

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 DZEN DILHDUKW (December)

As we approach the holiday season, I extend warm wishes to all families, staff, and learners. May the season be filled with moments of joy, connection, and rejuvenation.

In this monthly report, I am pleased to highlight the significant strides we have taken in advancing the goals of the [Board's Strategic Plan](#) throughout the fall. December, in particular, has been marked by several impactful collaborations. Of particular note is our successful partnership with Live.It Earth and Cheslatta Carrier Nation on the Grease Trails video production, as well as the Indigenous Language Collaboration co-hosted by Nadleh Whut'en. These initiatives not only align with our commitment to Reconciliation but also celebrate the rich cultural fabric of the communities we serve.

In addition, I am excited to share the ongoing learning opportunities provided for both SD91 staff and our Northern partners. These efforts continue to emphasize our commitment to improvement, while ensuring students know who they are and feel capable and confident to take on the challenges of tomorrow.



As we reflect on the progress of the past months, it is clear that our collective efforts are shaping a positive trajectory in line with the Board's strategic goals. I know we all look forward to the shared successes that lie ahead in the journey!

Wishing everyone a joyous holiday season and a restful break.

Respectfully submitted,

A handwritten signature in black ink that reads "K. Mitchell". The signature is written in a cursive, flowing style.

(she/her)
Superintendent

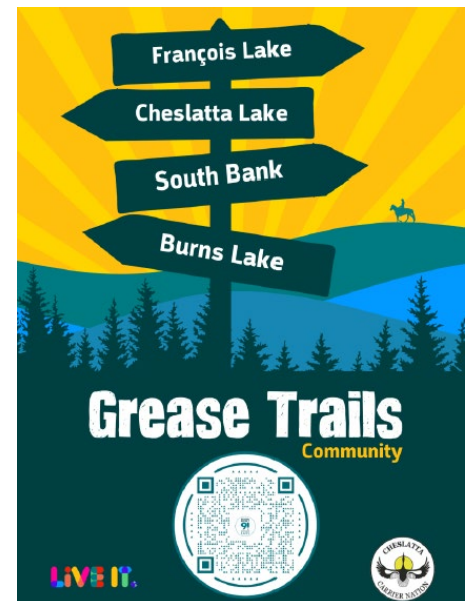
Strategic Plan Updates: GOAL 1: Honour Diversity

Grease Trails Collaboration: Cheslatta Carrier Nation, Live.It Earth and SD91



The Grease Trails hold immense cultural and historical importance for the Cheslatta Carrier First Nation. This ancient trail network served as a vital trade route, connecting communities, and facilitating the exchange of resources, particularly eulachon grease, a staple in the local diet. The trails not only symbolize economic and cultural ties but also embody the resilience and sustainable practices of the Cheslatta Carrier people.

Recognizing the Grease Trails through a collaborative video production with Cheslatta Carrier First Nation and Live.IT Earth was a wonderful opportunity to deepen community bonds and honour the heritage of the local First Nation. The project also served to introduce students to skills and potential career options that may not have been previously explored or considered. The video features students (in front of and behind the cameras), Chief Corrina Leween and local Elder John Casimel. It was released to a packed house at Grassy Plains School during a community premiere and dinner held on November 29th. The video will serve as a culturally relevant resource to support learning for years to come.



Indigenous Language Collaboration

On November 24, 2023, our Indigenous Education Council (IEC) and Nadleh Whut'en co-hosted an Indigenous Language Teachers Planning and Sharing Day. During this gathering, language teachers and others who support language revitalization in local communities came together to share resources, discuss opportunities for collaboration, and network. Dr. Lorna Williams, who joined the session virtually, shared stories about language revitalization efforts in BC and around the world and shared an inspiring keynote message about the important work of teaching, sharing, and revitalizing Indigenous languages.

Strategic Plan Updates: GOAL 2: Engage our Workforce

Recruitment and Retention Pilot: Northern Teacher Virtual Learning Series

The Northern Teacher Virtual Learning Series continued with a December session featuring Shauna Lothrop, District Literacy Resource Teacher from SD28 Quesnel. Creating a literacy program can be a daunting task for any new teacher. This session guided participants as they explored critical questions such as: What do I include in a literacy program? How do I teach literacy? What resources should I use? Am I covering it all? Foundational elements of literacy programming, instructional practices, and the role that assessment plays in creating a responsive and inclusive literacy program were all reviewed.

Our next session in the virtual learning series will focus on Compassionate Systems and will be facilitated by Jolene King, District VP of Early Learning from SD28 Quesnel.





Robin Wall Kimmerer: Moderated Session

On December 6th SD91 hosted an opportunity for northern districts to join an online learning session with Robin Wall Kimmerer. Robin is a mother, scientist, distinguished professor, and member of the Potawatomi Nation. She is the author of *'Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge and the Teachings of Plants'* and *'Gathering Moss: A Natural and Cultural History of Mosses.'* The session, which was moderated by EBUS VP Mia Moutray, was an opportunity to hear Robin's reflections on our relationships with the land, as well as how our approach to scientific concepts can be enriched by traditional teachings and understandings.

Principal - Vice-Principal Learning: Early Years Evaluation Data

Principals and Vice-Principals engaged in a learning session during the December PVP meeting to examine this fall's *Early Years Evaluation - Direct Assessment* (EYE-DA) data. Research indicates that most reading difficulties can be prevented with early identification, excellent classroom instruction, and appropriate intervention. This is the premise upon which the *Early Years Evaluation - Direct Assessment* (EYE-DA) was created. The EYE-DA is an individually administered direct assessment of children ages 3 to 5 years and it assesses four key areas of early childhood development: Awareness of Self and Environment, Cognitive Skills, Language and Communication, and Physical Development. The EYE-DA is designed to assist educators in assessing the developmental skills of children as they transition to school.

Each elementary school is receiving their school-specific data as well as fun and engaging Family Activity Cards which are designed for families by early years professionals. The cards focus on the five domains of early learning. Thank you to Wendy Kelemen and Mark Gauthier for their leadership in this discussion.

Strategic Plan Updates: GOAL 3: Create Student Success



Mouse Mountain StrongStart Center Opening!

I am excited to share that the Mouse Mountain StrongStart Center opened on Friday, December 1st. Numerous families dropped by to enjoy a read-aloud, some physical activity in the gymnasium, a healthy snack, and exploration time. This free, drop-in program is open to all children aged birth to school age and will run on Mondays and Fridays from 9 am until noon, Tuesdays and Wednesdays from 12 - 3 pm, and on Thursdays from 3 - 6 pm.



Changing Results for Young Children Project (CR4YC)

SD91 has welcomed eight participants to the 2023/2024 *Changing Results for Young Children (CR4YC) Project*! The group consists of two StrongStart educators, a Seamless Day ECE, and five kindergarten educators that represent all four of the main communities. Throughout the course of the school year, they will engage in collaborative professional learning to support social-emotional learning outcomes for children in the early years.

Earlier this fall, participants attended the first meeting of this school year in Prince George with partners in SD57 and SD28. During this meeting, the topic of effective observation and listening skills were reinforced through a hands-on painting activity where participants assumed the role of painter and observer.

Through a strengths-based lens, participants will complete several observations on a “Wonder Child” and submit their documents to the project researcher. The project expenses are covered by a grant from the Ministry of Education and Child Care, the sponsor for this project since 2017.

Strategic Plan Updates: GOAL 4: Enhance Connections

Speaker Series: Establishing Safe, Caring, & Respectful Digital Communities

On December 5th as part of the SD91 Speaker Series, an online session for caregivers and youth aged 10 and up was held to promote safe and caring use of technology at home and in the community. This session was a collaboration with SD91, ERASE and the Ministry of Education. It was so well received that a repeat session was offered on December 13th.

These sessions covered all things digital, from how to be a good digital citizen, the criminal consequences of cyberbullying, and how to report and receive support in cases of sexting/sextortion. Some of the most prominent concerns surrounding the use of social media platforms, smartphones, and artificial intelligence were discussed and the session was intended to address current topics impacting youth, such as:

- Digital media habits, oversharing, and digital addiction
- The permanency of online posts/activity
- The significance of one’s digital tattoo in how others perceive you (e.g., sports teams, college admissions, and potential employers)
- The importance of caring for peers both online and offline
- Geo-locational settings and the dangers of social media and cell phone misuse
- The social and legal consequences of cyberbullying behaviour as well as possession and distribution of intimate images (sexting and sextortion)
- An anonymous student reporting tool that can help youth stay safe both online and offline



Employee Recognition:

Networks of Inquiry and Indigenous Education (NOIIE) Leadership and Inquiry Teams!

The NOIIE Numeracy and Literacy Project is an initiative launched in the fall of 2022, with support of the Ministry of Education and Child Care. There are 10 schools across BC involved in this project focusing on improving the numeracy and literacy skills of Indigenous learners. Currently, teams from Babine Elementary-Secondary, WL McLeod Elementary and William Konkin Elementary Schools are participating. The project seeks to incorporate Indigenous methodologies into the Language Arts and Math curriculum and empower learners in these areas.

Roberta Toth and Michelle Miller-Gauthier, SD91 support teachers, co-facilitate the NOIIE project and work closely as a team in supporting student success. Decolonizing assessment and learning experiences is a current focus for Michelle and Roberta. As settlers in Saik’uz territory, they continue to work toward Reconciliation through education. They have a passion for improving equity in the education system by learning from and with Indigenous educational leaders, connecting with Indigenous community, as well as by accessing and supporting resources in classrooms that center Indigenous experiences and knowledge.

Thank you to both NOIIE leaders as well as all of the educators and administrators engaging in this work to support achievement and a strong sense of identity at school.

SD 91 in the News!

<https://www.ominecaexpress.com/local-news/richard-gratz-the-new-school-trustee-for-nechako-lakes-sd-91-7110195>

<https://www.princegeorgecitizen.com/local-sports/nechako-valley-advances-to-provincial-high-school-football-semifinals-7857103>

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