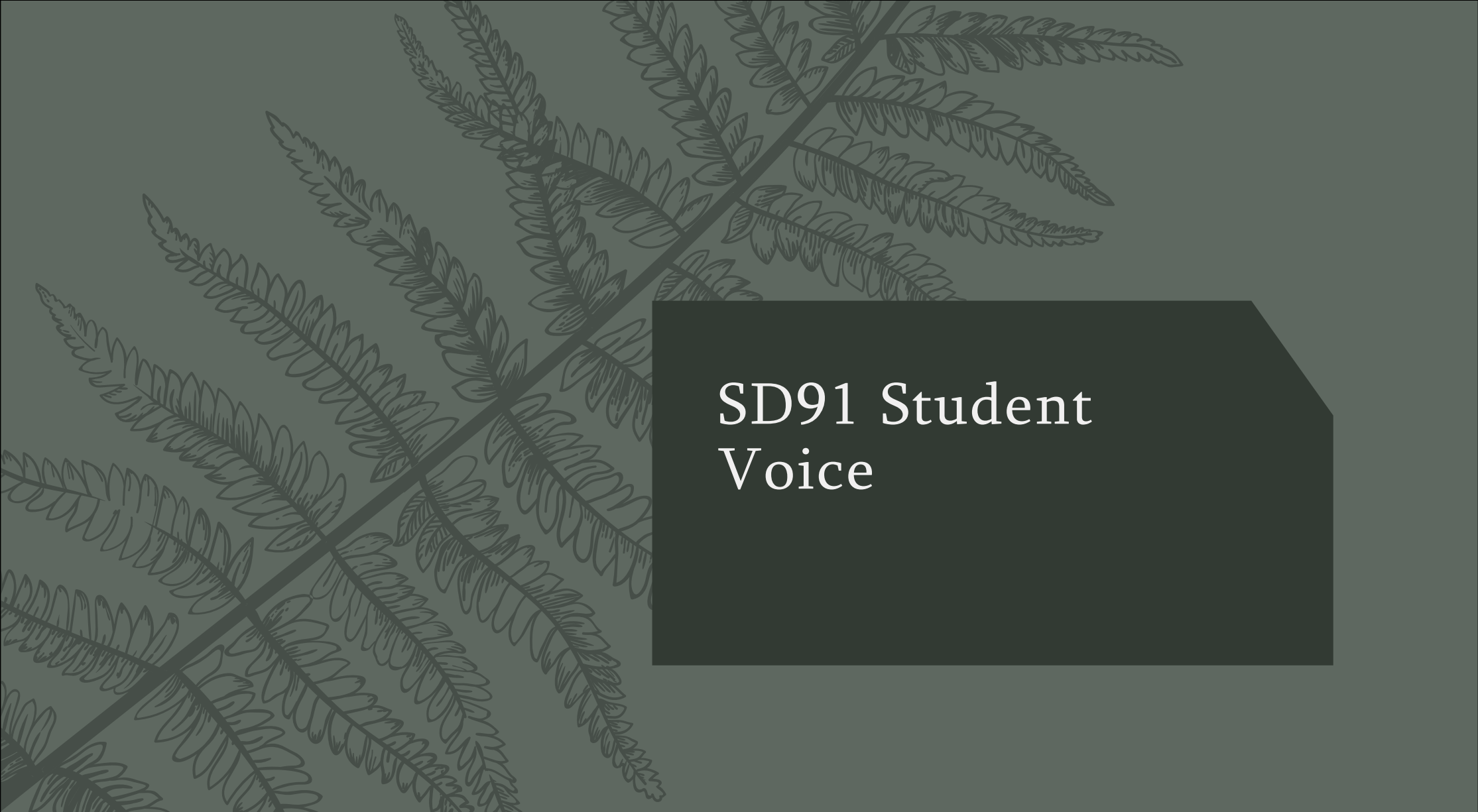
Northern Interior Rural
Division of Family Practice
An FPSC initiative



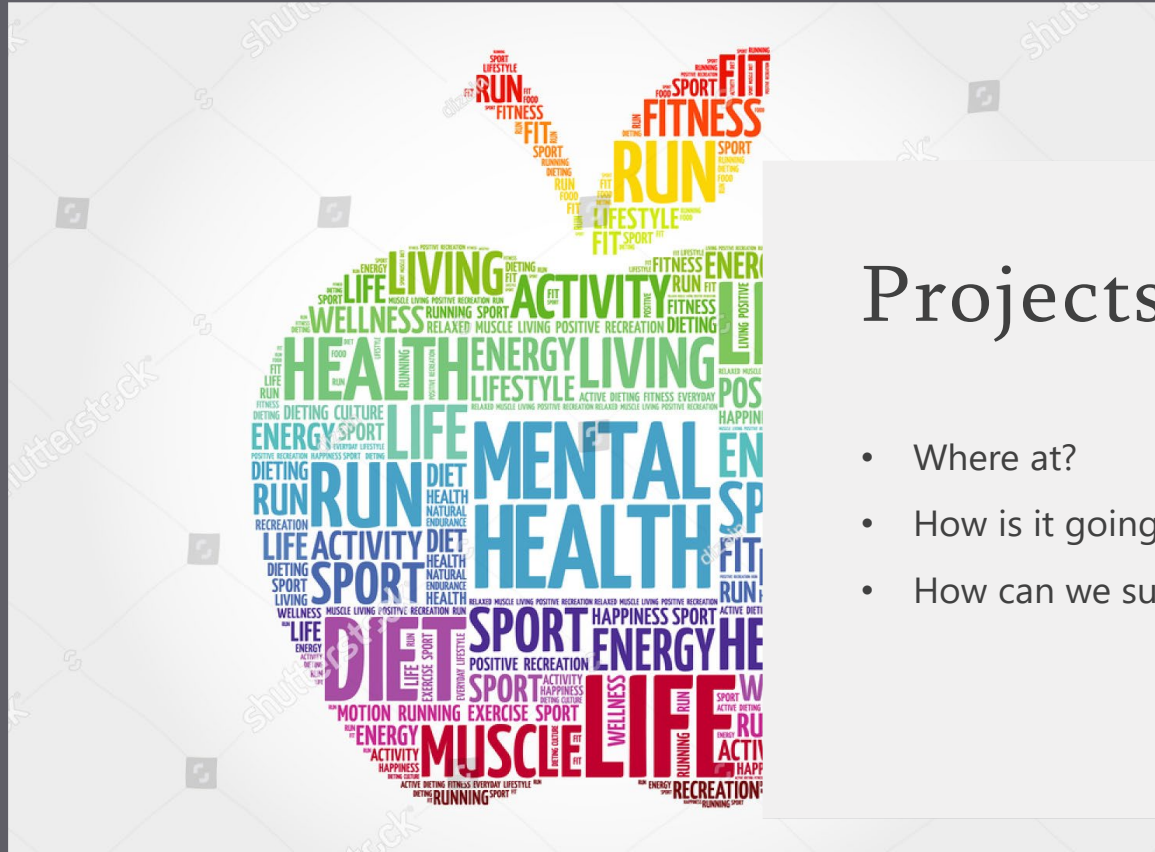
OMINECA
MEDICAL
CLINIC
INC.



Dr. Suzanne Campbell – Suzanne.Campbell2@northernhealth.ca
Michelle Roberge – sjh.project.manager@facilityengagement.ca
Heather Goretzky – hgoretzky@doctorsofbc.ca



SD91 Student Voice



shutterstock

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Projects

- Where at?
- How is it going?
- How can we support you?

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Spirals of Inquiry



Reflect on the process

Moving through the spiral

Where next?

What have we been learning?



NOIIE





We talked about how things are going this year.

This Year

What
worked?

What to do
more of?

What to do
less of?



We have started to plan
our.

Year End Celebration



LDSS April activities

- Apr. 1 – Travel club returns from eastern Europe
- Apr. 7 – Welcome back from Spring break
- Apr. 9-10 – Literacy and numeracy assessments
- Apr. 9 – Cheer club practice begins
- Apr. 15 – Drum group + others travel to BESS for culture day
- Apr. 16 – Happy days club easter egg hunt
- Apr. 16 – mountain bike practice
- Apr. 17 – term 3 ends
- Apr. 17 – LDSS SV meeting for mental health fair
- Apr. 17 – Grad meeting @ 5pm
- Apr. 25 – mountain bike car wash fundraiser/bottle dive fundraiser
- Apr. 29 – formal learning updates sent out in mail
- Apr. 31 – student voice sleep over!? (possibly?)





Mental health Fair

A student coordinated mental health fair that focuses on awareness and resources provided throughout our community.

9:00am to 10:15 - Leona Prince and Mia Moutray Speak

10:30am to 11:45 - Addiction, Cultural approaches, youth advocacy, and Domestic abuse Workshops

1:00-3:00pm - Grades room for 20 minutes at each booths and table organizations

Contact Mr. Little or Student Voice for more information.

MAY 1ST 2025

UPCOMING EVENTS

9:00AM

Leona Prince and Mia moutray speak on mental health importance

10:30

Addictions workshop, Domestic abuse workshop, Cultural approaches and youth advocacy workshop.

11:45 -
12:45

Lunch break.

1:00PM

grade 8's roam mpr to explore the booths and table organizations

grade 9's roam Mpr to explore the booths and table organizations

Grade 10s roam Mpr to explore the booths and table organizations

Grade 11 + 12's roam Mpr to explore the booths and table organizations



May 6 Elementary field trip in Vancouver

May 7 Middle Years and Ind Ed K-12 field trips in Vancouver

May 8 Monthly Assembly with our 3rd Mental Wellness Fair embedded (focus on finishing strong and not giving up)

May 12 Hummingbird vclass #1 (collaboration with Chunto Research Forest)

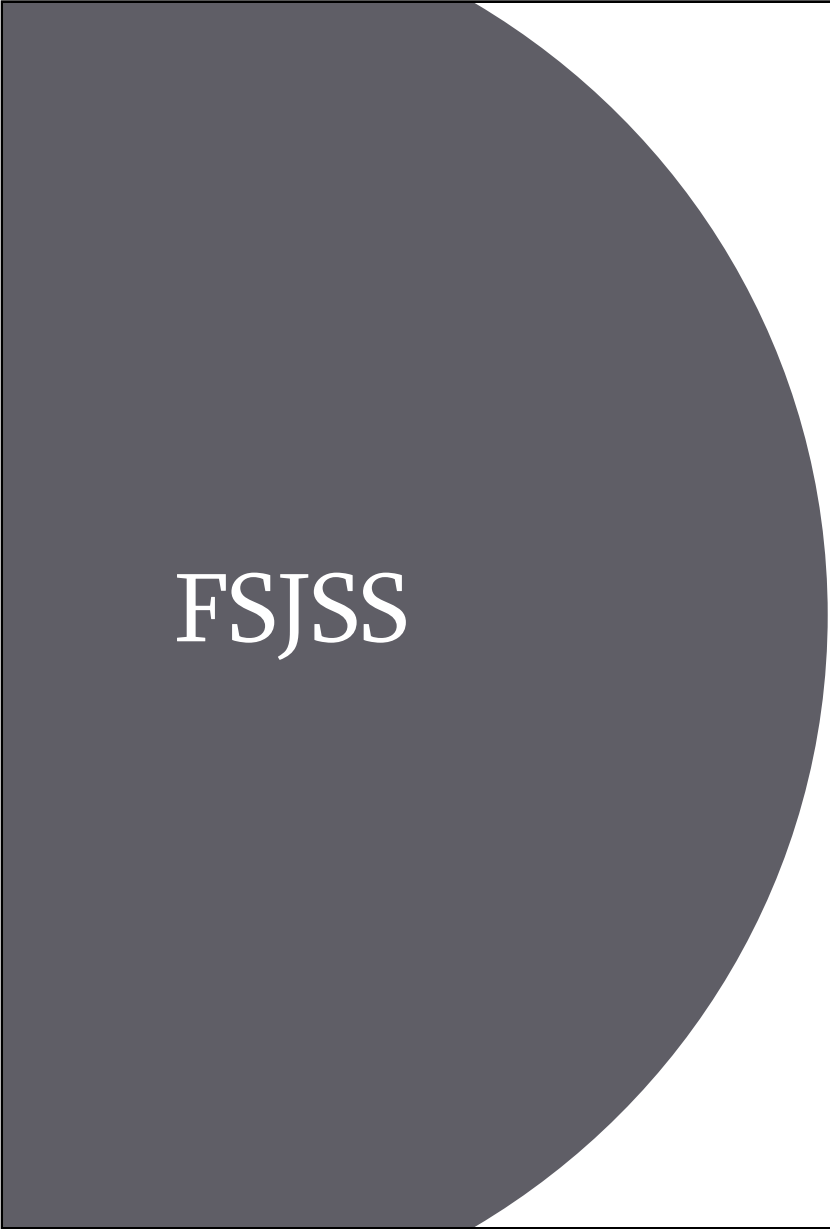
May 13 Vanderhoof K-12 field trip to RCMP station

May 20 EBUS Staff & Student Virtual Talent Show

Late May Hummingbird vclass #2

May 31 Vanderhoof Grad

June 7 Vancouver Grad



FSJSS

Time to talk about learning

Spirit week before spring break

Gotcha draw

Sr. girls soccer has started traveling weekly

Jr. girls soccer has started

Mountain biking has started

Report cards go home next week

Students participated in the vote

NVSS: What's new?

SPRING SPORTS!

- Rugby
- Track and field
- Badminton
- Soccer

CLASS TRIPS

- Vancouver/Whistler Band festival weekend
- Drama in Vancouver





FLESS

Great Stuff happening☺

FLESS

Student Leadership Job Education Fair

CONNECT STUDENTS WITH COMMUNITY



- Original hope = a job fair where businesses collected resumes from students
- Premise of the students not knowing where the job are in the area
- Networking with Autumn Services created the idea of connection to community adults with knowledge to share

STUDENTS SENT OUT INVITATION LETTERS TO LOCAL BUSINESSES

The group brainstormed all the businesses they knew about

Took letters out to businesses

Suffered a few No Thank Yous

Some interested adults started telling the students where to network

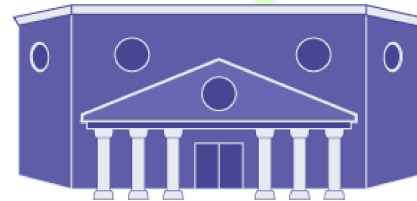
Some disappointed students when they realized that people were not taking resumes

PEOPLE WERE WILLING TO TALK ABOUT THEIR JOBS

- The job fair evolved into a LIVING LIBRARY style event.
- Has the potential to raise student awareness of possible roles they could have locally: now and in their future

Living Stories,
Living Libraries

The Photo by PhotoAuthor is licensed under CCYYSA.



STUDENTS ARE CREATING THE DISCUSSION
PROMPTS

THERE WILL BE A SET FOR G4/5; 6/7, 8/9 AND 10-12

STUDENTS WILL ENGAGE IN CONVERSATIONS WITH
LOCALS WHO WORK IN SPECIFIC FIELDS



4/28/2025

5

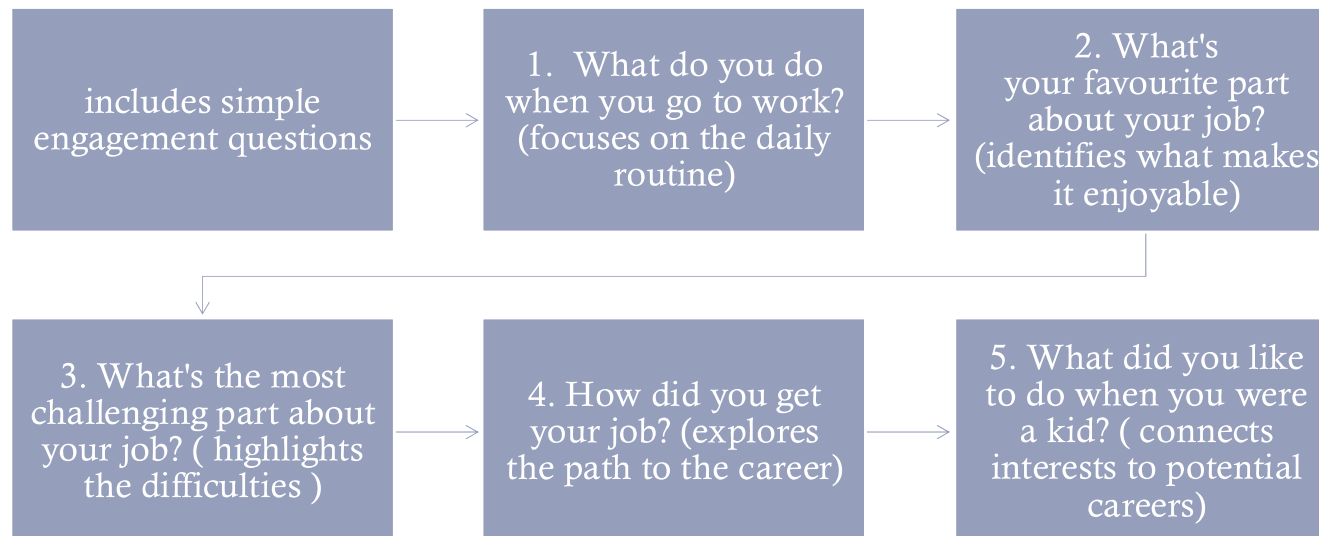
GRADE 4/5 SAMPLE

Keeps the interaction gamified

See how many you can come up with before the
time runs out!

Career that men & women do	Career that uses a foreign language	Someone who has medical training	A career that uses technology
Someone who travels for their job	Career that requires working out	Someone who works in the army	Someone who works with animals
Someone who works with children	Someone who builds things	Someone who works with food	A career that uses instruments

GRADE 6/7 (& MAYBE 8/9 TOO)



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 Taltsi Ooza (APRIL)

This month, we are highlighting **Goal 3: Creating Student Success** from our SD91 Strategic Plan—a timely focus as we have celebrated both **Education Week** and **Earth Week** recently. Across our district, students and staff have been engaged in activities that not only deepen academic learning, but also inspire environmental stewardship, creativity, and global citizenship. These moments reflect our collective commitment to ensuring every student is supported, empowered, and prepared for a successful future.

Celebrating Education Week across School District 91 is an important time to recognize the incredible learning, leadership, and collaboration happening in our schools and communities each day. Trustees from across the district visited schools and sites, delivering thank you cards and sharing expressions of gratitude to honour the outstanding contributions of our educators, support staff, and students. These heartfelt gestures reflect our collective appreciation for the dedication, innovation, and care that define SD91. As we mark this special week, I'm reminded of the words of Canadian educator Dr. Jean Augustine: *"The future of our communities, and of Canada, lies in the quality of education we provide to our children today."* This spirit of empowerment is alive and well in our classrooms across the district and it is thanks to each of our staff that we continue building vibrant, inclusive, and hopeful learning environments for all.

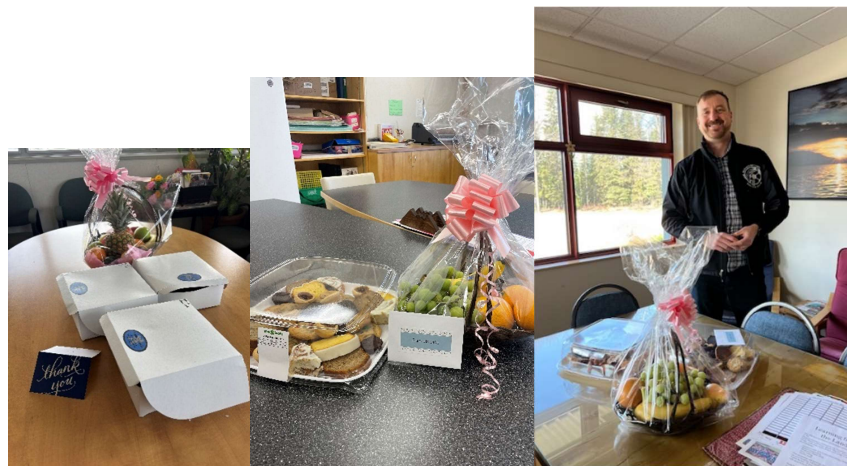
This month we also got to honour our bus drivers and have focused heavily on our budget development and planning for next year. Given our current budget concerns, this continues to be heavy work and I have gratitude for everyone who has engaged in providing helpful feedback and sometimes difficult conversations.

Respectfully submitted,

Anita McClinton

(she/her)
Superintendent

From right: Trustee Davis delivering tokens of gratitude for Education Week at Decker Lake. Items delivered by Trustee Hazelton and Trustees Walker and Albertson to Francois Lake and the School Board Office, respectively.



Strategic Plan Updates: GOAL 1: Honour Diversity



Culture Nights at BESS

Margie Alec has continued to push forward language reclamation at the school. Recently we had our second Culture Night and Margie joined and gave the community a language lesson. Throughout her session several of her students were ready to answer ahead of time or helping those around the room. That really shows their progress, confidence, and love of the language.

Our Culture Nights have also featured drumming, singing, and information from a local hereditary chief. The students and families have enjoyed these opportunities.

Strategic Plan Updates: GOAL 2: Engage our Workforce

Story Workshop at Decker Lake



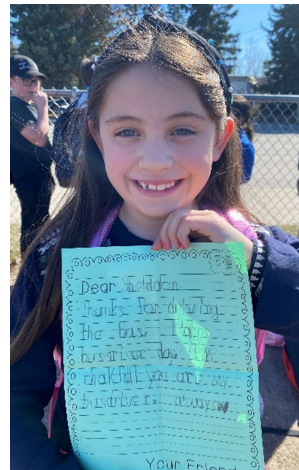
Michelle Miller-Gauthier presented a Story Workshop to the Grade 1/2 class. We are grateful for the work Michelle does to inspire our students and staff alike!



Bus Driver Appreciation Day!

Thank you to everyone across the district who joined in sharing your love and gratitude for our bus drivers on April 16. The love and care were deeply felt by every driver and memories for a lifetime were created!

Brenda Rivett, Manager of Transportation



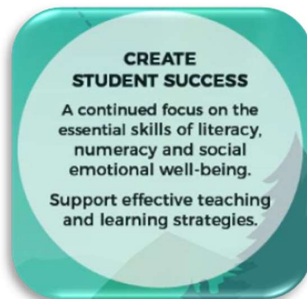
Displays of gratitude for our bus drivers at Decker Lake above and WL McLeod to the left and below.



EXCELLENCE | INNOVATION | COMMUNITY

Strategic Plan Updates: GOAL 3: Create Student Success

Success at BESS



Jeanette Lapre, our wonderful 3-7 teacher, has been doing lots of hands-on learning with the students. Over the past month she has built CO2 cars with the grades 3-12 and has helped them with carpentry projects including building a portable smoker to smoke fish at school. Wow!

Beth Milne, our K-2 teacher, has been majorly stepping up and building confidence in her students and their decoding skills. She has made each student feel seen and heard and has taken a group from struggling to walk in the door to loving school.

The senior students completed an exchange in Winnipeg. As of this writing, they have enjoyed their travels (for most, this is their first plane trip or out-of-province trip) and have had a lot of fun in Manitoba (especially at the zoo)!

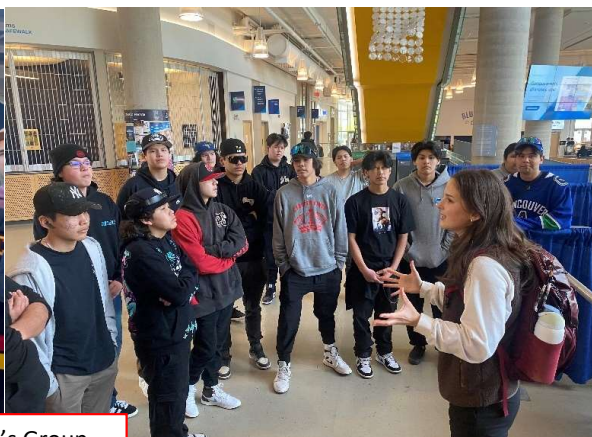


Babine Elementary Secondary School senior students on an exchange to Winnipeg at the museum.

LDSS Indigenous Young Men's Group

From April 14-17th, 2025 the LDSS Indigenous Young Men's Group travelled to Vancouver on an educational journey. One of the main highlights of the trip was the visit to UBC. During this trip students toured the campus and asked questions about campus and university life. The students had a chance to hear from a second-year student from Nadleh Whut'en about his educational journey as well as two Indigenous professors. The students received a private tour of the Museum of Anthropology. We have heard from many of the students and their parents since the trip that their child wants to attend UBC. There were many other wonderful learning opportunities including a visit from a Lake Babine Nation member to share his experience of moving to the city as a young man and building a life there. The group also connected with the Vancouver Aboriginal Friendship Centre Society and learned about their programs and opportunities. There were many wonderful 'firsts' on this trip: first plane ride, first hockey game, first time on a university campus. We greatly appreciate the support of SD 91 in making this trip possible for the students.

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LDSS Young Men's Group on their Vancouver field trip.



Earth Day at Decker Lake



To celebrate earth day the Kindergarten class at Decker Lake Elementary School made earth day crowns in Social Studies with Ms. Lee. (left) and the grade 1/2 and 4/5 classes buddied up and planted flowers together (right).



Earth Day at WKE



Staff and students went out on the land to take care of it for all it teaches and gives us! We love to see how seriously teacher, Liam Catton takes cleaning up our planet! Great work, all!

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St. Patrick's Day scavenger hunt at WL McLeod

Students full of smiles and loving learning during this year's scavenger hunt... not sure the entire pot of gold was found, but there was a lot of love and teamwork!

Francois Lake Poets

Over the past two months, something magical has been happening every Tuesday morning at François Lake Elementary—our Poetry Club has been coming to life with creativity, expression, and confidence! This small but mighty club has quickly become a highlight for many students, offering a unique and inspiring opportunity to explore the world of poetry while building powerful public speaking skills.

Once a week, students gather to practice a poem that they selected that spoke to them—funny, serious, heartfelt, or thought-provoking—and practice performing them with clarity, emotion, and poise. It's been incredible to see how each student brings their own voice and personality to their chosen piece. Whether they're performing solo or as part of a group, every Poetry Club member has shown dedication and courage.

On April 12, their hard work paid off when our 15 Poetry Club students represented François Lake Elementary at the Lakes District Festival of the Performing Arts. That's an impressive turnout for a school with only 49 students! There were six solo performances and four group entries—ten in total. The level of commitment and talent on display was nothing short of inspiring.

Even more exciting? Out of the ten entries, six were selected to perform at the Gala Honours Concert on April 17. This is a huge achievement and a testament to the effort and enthusiasm our students put into their performances. We are so proud of each and every one of them!

Stay tuned for more exciting news from François Lake Elementary, and don't forget to support our incredible poets at the Honours Concert on April 17!

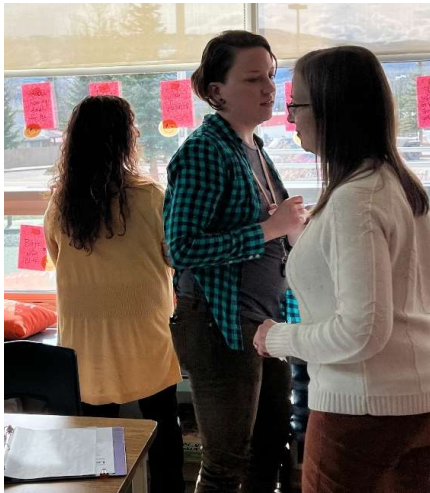
Marlee Wilson

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WKE Compassionate Systems



For several months, the teaching and support staff of WKE have been using Compassionate Systems tools such as the Aspirational Iceberg (Giroux, 2019), to discuss how we want our school to feel to learners, employees, guardians, and community guests. We created a new WKE Vision Statement as a result of the first stages of this work that took place from November – March.

Teachers and CUPE staff worked to identify patterns, behaviours, structures, mental models, and artefacts that would allow this vision to become actionable. This process was repeated by CUPE staff. Then, at our April staff meeting, teachers used stickers in a gallery walk to vote on the most important of these to incorporate into school life. Next, the CUPE staff engaged in the same process, and then 12 parents and our school trustee at PAC. Our education partners in our local communities are also being given input into how to make this vision a reality through our in-person meetings and by email. These pictures depict a recent stage of the work, where we identified through the pruning principle described by Breakspear & Rosenbrock (2024), which of the action items are most important to start with, and which items can be pruned in order to bring focus to the work. All stakeholders, including our intermediate students, will lend their voices to this important conversation.

Karie Evans, Principal, WKE

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References

Breakspear, S., & Rosenbrock, M. (2024). The pruning principle: Mastering the art of strategic subtraction within education. Amba Press.

Giroux, S. (2019). *Framing the iceberg for Teachers - Center for Systems Awareness*. Center for Systems Awareness iCal. <https://systemsawareness.org/document/framing-the-iceberg-for-teachers/>

Decker Lake Elementary School Indoor Silent Sports Meet and Spring Concert

DLES huskies participated in a 30+ year tradition on March 21st with their annual Indoor Silent Sports Meet. Huskies had a fun afternoon competing against each other in their house team colours and cheering each other on with silent cheering and waving.

Relays included removing the wrapper from a piece of gum while wearing oven mitts, a dress up relay, a javelin throw, and the cracker and whistle relay.



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DLES hosted a spring concert on March 20th for the Decker Lake school community. Guests enjoyed an afternoon of entertainment which included a primary choir, musical performances, and poetry. Huskies enjoyed a power point at the end of the concert highlighting memories made during term two.



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Strategic Plan Updates: GOAL 4: Enhance Connections

District Floor Hockey Play Day



One of the two grade 4/5 teams from WL McLeod in action. They were also joined in the fun by a grade 6 team.



Employee Recognition:

As we continue our collective journey to support student success across School District 91, I want to take a moment to extend deep appreciation to our school-based leaders. Principals and vice-principals play a pivotal role in shepherding their school communities through both opportunity and challenge—creating safe, inclusive, and inspiring environments where students can thrive. Their commitment to leadership, care for staff and students, and focus on learning remains unwavering, even as we have begun navigating difficult conversations around next year's budget and our projected shortfall. Their resilience and dedication are essential to our path forward, and we are truly grateful for all they do to lead with integrity and heart.

Find Us on Social Media!



We're on Facebook!
@SD91BC

You can also find us on Twitter!
@sd91bc



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RISK ASSESSMENT

School: <u>Nechako Valley Secondary School</u>	
Grade/Group: <u>Seiry Cultural Exchange</u>	Teacher: <u>Jeremy Hara</u>
Destination & Activity: <u>Shizuoka Japan (for school visit, plus various other regions)</u> <u>Tokyo & Kyoto &</u>	
Date(s) of Trip: <u>Feb 7-22, 2026</u>	
LOW RISK	
☐ Day trip, in district	☐ Low Risk Application Form
☐ On beach or near stream (<u>no stepping in water</u>)	☐ List on parent information form and permission slip
MODERATE RISK	
☐ Overnight	☐ Moderate Risk Application Form
☐ Out-of-District but within province	
☐ Swimming in any pool or hot tub	☐ Water Component Form
☐ Boating or swimming in lake near shore	
☐ Activity near fast moving or open water	
☐ Creek or stream programs	
HIGH RISK	
☒ Out-of-Province	☒ High Risk Application Form
☐ Ski/Snowboard	
☐ Active logging roads	
☐ Lake crossing	☐ Water Component Form
☐ On fast moving water	
☐ Lake ice activity (<u>not on river ice</u>)	☐ Ice Component Form
OUT-OF-COUNTRY	
☒ Out-of-Country STEP 1 (<u>must be approved before proceeding to STEP 2</u>)	☒ Pre-Approval Application Form
☐ Out-of-Country STEP 2	☐ Out-of-Country Application Form

Identify the person in charge at the activity:

Name: Jeremy Hara Qualifications: Japanese Teacher @ NVSS

How were students selected to participate and what preparation/experience do they have? _____

Taken Japanese class; helped host visiting international students.

Are students participating in supervision? ☐ Yes ☒ No

If yes, how were students selected to participate in supervision? N/A

Submitted By: <u>Jeremy Hara</u>	Date: <u>March 17, 2025</u>
Principal/Vice Principal: <u>[Signature]</u>	Date: <u>Mar. 19/2025</u>

OUT-OF-COUNTRY STEP 1: PRE-APPROVAL APPLICATION FORM



STEP 1 must receive Board Approval prior to: booking, fundraising, and STEP 2 approval.

School: NVSS Application Date: 03/17/2025
 Group/Grade: Seiry Exchange Teacher: Jeremy Hara
 Destination: Japan (Shizuoka, Tokyo, Kyoto)
 Dates: Feb 7-22, 2026

Give the goals and objectives of the Out-of-Country trip: Cultural Exchange.

Give the experience of the teacher: Japanese Teacher @ NVSS. Taken 3 student groups
 Expected number of student participants: 10-12 There over last 8 years

Submit with this application to the Principal/Vice Principal:

- ☒ Risk Assessment
- ☒ Itinerary
- ☒ Current Travel Advisory <http://travel.gc.ca/travelling/advisories>
 - ☐ Exercise normal security precautions
 - ☐ Exercise a high degree of caution
 - ☐ Avoid non-essential travel
 - ☐ Avoid all travel

Dates within school calendar break? ☐ YES ☒ NO	
Comments: _____	
Principal/Vice Principal: _____	Date: <u>Apr. 7, 25</u>
School Supervisor: _____	Date: <u>Mar. 19/25</u>
Superintendent: _____	Date: <u>Apr. 14/25</u>
DISTRICT USE: Board Approval	
☐ Risk Assessment ☐ PRE-APPROVAL Application Form and supporting documents	
Board Meeting Date: _____	Date Received: _____
☐ Approved ☐ Denied	
Comments: _____	
Board Chairperson: _____	
Date PVP Informed: _____	Via: ☐ Email ☐ Phone By: _____

Hi Eva and Mike,

Just as a refresher, here is the information writeup about our planned trip to Japan:

As you may know, we have a sister school in Shizuoka, Japan and have had cultural exchange visits and activities with students from their school going back about 6 years (or something like that). Initially, we had students from their school visit us, and then we would visit them to help foster our relationship with each other. Back in 2020, we had a trip planned to go to Japan and we were only about a month away from our departure date when COVID hit and I ended up holding a parent meeting with the families and we decided to cancel the trip as a precautionary measure before any travel bans ended up being put in place. During the covid years, we were able to connect with the sister school a few times when we did video calls between some of our students and some of their students. Every time we come back, I get an email from one of the teachers there who helps organize these exchanges and he tells me that the students from our school are always the favourites out of all of the school exchange visits that they do with other schools (I think they are connected to something like 9 other schools around North America and Australia). After our exchanges this year, Seiryō actually reached out to ask us if it's possible to make our visits annually instead of every two years.

In any case, Japan's school year begins in April (the equivalent of our September) and they have several examination period throughout the year that they have to schedule their school visits around (exams in Japan are a lot bigger deal than Canada because of the competition to get into the top universities). As a result, they are unable to host any schools later into spring (when our spring break is) because visits around that time either interfere with exams or is seen as a distraction to exam prep season. This is the reason why both of our visits to Japan in the past occurred when they did – the host school fit us into a schedule based on several variables based on school exams, host family availability, and visits from other international schools.

For our trip this year, we were sent an approximate number of students that their school felt they could reliably get host families for. Based on that, we plan to select 10 students for the trip. Because the dates that Seiryō sent us are Feb 12th – 18st (we usually have students spend about a week with a host family), it made sense to utilize the weekends on both ends of the visit to enhance our students cultural experience by taking them on a tour of other parts of Japan – including some significant cultural UNESCO World Heritage sites in Kyoto, and possibly Hiroshima (depending on family input and additional costs of making the trip that far down Japan's main island).

The first year we made this trip, our trip was shorter (something like 9 days) and while the students were with their homestay families, Ken, Manu, Eugene and I took a trip down to visit a few UNESCO sites. After our visit, we discussed how valuable visiting locations like this can be for students and we regretted not being able to take our group of students to these places during that trip because there wasn't enough time for them to make the trip with available amount of time after their host family/school visit. As a result, we extended our next trip by a few weekdays so that we could take advantage an additional weekend so that we could provide our students with these cultural experiences – and without a doubt,

the resulting experiences have had a profound impact on these students. I still hear back from some students who have gone back to Japan again (one even moved to Japan while in university for a student exchange, and then went to Korea after that and is studying something related to international studies down on Vancouver Island).

One of the most difficult parts of planning a trip is student selection. With only 1 post on NVSS's Students in Action Facebook group page, I had about 20 students sign up, but only about 10 spots (plus spots for a 2-month stay if there is interest). Our first year there, we had 4 spots (EBUS had an additional 3). The next time, we had 7 spots for our school. Last time, we took 11 students (plus we are sending three students there for a 2-month stay later this spring). In any case, because we try to do these trips every two years, we did try and give some weight of our choice to senior students since the younger grades will likely get another chance to go. Also, we take into consideration students who have taken a Japanese course, been involved in hosting international students or helping those students connect with our community – some sort of interest in cultural exchanges. We also want to ensure that the students we take will academically be able to make the trip work. We were fortunate enough to get dates right at the start of the semester (as opposed to right in the middle or near the end of the semester). We also felt it was important that the kids selected would be good ambassadors of our school and our school district. We want them to represent us well and we want to stay the Seiryō favourites! Based on our selection criteria, Ken and I will finalize a list of students who we think will fit the criteria best.

Hopefully I have addressed any questions that you may have. Let me know if you have any other questions.

Thanks,

Jeremy

Dear parents/Guardians,

Enclosed is some information about our up-coming sister school trip to Japan from February 7th – February 22nd. There are **THREE** different important components to this letter.

1. There is a mandatory parent meeting (although, alternative times can be arranged for individuals who cannot make the initial date).
 - a. A signature indicating that you have attended the parent meeting and that you give your consent for your child to go on the trip.
2. Permission for treatment by a doctor in a foreign country to treat an under-aged student.
3. A medical information form to be filled out.

There will also be an information sheet containing information about our group travel insurance coverage.

According to school district guidelines, all out-of-country field trips are considered 'high-risk' due to the inherent risks associated with international travel. Some of these risks include:

- Travelling in an airplane/on a train/in a vehicle or taxi/on a subway/on a ferry.
- Other normal risks associated with travelling internationally.

Generally speaking, Japan is considered to be one of the cleanest and safest countries in the world. When travelling as part of our school group, there are several expectations that need to be followed to ensure everyone's safety. For example, students are expected to stay with the group and only go where instructed to. There are other chaperones on the trip as well, so there will be opportunities for our group to divide into smaller groups if we want so that we can offer options to see different attractions based on interests. Obviously, a different language is spoken in Japan, so it is important for students to follow the guidelines and plans put in place by the chaperones while on the trip because you cannot always guarantee that people there will understand English.

As with any activity, there are potential risks of injury. Activities outside of the traditional classroom setting are becoming more common in many curricular areas. It has been advised that travel groups obtain a "blanket" permission form from parents to cover all such activities that we might do on any given day during our trip which may include: PE classes at our sister school, club activities, touring/visiting various tourist destinations, etc. Another example might be a hike up to a famous shrine in Kyoto.

Please complete then sign and return the attached permission form concerning such activities which may be planned to happen during our trip this year.

Thank you,

Jeremy Hara
Japan Trip Teacher Sponsor
NVSS

Informed Consent Form

Date(s) of trip: Various dates as outlined in the trip itinerary.
Destination: Various destinations as outlined in the trip itinerary.
Dates of the trip: **Departure date:** SATURDAY 02/07/26 for an arrival of Sunday 02/08/26
Return date: Depart Narita, Japan on Sun. 02/22/26 (and arrive back to Canada: Sun. 02/22/26
Flight departure time as indicated in the flight details on the trip itinerary.

Method of transportation: Parents responsible for getting their students to and from the airport. Various methods of public transit will be used to commute around Japan. Students will also likely travel via personal vehicle while with their homestay families.

Purpose of the trip: To strengthen our relationship with our sister school in Shizuoka, Japan and to develop intercultural skills for the participating students. (See "General Summary of Learning Outcomes" handout for more information).

Organizer/Teacher sponsor: Jeremy Hara

Phone Number: [REDACTED]

Email: [REDACTED]

Supervision will be provided by: Seiryō School staff/host families

Final Cost of Trip/Student: Families are responsible for purchasing flights and travel insurance. No costs associated with regular meals/the homestay accommodation

Sign below and return the portion below:

I, (parent/guardian name) _____, give my permission for (student's name) _____ to participate in the sister school Japan trip as outlined on the trip itinerary.

I have been alerted to the increased risk and consequences of injury inherent in the activity and accept responsibility for the consequences of that risk by allowing my child to participate in the trip.

☐ I have attended the parent meeting for informed consent.

☐ I give my permission for treatment by a doctor in a foreign country to treat my under-aged child.

Parent/Guardian signature: _____ Date: _____

Medical Treatment Authorization and Consent

I/We, _____, being the (Check one) ☐ parent(s)
☐ legal guardian(s) of _____ [Child] authorize _____
[Caregiver] to seek, obtain and consent to: (Check all that apply)

- | | |
|---|--|
| ☐ Routine medical care and treatment | ☐ Hospitalization |
| ☐ Emergency medical care and treatment | ☐ Blood transfusions |
| ☐ Surgery | ☐ Dental care and treatment |
| ☐ Other: _____ | |

for _____ [Child] as deemed necessary by a licensed medical or healthcare professional. This authorization is for the time period when my/our child is in the care of _____ [Caregiver], my/our child's: (Check one)

- | | |
|---------------------------------------|--|
| ☐ Grandmother | ☐ Nanny |
| ☐ Grandfather | ☐ Baby-sitter |
| ☐ Aunt | ☐ Family friend |
| ☐ Uncle | ☐ Teacher |
| ☐ Other: _____ | |

and is effective _____ day of _____, 20____ until (Check one) ☐ _____ day of _____, 20____ ☐ revoked by me/us.

Child's Information

Child's Full Name: _____

Address: _____

Date of Birth: _____ Age: _____ Sex: ☐ Female ☐ Male

Parent/Guardian's Information

Parent's/Guardian's Name: _____

Address: _____

Phone Number (H): _____ Phone Number (C): _____

Phone Number (W): _____ Email: _____

Parent/Guardian's Information

Parent's/Guardian's Name: _____

Address: _____

Phone Number (H): _____ Phone Number (C): _____



Recommended Consent Letter for Children Travelling Abroad

The following sample consent letter, provided by Global Affairs Canada, can be modified to meet your specific needs. For instructions and an interactive form you can use to create a customized letter, visit travel.gc.ca/letter.

To whom it may concern,

I / We,

full name(s) of parent(s) / person(s) / organization giving consent

Address:

street address, city

province/state, country

Telephone and email:

telephone

email

am / are the parent(s), legal guardian(s) or other authorized person(s) or organization with custody rights, access rights or parental authority over the following child:

Information about travelling child

Name:

child's full name

Date and place of birth:

dd/mm/yyyy

city, province/territory

Number and date of issue of passport (if available):

number

dd/mm/yyyy

Issuing authority of passport (if available):

country where passport was issued

Birth certificate registration number

number

Issuing authority of birth certificate

province / territory where birth certificate was issued

Information about accompanying person (leave blank if child is travelling alone)

This child has my / our consent to travel alone ☐ or

This child has my / our consent to travel with

Name:

full name of accompanying person

Relationship to child:

mother, father, grandparent, sister, brother, relative, friend, other

Number and date of issue of passport:

number

dd/mm/yyyy

Issuing authority of passport:

country where passport was issued

Contact information during trip

I / We give our consent for this child to travel to:

Destination(s):

name of destination country / countries

Travel dates:

date of departure to date of return

to stay with / at (if applicable)

name of person with whom child will be staying / hotel or other accommodation

at the following address(es)

street address(es), city (cities)

province(s)/state(s), country (countries)

Telephone and email

This letter may be signed before a witness who has attained the age of majority (18 or 19, depending on the province or territory of residence) OR before a notary public (recommended).

Signature(s) of person(s) giving consent

Signature of witness

full name of witness

signature(s) of person(s) giving consent

signature of witness

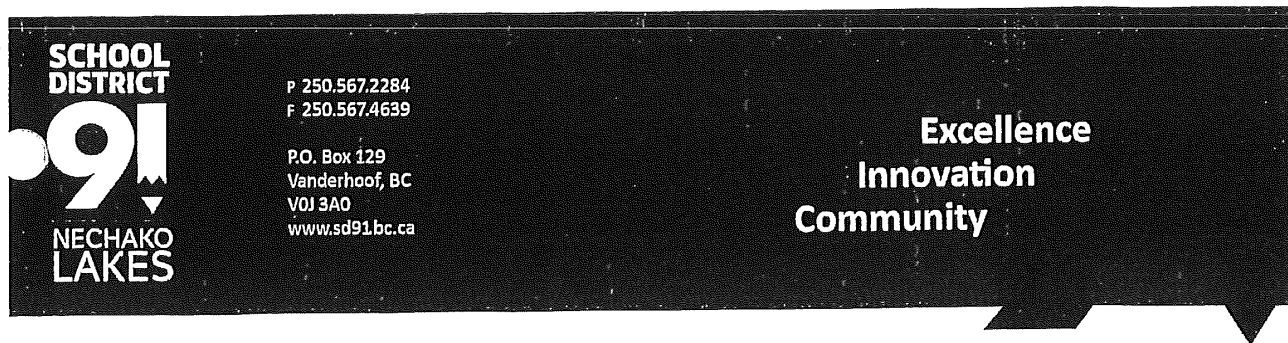
dd/mm/yyyy

dd/mm/yyyy

city, province/territory

Questions regarding information in this consent letter should be directed to the person(s) or organization giving consent.

(seal)



Dear Parent or Guardian:

Re: Student Accident Insurance

School District No. 91 (Nechako Lakes) does **not** provide accident insurance coverage for student injuries that occur on school premises or during school activities. Accidents can and do happen. Some injuries incur medical, dental or other expenses that are not covered by provincial health care or employer group plans. As a parent or guardian, you become responsible for these expenses.

The Board is empowered to make available the *insuremykids® Protection Plan* for students through **Reliable Life Insurance Company**. Participation in such a program is voluntary and the costs are to be paid by the parent or guardian.

This program offers a variety of plans and benefits at affordable rates. Benefits included are:

- dental expenses (resulting from an accident)
- total and permanent disability
- paralysis/loss of use
- special disability benefits
- death benefits

If your child participates in co-curricular activities or activities outside the school day, there is a plan tailored to your needs. All rates are one-time annual premiums. Family rates for 3 or more children are also offered.

The insurance agreement is between **you** and **Reliable Life Insurance Company**. If you wish to subscribe, you may apply 24/7 directly on-line at www.insuremykids.com.

Any questions should be directed to Reliable Life Insurance Company toll free at 1-800-463-KIDS (5437).

Student Accident Insurance is especially valuable for today's active children.

Yours truly,

Original signed by

Darlene Turner
Secretary-Treasurer

Japanese Meeting

- **The Grant**

- I am applying for a grant to offset some of the costs

- **Paper work**

- Passports
- Personal Info sheets (will get sent from Seiryō High School to be filled out)

- **Money Payments**

- 50% paid by Jan. 15th (flights paid as soon as we book them)
- The remaining balance **before** departure on **Feb. 7th**.

- **Our Itinerary**

- Anything specific they want to see/do?

- **Your homestays**

- Feb. 12th – Feb. 18st
- Omiyage
- Be a thoughtful guest
 - They may have made plans, so don't sleep in
- English-Japanese dictionary apps may be useful
- Some customs
 - Chopsticks in food
 - Passing food from chopsticks to chopsticks
 - Shoes always come off in entry way – will usually get

slippers

- This includes at school
- Can bring your own (more comfortable)

- **Our Travel plans**

- Kyoto/Osaka/Nara
- Tokyo
 - I'm hoping that once we are in Tokyo, the chaperones will be comfortable enough getting around by the 2nd day so that we can have chaperones heading in 3

different directions and let the students choose one of the directions they want to go to.

- I.e. Museums/shrines/shopping districts/etc.

- **Travelling in Japan**

- It will be winter. Temperatures will probably be warmer than here (should be above zero), but it will be a more humid climate, so if it is cold, it will bite through your clothing more than here; however, I was able to get away with sweatshirts last year – shouldn't need a very heavy winter jacket.
- You can usually find someone who speaks some English, so if you are lost, try and find someone.
 - Know where you are staying (or heading towards), so that you can get directions if needed.
 - If we are separated accidentally, I will turn my phone on (if it isn't already turned on) so that you can call me. Find out where you are, and I will go and get you.
 - Koko, doko? (where is here?)
- International travel phone plans (pocket wifi; sim cards)
- Wifi
 - In Tokyo, subway stations usually have free wifi (need an app)
 - Often, the bullet trains will have wifi too (need the app)
 - Hotels should have wifi
 - I don't think the school has wifi
 - Pretty low-tech compared to our school
- Cash based economy
- "Plus" international banking networks & credit cards
 - Some convenience stores
 - Some banks
 - Most Post offices
- You get one 50 lbs check bags for travelling to Japan and your carry – on luggage.
 - You will have to carry it with you when we do our travelling, however. Don't want luggage that is awkward to move.
 - I.e. Getting off of trains/walking to hotels, etc.
- Have to carry passports with you at all times.

- At school

- Only four days

- Will meet homestay families at a “welcome” dinner
 - Will likely be paired with a student who you will go to classes with
 - Stay off of your phones (unless told that you can use them)
 - Use this visit as an opportunity to learn about their culture/how things work in Japan & Japanese schools
 - You are a representative of our school & school district.

- We are there on behalf of our district and this group was chosen because we felt that you guys would represent us well and help attract students from our sister school to our school.

- Don't be shy—make connections and try new things.

- Expect the school to be cold

- Heating in classrooms, but not so much in the rest of the building.

- A quick note from the host school:

- Hey Jeremy,

- We just had an exchange group come through.

- Here's some things we learned that might work well when you guys come (just suggestions/ideas):

- If your group could arrive at Shin-Fuji Station on a weekday around 3:30PM, we could take you to school, do a Welcome Dinner with parents and students to break the ice. We usually have a Goodbye Dinner, but we found the Welcome Dinner was a really good way to get through the initial awkwardness.

- I think you guys usually stay with us around 5-6 nights? If your leaving date is a weekend, we can have host families take students to Shin Fuji Station. If it's a weekday, then we could meet at school and take the whole group there in the AM.

- We will try to do a couple of half-day field trips, so your students don't get too bored in classes. Shiraito Falls. Miho no Matsubara. Nihon Daira.



Government
of Canada

Gouvernement
du Canada

[Canada.ca](#) › [Travel](#) › [Destinations](#)



Japan travel advice



Take normal security precautions

Latest updates: Natural disasters and climate – removed information on wildfires in Ofunato

Last updated: March 11, 2025 06:36 ET

On this page

- [Risk level](#)
- [Safety and security](#)
- [Entry and exit requirements](#)
- [Health](#)
- [Laws and culture](#)
- [Natural disasters and climate](#)
- [Need help?](#)



Risk level

Japan - Take normal security precautions

[Take normal security precautions](#) in Japan.

↑ Back to top



Safety and security

Fukushima nuclear power plant and surrounding area

Following the 2011 incident at the Fukushima Daiichi nuclear power plant, Japanese authorities have placed restrictions, including travel and overnight stay bans, on the plant's surrounding area due to the risk of exposure to radiation. Restricted areas are clearly identified.

Follow the instructions of local authorities.

Assistance of Residents Affected by the Nuclear Incidents – Japanese Ministry of Economy, Trade and Industry

Tensions on Korean Peninsula

The regional security situation on the neighbouring Korean Peninsula could deteriorate suddenly. Tensions may increase before, during and after North Korean nuclear and missile tests. Military exercises and activities may also escalate tension.

- Remain vigilant
- Monitor developments to stay informed on the current situation
- Follow the instructions of local authorities, including the Cabinet Secretariat's guidance on civil protection

Cabinet Secretariat Civil Protection Portal

Crime

Crimes against foreigners are low but increasing. Petty crime, such as pickpocketing and purse snatching, occurs from time to time. Be cautious in entertainment and nightlife districts throughout Japan,

especially in these areas in Tokyo:

- Kabukicho
- Roppongi
- Shibuya
- Ikebukuro
- Shinjuku
- Golden-gai

If you are the victim of a crime, file a police report at the closest station of the incident. Occasionally, local police may be hesitant to prepare a report for foreigners. If this happens, you can request additional assistance from the Japanese tourist hotline or contact the closest Canadian embassy or consulate for a list of local lawyers.

Japan Visitor Hotline – Japan National Tourism Organization

Drug trafficking

An increasing number of travellers report having been used as unwitting drug couriers.

Penalties for drug-related criminal activities are severe. Even unsuspecting individuals transporting packages containing narcotics can be criminally charged and face long jail sentences.

Be wary of individuals, even those you know, who ask you to carry a package to Japan on their behalf.

Useful links

- [Drugs, alcohol and travel](#)
- [International drug smuggling scams](#)

Spiked food and drinks

Never leave food or drinks unattended or in the care of strangers. Be wary of accepting snacks, beverages, gum or cigarettes from new acquaintances. These items may contain drugs that could put you at risk of sexual assault and robbery.

There are reports of incidents where staff, or other customers at bars and nightclubs, have mixed drugs and copious amounts of alcohol into drinks of unsuspecting clients. These incidents are particularly frequent in the following districts of Tokyo:

- Kabukicho
- Roppongi
- Shinjuku
- Golden-gai

The intent is to defraud, overcharge services, rob or assault the person.

Fraud

Credit card and ATM fraud occurs. There have been incidents of overcharging at bars and clubs. Disputes over overcharging have led to violence.

Be cautious when using debit or credit cards:

- pay careful attention when your cards are being handled by others
- use ATMs located in well-lit public areas or inside a bank or business
- avoid using card readers with an irregular or unusual feature
- cover the keypad with one hand when entering your PIN
- check for any unauthorized transactions on your account statements and contact your financial institution as soon as possible if irregularities

There are reports of foreigners being drugged in entertainment districts and taken to ATMs to withdraw funds while under the influence, sometimes with little to no recollection of events.

Overseas fraud

Women's safety

Women travelling alone may be subject to some forms of harassment and verbal abuse. Inappropriate physical contact may occur on busy subways and trains. There are women-only train cars during rush hour on some subway and train lines.

Advice for women travellers

Road safety

Road conditions and road safety are generally good throughout the country. However, roads may be narrow.

Japan Road Traffic Information Center (in Japanese)

Public transportation

Taxis

Taxis are generally safe.

- Use only officially marked taxis
- Negotiate fares in advance, or insist that the driver use the meter, as you may be overcharged
- Have your destination written in Japanese as drivers may not understand English

Taxis in Japan – Japan National Tourism Organization

Train and subway

Travel by subway and train is quick and convenient. Signs are usually in Japanese but signage in English is becoming more common, especially in larger cities and at tourist destinations.

General safety information

Emergency information and advice for tourists is available from the [Japan National Tourism Organization](#).

Air travel

We do not make assessments on the compliance of foreign domestic airlines with international safety standards.

[Information about foreign domestic airlines](#)

[↑ Back to top](#)



Entry and exit requirements

Every country or territory decides who can enter or exit through its borders. The Government of Canada cannot intervene on your behalf if you do not meet your destination's entry or exit requirements.

We have obtained the information on this page from the Japanese authorities. It can, however, change at any time.

Verify this information with the [Foreign Representatives in Canada](#).

Passport

Entry requirements vary depending on the type of passport you use for travel.

Before you travel, check with your transportation company about passport requirements. Its rules on passport validity may be more stringent than the country's entry rules.

Regular Canadian passport

Your passport must be valid for the expected duration of your stay in Japan. If you plan to travel to other countries in the region, check passport validity requirements for the countries you plan to visit.

Passport for official travel

Different entry rules may apply.

Official travel

Passport with "X" gender identifier

While the Government of Canada issues passports with an "X" gender identifier, it cannot guarantee your entry or transit through other countries. You might face entry restrictions in countries that do not

recognize the "X" gender identifier. Before you leave, check with the closest foreign representative for your destination.

Other travel documents

Different entry rules may apply when travelling with a temporary passport or an emergency travel document. Before you leave, check with the closest foreign representative for your destination.

Useful links

- [Foreign Representatives in Canada](#)
- [Canadian passports](#)

Visas

Tourist visa: not required for stays up to a maximum of 90 days

Business visa: required

Work visa: required

Student visa: required

You can't apply for a business, work or student visa if you have already entered Japan as a tourist.

Business travellers need a visa if they are to receive compensation in addition to their regular salary for work carried out while in Japan.

Overstaying the 90-day, tourist visa-free limit or any other visa time limit is a criminal offence. If you overstay, you may be subject to fines and deportation, and you may be barred from re-entry to Japan.

Other entry requirements

Customs officials may ask you to show them a return or onward ticket, confirmed accommodations arrangements and proof of sufficient funds to cover your stay.

Biometrics

Japanese officials will photograph and fingerprint visitors upon arrival. Exceptions may apply.

[Immigration Services Agency of Japan](#)

Registration

Japanese regulations require that visiting foreigners give detailed information when checking in at hotels or other lodging facilities.

Foreigners must also allow their passports to be photocopied.

Children and travel

Learn more about [travelling with children](#).

Yellow fever

Learn about [potential entry requirements related to yellow fever](#) (vaccines section).

[↑ Back to top](#)



Health



Relevant Travel Health Notices

- [Global Measles Notice](#) - 13 March, 2024
- [COVID-19 and International Travel](#) - 13 March, 2024

This section has information and advice about health risks you might face when travelling. Following this advice can help reduce your risk of getting sick. Not all risks are listed here.

It's best to talk to a healthcare provider or visit a travel health clinic preferably 6 weeks before your trip to get personalized health advice. Even if your travel date is coming up soon, it's still worthwhile to make an appointment.

Routine vaccines

Make sure your routine vaccinations are up-to-date before you travel, no matter where you're going.

These may include vaccines for measles, mumps, and rubella (MMR), diphtheria, tetanus, pertussis (whooping cough), polio, varicella (chickenpox), meningococcal disease, seasonal flu, and others.

Provincial and Territorial Immunization Information

Pre-travel vaccines and medications

When travelling in this destination, you might be at risk for diseases that can be prevented with vaccines or medications. Talk to a travel health care provider about which ones are right for you based on your travel plans.

The highlights below will also tell you if your destination may require that vaccine for entering or exiting.

► **Yellow Fever - Country Entry Requirements**

► **Tick-borne encephalitis**

► **Rabies**

► **Measles**

► **Japanese encephalitis**

► **Hepatitis B**

► **COVID-19**

► **Influenza**

Safe food and water precautions

Eating or drinking unsafe food or water, or swimming in contaminated water can make you sick while travelling. Take precautions by following these tips:

- Boil it, cook it, peel it, or leave it (only eat food that is prepared safely)
- Avoid, if possible, getting water in your eyes, mouth, or nose when swimming in freshwater (like streams, lakes, or canals), especially after heavy rain or flooding - the water might look clean but can still be contaminated
- Don't swallow water when bathing, showering, swimming in pools, or using hot tubs

Eat and drink safely abroad

► Typhoid

Tick and insect bite prevention

Many diseases are spread by bites from infected ticks and insects like mosquitoes, fleas, or flies. Before you travel, find out what types of ticks or insects are in the area, when they're most active, and what diseases they can spread.

To protect yourself from bites:

- use an approved bug spray (insect repellent) on exposed skin
- wear light-coloured, loose clothing made of tightly woven materials like nylon or polyester
- wear socks and closed-toe shoes
- sleep under mosquito netting if you're outdoors or staying in places that aren't fully enclosed

- do a full body tick check on yourself, your children, your gear, and any pets you're travelling with when you return from outdoor activities

Insect bite and pest prevention

Personal insect repellents

▶ Chikungunya

▶ Dengue

Animal precautions

Some infections, like rabies and bird flu (avian influenza), can be spread from animals to humans. Certain activities can increase your chances of coming into contact with animals, like:

- travelling in rural or forested areas
- camping, hiking, or visiting caves
- visiting places where live animals are sold or killed for food, like wet markets

To reduce your risk of getting sick, avoid contact with animals like stray dogs, livestock (such as pigs and cows), monkeys, snakes, rodents, birds, and bats. Avoid eating undercooked meat.

Make sure to closely watch children; they are more likely to try to touch animals.

Person-to-person infections

When travelling, you can reduce your risk of getting or spreading respiratory infections, like the flu or COVID-19, by:

- staying at your accommodation and limiting contact with others if you're sick
- wearing a well-fitting mask, especially:
 - if you're sick and need to be around others
 - when you're at large indoor events or in crowded settings, like sporting events, concerts, and airports
- cleaning your hands regularly with soap and water for at least 20 seconds, or using hand sanitizer containing at least 60% alcohol
- covering your coughs and sneezes with a tissue or your elbow, not your hands

Mass gatherings (large-scale events)

Clean your hands to help reduce the spread of infectious diseases

Respiratory infectious diseases: How to reduce the spread with personal protective measures

To lower your risk of getting sexually transmissible infections (STIs), HIV, and mpox, you can:

- get vaccinated against mpox if you're eligible
- have fewer sexual partners
- use protection during sexual activity, like condoms and dental dams.

Mpox vaccines

Sexual health and travel

HIV and AIDS: Travel health advice

Medical services and facilities

Health care is very good. Service is available throughout the country.

Services in English could be limited, especially in rural areas. The cost of health-care services is similar to Canada. As a foreigner, you will likely have to pay in advance or provide a document proving that the bill will be paid prior to discharge.

Make sure you get travel insurance that includes coverage for medical evacuation and hospital stays.

Health and safety outside Canada

Health insurance for foreign workers

As a Canadian working in Japan, you must have medical and health services coverage for the duration of your stay. If not provided by your Japanese employer, you must subscribe to the national health insurance plan.

If you need to consult medical professionals, the following organizations can refer you to medical facilities with English and other foreign language-speaking staff:

- Guide for when you are feeling ill – Japan National Tourism Organization
- Medical information net (NABII) – Ministry of Health, Labour and Welfare
- AMDA International Medical Information Center

Keep in Mind...

The decision to travel is the sole responsibility of the traveller. The traveller is also responsible for his or her own personal safety.

Be prepared. Do not expect medical services to be the same as in Canada. Pack a [travel health kit](#), especially if you will be travelling away from major city centres.

[↑ Back to top](#)



Laws and culture

You must abide by local laws.

In many cases, arrested or detained suspects are denied oral or written communication with anyone other than their lawyer or a Canadian consular representative for an extended period.

If you are detained, even for a minor offence, you may be held without charge for up to 23 days. Police officers may begin their initial questioning before you see a lawyer. You could also be in detention for weeks or months during the investigation and legal proceedings.

- [Overview of the criminal law system in Japan](#)
- [Arrest and detention](#)

Drugs

Penalties for possession, use or trafficking of illegal drugs are severe. Convicted offenders can expect jail sentences and heavy fines. Japan has a zero-tolerance policy with respect to drugs, including recreational drugs and cannabis. Severe penalties are imposed for the possession of even a small quantity.

[Drugs, alcohol and travel](#)

Medications

Certain medications are banned in Japan, including:

- adderall
- amphetamines
- codeine
- methamphetamines
- pseudoephedrine

You may bring a one-month supply of prescription medication or a two-month supply of non-prescription medication into Japan, as long as the medication does not contain narcotics (including codeine). You cannot bring banned substances with you, even with a prescription.

You must have a doctor's note that states your full name, address, the reason for use, and dosage, along with your prescribed medication. Local authorities may also request a detailed listing of the contents of the medication.

If you wish to bring in larger supplies of medication or bring in prescription medication that contains narcotics, you must apply in advance for import certification. You should do so several months prior to arrival.

[Bringing medicines for personal use into Japan](#) – Japanese Ministry of Health, Labour and Welfare

2SLGBTQI+ persons

Japanese law doesn't prohibit sexual acts between individuals of the same sex. However, homosexuality is not widely socially accepted.

[Travel and your sexual orientation, gender identity, gender expression and sex characteristics](#)

Dual citizenship

Dual citizenship is not legally recognized in Japan.

If local authorities consider you a citizen of Japan, they may refuse to grant you access to Canadian consular services. This will prevent us from providing you with those services.

Dual citizens

If you acquire 2 or more citizenships at birth, you can keep them all, including Japanese citizenship, until the age of 18. At 18, you must choose between your Japanese citizenship or other citizenships within a 2-year period.

Family Law

Japanese family law is different from Canadian family law.

In Japan, joint custody of a child after separation is not a legal option if one of the parents is a Japanese national. As a result, access rights for a non-custodial parent can be limited, if granted.

If you are involved in a custody or other family law dispute in Japan, consult a Japanese family lawyer.

International Child Abduction

The Hague Convention on the Civil Aspects of International Child Abduction is an international treaty. It can help parents with the return of children who have been removed to or retained in certain countries in violation of custody rights. The convention applies between Canada and Japan.

If your child was wrongfully taken to, or is being held in Japan, and if the applicable conditions are met, you may apply for the return of your child to the Japanese court.

If you are in this situation:

- act as quickly as you can
- contact the Central Authority for your province or territory of residence for information on starting an application under The Hague Convention
- consult a lawyer in Canada and in Japan to explore all the legal options for the return of your child
- report the situation to the nearest Canadian government office abroad or to the Vulnerable Children's Consular Unit at Global Affairs Canada by calling the Emergency Watch and Response Centre

If your child was removed from a country other than Canada, consult a lawyer to determine if The Hague Convention applies.

Be aware that Canadian consular officials cannot interfere in private legal matters or in another country's judicial affairs.

Useful links

- [List of Canadian Central Authorities for the Hague Convention](#)
- [International Child Abductions: A guide for affected parents](#)
- [Children and travel](#)
- [The Hague Convention](#) – Hague Conference on Private International Law
- [Canadian embassies and consulates by destination](#)
- [Request emergency assistance](#)

Identification

You must carry your passport or residence card at all times.

A photocopy will not satisfy authorities. Police officers in Japan may ask for your identification documents at any time.

If you fail to do so, you could face arrest or detention.

Working in Japan

Working without an appropriate visa is illegal. Offenders may be subject to imprisonment, a fine and deportation.

If you are considering employment offers in Japan, contact the Japanese embassy or consulate nearest you before coming to Japan.

[Foreign diplomatic missions and consulates in Canada](#)

Teaching English

You should carefully review a contract to teach English before you sign.

There have been incidents of employers not adhering to their contractual obligations.

Ensure that all terms and conditions of employment are clearly stated in the contract and that you meet all requirements before accepting an offer.

Tattoos

You may be denied entry to public establishments such as swimming pools, hot springs, beaches and some gyms if you have a tattoo.

Some establishments may ask that you cover your tattoo.

Driving

Traffic drives on the left.

You must carry an international driving permit along with your Canadian licence, or a Japanese driver's licence.

International Driving Permit

Insurance

You must also obtain Japanese insurance. There are two types of driving insurance available:

- compulsory insurance, which is basic government-mandated insurance covering your legal liability
- voluntary insurance, obtained on your own from a private company and designed for your needs

Should you have an accident, compulsory insurance may not be sufficient.

Drinking and driving

Penalties for drinking and driving are severe.

Under Japanese law, it's forbidden to:

- drive if you have been drinking
- lend a car to someone who has been drinking
- serve alcohol to someone who has to drive

If you are a passenger in a car whose driver is under the influence of alcohol, you both are subject to prosecution.

International Driving Permit

Money

The currency of Japan is the yen (JPY).

Credit cards are accepted in most major hotels and restaurants, but Japan is a predominantly cash-based society.

ATMs are widely available, but many don't accept foreign debit cards.

[↑ Back to top](#)



Natural disasters and climate

Climate change

Climate change is affecting Japan. Extreme and unusual weather events are becoming more frequent and may affect your travel plans. Monitor local news to stay informed on the current situation.

Seasonal risks

Snowstorms occur in western Honshu and Hokkaido from December to March.

Avalanches can occur in mountainous areas, including at ski resorts. These can cause power disruptions, make roads impassable and limit the ability of responders to reach these areas in case of emergency.

Typhoons

Typhoons usually occur between June and October. During this period, even small storms can quickly develop into major typhoons. Southern areas, including Okinawa and surrounding islands, are more vulnerable.

These severe storms can put you at risk and hamper the provision of essential services.

If you decide to travel to Japan during the typhoon season:

- know that you expose yourself to serious safety risks
 - be prepared to change your travel plans on short notice, including cutting short or cancelling your trip
 - stay informed of the latest regional weather forecasts
 - carry emergency contact information for your airline or tour operator
-
- follow the advice and instructions of local authorities, including evacuation orders

Useful links

- [Severe storms outside Canada](#)
- [Large-scale emergencies abroad](#)

Seismic activity

Japan is located in an active seismic zone and is prone to a multitude of natural disasters such as earthquakes, tsunamis, flooding, volcanic eruptions. Strong earthquakes occur, as well as tsunamis.

Earthquakes

Each year, Japan experiences thousands of earthquakes of varying magnitudes, some triggering tsunamis. Deaths, injuries and significant damage may occur.

Tsunamis

Japan is prone to tsunamis. A tsunami can occur within minutes of a nearby earthquake. However, the risk of tsunami can remain for several hours following the first tremor. If you're staying on the coast, familiarize yourself with the region's evacuation plans in the event of a tsunami warning.

Volcanoes

There are a number of active volcanoes. The Japan Meteorological Agency lists active volcanoes and associated warnings.

If you are travelling near a volcano, check for the latest activity and warnings. Always follow the advice and instructions of local authorities.

Useful links

- [Emergency notifications application](#) – NHK (Japan Broadcasting Corporation)
- [Japan Meteorological Agency](#)
- [Information in case of natural disasters](#) – Japan National Tourism Organization
- [Earthquakes](#) – Government of Canada
- [Tsunami alerts](#) – U.S. Tsunami Warning System
- [Volcanic alert levels and warnings](#) – Japan Meteorological Agency

[↑ Back to top](#)



Need help?

Local services

► [Emergency services](#)

Consular assistance

- ▶ **Tokyo** - Embassy of Canada
- ▶ **Fukuoka** - Honorary consul of Canada
- ▶ **Hiroshima** - Honorary consul of Canada
- ▶ **Nagoya** - Consulate of Canada
- ▶ **Osaka** - Honorary consul of Canada
- ▶ **Sapporo** - Honorary consul of Canada

For emergency consular assistance, call the Embassy of Canada to Japan, in Tokyo, and follow the instructions. At any time, you may also contact the Emergency Watch and Response Centre in Ottawa.

When calling from within Japan, the area code is preceded by a 0. There is no 0 when calling from outside Japan. If placing a call to a cellular phone number, you do not need to enter the code.

Useful links

-  [Register as a Canadian abroad](#)
-  [View travel insurance information](#)
-  [Read our Traveller's Checklist](#)

Disclaimer

The decision to travel is your choice and you are responsible for your personal safety abroad. We take the safety and security of Canadians abroad very seriously and provide credible and timely information in

our Travel Advice to enable you to make well-informed decisions regarding your travel abroad.

The content on this page is provided for information only. While we make every effort to give you correct information, it is provided on an "as is" basis without warranty of any kind, expressed or implied. The Government of Canada does not assume responsibility and will not be liable for any damages in connection to the information provided.

If you need consular assistance while abroad, we will make every effort to help you. However, there may be constraints that will limit the ability of the Government of Canada to provide services.

Learn more about [consular services](#).

Date modified:

2025-03-11



School District No. 91 (Nechako Lakes)

Facilities Department

P.O. Box 129, Vanderhoof, B.C. V0J3A0

Telephone: (250) 567-2101 Fax: (250) 567-3992

Board Report April 28, 2025

Annual Facilities Grant

Category	Amount
Electrical Upgrades	\$126,720.00
Exterior Wall System Upgrades	\$46,080.00
HVAC Upgrades	\$743,040.00
Interior Construction Upgrades	\$214,272.00
Site Upgrades	\$645,208.00
Roofing Upgrades	\$178,738.00
Plumbing Upgrades	\$52,615.00
Total	\$2,006,673.00

25-Apr-25



School District No. 91 (Nechako Lakes)
Operating Budget to Actual as at March 31, 2025

	2024-25	2024	2025			
	AA-BUDGET	JULY - MAR	JULY - MAR	% of BUDGET	LEGEND	EXPECTING
Salaries						
Teachers	23,370,704	15,944,211	15,953,369	68%	4	70%
Principals & Vice Principals	4,435,161	3,289,185	3,311,626	75%	4	75%
Education Assistants	5,556,798	3,893,826	3,682,507	66%	4	70%
Support Staff	7,734,752	5,362,785	5,398,854	70%	4	72%
Other Professionals	2,874,651	2,371,748	2,143,132	75%	4	75%
Substitutes - Teachers	1,099,455	928,348	832,133	76%	2	70%
Substitutes - Support Staff	528,112	395,662	395,452	75%	3	72%
Total Salaries	45,599,633	32,185,765	31,717,073	70%		
Employee Benefits	10,428,946	7,155,527	7,250,477	70%	4	72%
Total Salaries & Benefits	56,028,579	39,341,292	38,967,550	70%	4	72%
Services & Supplies						
Services	2,636,526	1,866,971	1,783,858	68%	4	65%-68%
Student Transportation	100,530	68,666	71,741	71%	4	70%-72%
Professional Development & Travel	1,251,548	1,082,054	644,857	52%	4	76%-80%
Rentals & Leases	86,450	74,803	75,294	87%	4	85%-90%
Dues & Fees	79,760	61,440	53,171	67%	4	65%-70%
Insurance	233,448	195,690	194,258	83%	4	80%-85%
Supplies	4,979,092	3,608,555	3,579,784	72%	3	68%-70%
Utilities	1,479,731	1,191,094	925,601	63%	4	65%-70%
Total Services & Supplies	10,847,085	8,149,273	7,328,563	68%		
Total Operating Expense	66,875,664	47,490,565	46,296,113	69%	4	70%-72%

EXPECTATIONS LEGEND

2 = Emerging
 3 = Developing - within 1%-3%
 4 = Proficient - on budget or better

Observations/Comments:

For the 'Expecting' Column:

For salaries & benefits: We use # of months to pro-rate 'Expecting' column for employees budget.
 For service & supplies: We use prior year data % to guide our 'Expecting' estimates column.

Based on the above financial data and with nine months into the fiscal year and seven months into the school year it is my conclusion that we are on budget based on the amended annual budget presented to the Board.

KCB

MISSION

Achieve educational excellence in an environment that honours diversity and personalized learning.

VISION

Develop learners to make positive contributions in our evolving global community.

CAPITAL BYLAW NO. 2025/26-CPSD91-01
CAPITAL PLAN 2025/26

WHEREAS in accordance with section 142 of the *School Act*, the Board of Education of School District No. 91 (Nechako Lakes) (hereinafter called the "Board") has submitted a capital plan to the Minister of Education (hereinafter called the "Minister") and the Minister has approved the capital plan or has approved a capital plan with modifications,

NOW THEREFORE in accordance with section 143 of the *School Act*, the Board has prepared this Capital Bylaw and agrees to do the following:

- (a) Authorize the Secretary-Treasurer to execute a capital project funding agreement(s) related to the capital project(s) contemplated by the capital plan or the capital plan with modifications;
- (b) Upon ministerial approval to proceed, commence the capital project(s) and proceed diligently and use its best efforts to complete each capital project substantially as directed by the Minister;
- (c) Observe and comply with any order, regulation, or policy of the Minister as may be applicable to the Board or the capital project(s); and,
- (d) Maintain proper books of account, and other information and documents with respect to the affairs of the capital project(s), as may be prescribed by the Minister.

NOW THEREFORE the Board enacts as follows:

1. The Capital Bylaw of the Board for the 2025/26 Capital Plan as approved by the Minister, to include the supported capital project(s) specified in the letter addressed to the Secretary-Treasurer and Superintendent, dated March 25, 2025, is hereby adopted.
2. This Capital Bylaw may be cited as School District No. 91 (Nechako Lakes) Capital Bylaw No. 2025/26-CPSD91-01.

READ A FIRST TIME THE 28th DAY OF APRIL 2025;

READ A SECOND TIME THE 28th DAY OF APRIL 2025;

READ A THIRD TIME, PASSED THE 28th DAY OF APRIL 2025.

Board Chair

Secretary-Treasurer

I HEREBY CERTIFY this to be a true and original School District No. 91 (Nechako Lakes) Capital Bylaw No. 2025/26-CPSD91-01 adopted by the Board the 28th day of April 2025.

Secretary-Treasurer



March 25, 2025

Ref: 23223

To: Secretary-Treasurer and Superintendent
School District No. 91 (Nechako Lakes)

Capital Plan Bylaw No. 2025/26-CPSD91-01

Re: Ministry Response to the Annual Five-Year Capital Plan Submission for 2025/26

This letter is in response to your School District's 2025/26 Annual Five-Year Capital Plan submissions for Major Capital Programs and Minor Capital Programs. This letter also contains important information regarding your upcoming 2026/27 Annual Five-Year Capital Planning submission. The following tables identify major capital projects that are supported to proceed to the next stage of development and minor capital projects that are approved for funding and can proceed to procurement.

On March 13, 2025, the Province introduced legislation that identifies country of origin requirements for all procurements. What this means is U.S. bidders must be excluded, except in certain circumstances, for all future procurements. The Ministry will have further conversations with school districts as the tariff situation evolves and commit to working closely with you to navigate this challenging situation.

MAJOR CAPITAL PROJECTS

Major capital consists of the following program areas:

- Seismic Mitigation Program (SMP)
- Expansion Program (EXP)
- Replacement Program (REP)
- Site Acquisition Program (SAP)
- Rural District Program (RDP)

A variety of emergent issues including a significant number of school fires, unprecedented enrolment growth and a challenging fiscal environment have resulted in a limited ability to advance major capital projects. As a result, there are no new major capital projects in your School District that were supported to move forward at this time.

Status of Projects in Development from Previous Years

Project #	Project Name	Project Type	Comments
159097	Fort Fraser Elementary	Demolition	Please submit business case to Ministry as soon as possible.

Ministry of
Infrastructure

Education and Child Care Capital
Branch

Mailing Address:
PO Box 9151 Stn Prov Govt
Victoria BC V8W 9H1

Location:
5th Floor, 620 Superior St
Victoria BC V8V 1V2

Page 1 of 4

MINOR CAPITAL PROJECTS

The table below reflects approved minor capital projects for your School District in the following program areas:

- School Enhancement Program (SEP)
- Food Infrastructure Program (FIP)
- Carbon Neutral Capital Program (CNCP)
- Building Envelope Program (BEP)
- Playground Equipment Program (PEP)

New projects for SEP, FIP, CNCP, BEP, PEP

Facility Name	Program Project Description	Amount Funded by Ministry
W L Mcleod Elementary	SEP - HVAC Upgrades	\$1,000,000
Nechako Valley Secondary	CNCP - HVAC Upgrades	\$540,000
Fort St James Secondary	FIP - Kitchen and Equipment Upgrades	\$90,000
Fraser Lake Elementary Secondary	FIP - Kitchen Upgrades	\$20,000

All projects are now to proceed to design, tender and construction, and to be completed by March 31, 2026.

New projects for BUS

The table below identifies Bus Acquisition Program (BUS) approved projects, with BUS funding amounts to be confirmed after school districts place their order(s) with bus vendors during the upcoming bus standing offer timeframe which runs from April 2, 2025 to June 2, 2025. Only internal combustion engine buses are currently identified, with approval and funding for electric buses (if applicable) to be identified later through an amended Capital Plan Response Letter. Please refer to the attached *School Bus Letter* for additional school bus purchasing details.

New/Existing Bus Fleet #	New/Replacement Bus Type	Amount Funded by Ministry
0912A	INTERNAL COMBUSTION ENGINE - Type C 76 with 0 wheelchair space(s)	TBD
BL03	INTERNAL COMBUSTION ENGINE - Type A2 Over 6350Kg (24-33) with 0 wheelchair space(s)	TBD
2910	INTERNAL COMBUSTION ENGINE - Type C 76 with 0 wheelchair space(s)	TBD

2919	INTERNAL COMBUSTION ENGINE - Type C 76 with 0 wheelchair space(s)	TBD
2916	INTERNAL COMBUSTION ENGINE - Type C 76 with 0 wheelchair space(s)	TBD
2911	INTERNAL COMBUSTION ENGINE - Type C 76 with 0 wheelchair space(s)	TBD
2917	INTERNAL COMBUSTION ENGINE - Type C 76 with 0 wheelchair space(s)	TBD

An Annual Programs Funding Agreement (APFA) accompanies this Capital Plan Response Letter which outlines specific Ministry and Board-related obligations associated with the approved Minor Capital projects for the 2025/26 fiscal year. Please email a signed/dated copy of the Annual Programs Funding Agreement to the Ministry at CMB@gov.bc.ca

In accordance with Section 143 of the *School Act*, Boards of Education are required to adopt a single Capital Bylaw (template can be found on the Ministry [website](#)) using the Capital Bylaw Number provided at the beginning of this document, for the supported and/or approved 2025/26 Five-Year Capital Plan projects as identified in this letter. The Capital Bylaw must be adopted by your Board and uploaded onto your School District's online MyCAPS portal in order for the Ministry to issue Certificates of Approval. A step-by-step guide of this process is attached for your reference.

Please contact Branch Director [Michael Nyikes](#) with any questions regarding Minor Capital projects.

2026/27 ANNUAL FIVE-YEAR CAPITAL PLAN SUBMISSIONS

Capital Plan Instructions for the 2026/27 Annual Five-Year Capital Plan submission process will be available on the Ministry's capital planning [website](#) in early April.

School districts' capital plan submission deadlines for the 2026/27 fiscal year are:

- **June 30, 2025**
 - Major Capital Programs (SMP, EXP, REP, RDP, SAP)
- **September 30, 2025**
 - Minor Capital Programs (SEP, CNCP, PEP, BEP, BUS)
- **October 1, 2025**
 - Minor Capital Programs (FIP)

Additionally, the Annual Facility Grant (AFG) project requests for the 2025/26 fiscal year are to be submitted using the MyCAPS portal, on or before **May 16, 2025**. The 2025/26 AFG Allocation Table will be available on the Ministry's capital planning [website](#) in early April.

The Ministry recommends school districts discuss draft versions of their intended capital projects and Annual Facility Grant project requests with minor capital staff in advance of submission deadlines.

The staggered deadlines are intended to provide the Ministry with input required to initiate planning for the next budget cycle, while enabling school districts additional time and flexibility to plan over the summer.

Sincerely,

A handwritten signature in dark ink, reading "Damien Crowell". The signature is written in a cursive, flowing style.

Damien Crowell, Executive Director
Education and Child Care Capital Branch
Ministry of Infrastructure

pc: Geoff Croshaw, Director, Major Capital Projects, Education and Child Care Capital
Branch
Michael Nyikes, Director, Minor Capital Projects, Education and Child Care Capital
Branch

**DISPOSAL OF CAPITAL ASSETS
BYLAW NO. 2025-1 – Fort Fraser Elementary**

(for 2024/2025 fiscal year)

WHEREAS Section 65 (5) of the *School Act* requires disposition of property owned or administered by the Board only by bylaw;

AND WHEREAS the property located in Fort Fraser, particularly known as Fort Fraser Elementary School, located at 638 5th Avenue, Fort Fraser, B.C.,

PID	Legal Description
009-878-327	Parcel A (Plan 6650) Section 26 Township 15 Range 5 Coast District Plan 960A

is surplus to the educational requirements of the school district;

NOW THEREFORE, be it resolved that the Board of School Education of School District No. 91 (Nechako Lakes) hereby declares, pursuant to Policy No. 905.1 of the School District No. 91 Policy and Regulations Manual, the disposal and sale of the said Land or Improvements. Pursuant to the provisions of Section 100 of the *School Act*, proceeds from the sale of this property shall be deposited to the appropriate account in accordance with the original source of funds used to acquire the capital assets.

This bylaw may be cited as "School District No. 91 (Nechako Lakes) Disposal of Capital Assets Bylaw No. 2025-1 – Fort Fraser Elementary."

READ A FIRST TIME THE 28th DAY APRIL 2025.

READ A SECOND TIME THE 28th DAY APRIL 2025.

READ A THIRD TIME, PASSED AND ADOPTED THE 28th DAY APRIL 2025.

Chairperson of the Board

Secretary-Treasurer

I HEREBY CERTIFY this to be a true and original School District No. 91 (Nechako Lakes) Disposal of Capital Assets Bylaw No. 2025-1 – Fort Fraser Elementary adopted by the Board the 28th day of April 2025.

Secretary-Treasurer

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,** 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.~~

First adopted: July 6, 1998

Revised/Adopted: _____

*Page 1 of 1
Policy No. 1003.1*

2027-28 DISTRICT CALENDAR - DRAFT

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

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		

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				

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					

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

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			

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				

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						

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	

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				

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						

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	

= INSTRUCTIONAL DAYS

PROPOSED EXTENDED BREAKS

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

PROPOSED START & END DAYS

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

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

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

PUBLIC FEEDBACK RESPONSE #1

I took a look at the District Calendar for 2027/28. Here are some questions and feedback:

1. Why is there no listing for Red Dress Day, Pink Shirt Day, National Indigenous Day, etc.?
2. Why is the board meetings not listed on the calendar anymore?
3. No Pro-D day in January makes it feel long every year. Could the February Pro-D be a week earlier because there is Family Day in February. New Years is during the break, so it feels long for kids.
4. Is there only 42 weeks? It seems to start late and end early.
5. Summer break says it starts June 29th but it should be June 28th?
6. Spring break should be listed as March 15th - 25th and then Easter?

** Many of this writer's questions could be answered immediately; therefore, the following response was sent back directly to this writer:

Thank you again for your response to the [draft 2027-28 calendar](#) that is open for public feedback at this time. I wanted to take a few moments to reply as best I can for now. Your feedback will still be passed along to the Board of Education in April when they will either approve or amend the draft calendar at the April 28 board meeting.

- Why is there no listing for Red Dress Day, Pink Shirt Day, National Indigenous Day, etc.?
These dates do not require Board or Ministry approval. We keep the calendar document as basic as possible until we pass through the approval process and then add the special recognition days, etc. to create a final school year version after the first approvals happen. School and District website calendars will post these types of recognition days each year.
- Why is the board meetings not listed on the calendar anymore?
Board meeting dates are not part of the public feedback process. Based on past practices, they are approved on a year-by-year basis by the Board in May and then added to the main calendar. Approved board meeting dates and links are also posted on our [Meetings of Board webpage](#) within the SD91 website and advertised through school newsletters.
- No Pro-D day in January makes it feel long every year. Could the February Pro-D be a week earlier because there is Family Day in February. New Years is during the break, so it feels long for kids.
Pro-D days are determined in consultation with the local teachers' union. – that is why they are shown as 'tentative' on all calendars and there is indication on the [Yearly Calendars webpage](#) within the [SD91 website](#).
- Is there only 42 weeks? It seems to start late and end early.
School years across the province begin after Labour Day and end in the final days of June, and we have drafted our 2027-28 calendar following that same pattern. Labour Day happens to land later in September for 2027 (Sept. 6) so it does make for a later start.
- Summer break says it starts June 29th but it should be June 28th?
We have summer break shown for July 2-Sept. 3, 2027 (highlighted in yellow on the draft calendar and listed under 'Proposed Extended Breaks' on the right side of the page). Brown highlighting in June 2028 shows June 29 as the proposed closing day (with students in attendance for the morning) and June 30 as a proposed operational day (which means that schools will remain open and staff will be expected to work, but students will not be in attendance). These end-of-June dates are included as 'Proposed Start & End Days' on the right side of the page. Summer break for 2028 will be included as part of the 2028-2029 calendar process, when we reach that point in about a year's time.

- Spring break should be listed as March 15th - 25th and then Easter?
The proposed dates for Spring Break 2028 are March 13-24 and it does not align with Easter weekend at all. For 2028, Good Friday is April 14 and Easter Monday is April 17 – these days are highlighted in green on the draft calendar and listed under ‘Government Approved Holidays’ on the right side of the page.

I hope you find this information helpful. Please feel welcome to reach out again if you have further questions/comments of any sort.

.....

PUBLIC FEEDBACK RESPONSE #2

I would like to add my voice in my role as someone who supports professional learning for educators as part of my job, that it would be really helpful if even one more of our pro-d days aligned with nearby districts so we might be able to collaborate or coordinate speakers & presenters. This would save money in TOC costs if sd91 educators could participate in events in Prince George or Smithers.

For example, Prince George has been offering spots for teachers to attend numeracy sessions with Carol Fullerton, but the days do not align with any of our pro-d days, requiring schools or the pro-d committee to pay for TOC's. TOC's are also in short supply, which complicates these endeavors.

.....

PUBLIC FEEDBACK RESPONSE #3

It would be easier for families to have aligned spring break. Our calendar is always different than other districts.

.....

PUBLIC FEEDBACK RESPONSE #4

In November if the pro DDay was November 12, rather than the 19th, you wouldn't have to have the kids come back for one day. They would have a four days off extra long weekend.

I would like to see spring break be from March 20th to the 31. My family prefers a later spring break where we get into nicer weather.

.....

PUBLIC FEEDBACK RESPONSE #5

I am not a fan of the proposed changes for the 27/28 school year. I would prefer it be pushed forward by one week, lasting from March 20-31'28

.....

PUBLIC FEEDBACK RESPONSE #6

I personally do not like the changes that have been made to the spring break schedule. They do not coincide with 'break-up' in our area. It's nice to be able to do something as a family. The way the district has been scheduling the breaks after this year, our family will no longer be able to have a family vacation. Their break is April-June, our break is July and August. The one week we usually get in April during spring break was really the only time we could schedule time together.

.....

PUBLIC FEEDBACK RESPONSE #7

The calendar for 2027/28 in general is like previous years, aside from an earlier spring break time and an extra day off for Christmas break. I appreciate that Spring Break is moved away from April as we always experience the least number of teachable days in April with Spring Break, a Pro-D day, and Easter all falling within that month. My question to you is why does June not have a Pro-D Day? June is a month, from my experience both as a parent and employee for SD91, that is very long and most teaching has been completed. This makes for a very long month. If you look at this year's calendar, we will have 5 weeks straight of school days without interruption until June 26th Closing Day. The only other time that you can find anything like this is in January of this year, going from January 6th to February 6th without interruption. This makes sense after a 2-week break.

My suggestion is to move the District planned Pro-D Day from May into the first week of June or at the end. I think a simple shift such as this would help to boost morale of both staff, students, and parents. In May, teachers are working hard to get the last bit of teaching done. A June Pro-D Day allows for time for reflection for the teachers. You can see from SD57's calendar that they also have moved a Non-Instructional day into June <https://22.files.edl.io/d7c4/01/31/24/170708-3a858e6f-754b-4d8c-a0fd-337b259cb5bf.pdf>.

Another suggestion would be to move extra days off such as the January 3 day off and Pro-D Days to the end of June. Many schools across Canada are done around or near June 20th. The January 3rd "day off" is not required for parents, children, and staff after two weeks off, as well, most parents/caregivers will be returning to work on this day and will need to find childcare. This is the first time I can recall seeing an extra day off at the end of already having 2 weeks off, but I feel it has happened recently.

I believe that adjustments to the calendar that help to improve the long month of June would truly benefit the students, parents/caregivers and teachers. There are 2 regular Pro-Days and a District Pro-D Day, and a spare day at the end of Christmas Break, for the 27/28 school year that the School District can adjust to do this. Canada Day, July 1st, lands on a Saturday for this specific school year, that could be a stat given on June 30th; the spare day from January 3rd can be moved to June 29th, Pro-D Day moved to June 28th, 26th/27th could then become operational days (SD57 has 7 non-instructional days, and SD91 has 6). This would allow for a week off at the end of June, instead of the long month of June where everyone is ready to play and be outside.

Just some food for thought. I would love to hear back from you.

.....

PUBLIC FEEDBACK RESPONSE #8

I had a look at Calendar for Spring Break. I think we should keep spring break the same as what it has been which starts for the 3rd week in March. This proposed schedule is too early to have spring break and to come back in March to work. It then leaves us with 14 more weeks of work left before summer break. I do not like the new proposed Spring Break schedule

.....

PUBLIC FEEDBACK RESPONSE #9

As a parent of a kid who has most of her friends from a different community and school district, I 100% support the change to spring break aligning with the rest of the province. Not entirely sure why we don't. Makes zero sense and makes it extremely difficult to plan anything. I really hope this is a motion that people can get behind. Thank you for looking into this and listening.

April 25, 2025

Dear Mr. Thiessen,

Thank you for your presentation to the Board on March 17, 2025. We appreciate the time and effort that community members invest in sharing their perspectives with us. As a Board, our work is centered on student driven governance, as outlined in the School District No. 91 (Nechako Lakes) Strategic Plan. We are committed to serving all students and communities within our district, and to ensuring that our governance practices are transparent, accessible, and focused on the needs of our learners.

I would like to offer some clarification in response to some of the points you raised, to ensure that accurate information is available to you and to the broader community.

First, regarding attendance at Board meetings: the Board welcomes public attendance at all meetings. While you mentioned that members of the public are frequently turned away, this is not accurate. It is a rare occurrence. We do require that individuals register in advance to reserve an in-person seat, as is well-publicized on our website, Facebook page, and in school newsletters. Given the limited space in our boardroom and meeting locations throughout the district, registration ensures we can accommodate attendees safely. While it is true that in rare instances, individuals who have not pre-registered may be turned away due to space limitations, these instances are infrequent. For example, the two specific cases you cited — April 22, 2024, in Fraser Lake, and June 24, 2024, in Burns Lake — occurred under these circumstances. In April, the space could not accommodate an additional 20 attendees, and in June, all available seats had been reserved and were filled, including by students who were presenting at the meeting. We also encourage and offer online access to meetings to further support public participation when in-person attendance is not possible.

Regarding consultation processes: when the Board seeks input on a matter, our staff work diligently to ensure information is widely distributed. Notifications are shared through our website, social media channels, and all school newsletters. These methods are intended to reach the largest number of people efficiently and effectively. We highly value the feedback we receive from parents, staff, students, and other stakeholders. All feedback received during consultations is carefully reviewed and considered by each Trustee as part of the decision-making process. It is important to note that Trustees must approach decisions with a district-wide perspective, keeping in mind the needs of all the communities we serve. School District 91 encompasses

14 separate Nations, five municipalities, and one regional district, and we recognize the diversity of views and priorities across this broad region.

Specifically in response to your three requests:

1. The Board does welcome feedback. We do receive significant amounts on items, which makes me confident this process is working well as is. Public can either attend board meetings in-person, space permitting, or online which is unlimited.
2. Our Board is well aware of their fiduciary duties and follows the [BC School Act](#) as set out by the Ministry of Education. This Board is a high functioning board, with full commitment to supporting our Strategic Plan.
3. In addition to 'SD91 Policy 204.1 - Board Meeting Procedures' (specifically item 8.4), this Board follows "Robert's Rules of Order", where it is not necessary to record movers or seconders on an item as this is only to bring the item to the table for discussion or debate. Board members can request during a vote to have their vote recorded in the minutes.
4. Recording board meetings has not been explored. The Board may discuss and consider this option in the future – thank you for the suggestion.

Moving forward, we will continue to work collaboratively with our communities in supporting the success and well-being of all the students we serve. The school board model is quite different from municipal governance – once elected, Trustees represent all the students (communities) we serve, not the electoral public in our ward. The Board is committed to continuing to communicate clearly about matters that pertain directly to our governance responsibilities, including policy development, budget planning, and other key areas outlined in the SD91 Strategic Plan. Given that your presentation, in large part, did not pertain to things not under our control as a board of governance, we will not entertain any similar presentation you may look to bring forward.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Dave Christie', with a stylized flourish extending to the right.

Dave Christie
Board Chair

Proud to be McLeod Productions presents our 16th annual production



Annie Jr. 2025

May 1st, 2nd & 3rd

W.L. McLeod Gymnasium

Showtimes

Thursday Friday

Saturday

7pm

Saturday Matinee

1pm

Tickets

\$5 each or

\$20 for a family of 4 or more

Tickets are available for purchase at Wallace Studios, Quilters Corner & W.L McLeod Office & at the Door. Please purchase "family of 4 or more" tickets at the School Office.

Cash Only Please

Book by Music by Lyrics by Thomas Meehan Charles Strause Martin Charnin
Original Broadway Production Directed by Martin Charnin
Based on "Little Orphan Annie" By Permission of Tribune Content Agency, LLC. Annie Jr. is presented through special arrangement with
and all authorized materials are supplied by
Music Theatre International, New York, NY
(212) 541-4684 mtishows.com



PRD Construction Ltd.
DESIGN - BUILD - INSPIRE



Grassy Plains Daycare

34310 Keefe's Landing Rd

Progress Photos to:

Week of March 11, 2024

PRD Construction Ltd

1253 5th Avenue, Prince George, BC, V2L 3L3

Michael Duck

250.617.2499

michael@prdconstruction.ca



Insulation was installed on all the interior walls.



More insulation to enhance the thermal efficiency of the building, and also reduce sound transmission between rooms



Plywood backing was installed as specified to support things like interactive walls and wall hung fixtures.



Drywall being installed over the insulation and electrical / plumbing rough ins.



Drywall Installation Progress



Drywall Installation Progress

	Outside the drain tile is being installed, covered in drain rock and filter cloth.
	Drain tile installation. This will direct any groundwater to a drain rather than toward the foundation wall and crawl space.
	More drain tile installation on the W side of the building. Main water and electrical feeds to the building can be seen encased in concrete for protection.

Progress Photos



More drain tile work



The old library entrance canopy was removed.



The library foundation was removed to allow for the drain tile installation and eventually new sidewalk

Progress Photos



Lock Blocks for the retaining wall have been delivered to site in preparation for installation and site grading



More than 80 lock blocks were delivered. LDM provided signage as we unloaded early in the mornings. The goal was that the truck was unloaded before 8am. Unloading got better each trip



Site conditions are challenging for the crews as the spring thaw, and equipment traffic make for a VERY muddy worksite.



Work outside the science classroom is progressing to protect the building from moisture from the new grade level, which is much higher than before to improve accessibility.



Insulation has been applied to the perimeter of the foundation and Concrete Faced insulation at and above grade is installed to improve the buildings heating and cooling efficiency



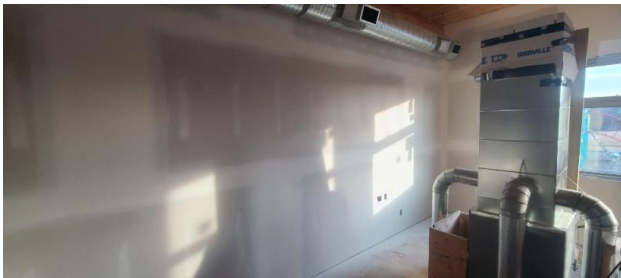
Work continues to install the drain tile, and eventually insulation on the library side of the building



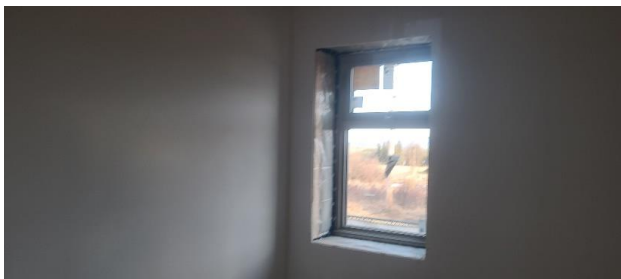
Creativity, collaboration with staff, and cooperation have made emergency escape routes available and safe for staff and students during construction. As the project progresses, secondary escape paths will be modified to ensure that staff and students have multiple routes to safe muster points in the event of an emergency, or fire drills.



Inside, Drywall, Mud & Taping is completed



Ready for Paint!



One of the new offices with a coat of primer coat



Foods Classroom with primer coat

Hello Mr. Young,

I felt compelled to send you a message regarding your boys' varsity high school basketball team.

To the Nechako Valley Secondary School Boys Basketball Team,

On behalf of everyone who had the pleasure of watching and interacting with your team during the recent Coal Bowl Classic, we want to extend our heartfelt gratitude.

Your sportsmanship, respect, and class both on and off the court did not go unnoticed. You represented your school and community with integrity, and it was truly refreshing to see a team that plays hard while also demonstrating kindness and respect.

Thank you for being true gentlemen throughout the tournament. Your conduct set a high standard and was a reminder of what makes sports so special-not just the competition, but the character and camaraderie it fosters.

Wishing you all the best for the rest of your season! Hope to see you again.

Sincerely,

R. Carew

Ronnie Carew
Vice Principal
Breton Education Centre
902-862-5116

