

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 DAK'ET (FALL)!

In September I was pleased to submit to the Board of Education the Strategic Workplan Objectives for the 2022-23 school year ([LINK](#)). In the coming months, I look forward to sharing specific stories of impact detailing our progress in all aspects of the [2020-2025 SD 91 Strategic Plan](#).



October has been a month packed with rich learning opportunities for both staff and students in SD91! In this report, you can read more about October's highlights, including the ongoing professional learning in the district that aligns with our Strategic Plan. Also, you will see evidence of how we engage students from the Student Voice group to continually enhance inclusive school environments. Other monthly highlights include the work of schools as they collaborate with community members and partners who support student learning opportunities both inside and outside of the walls of our schools. All of these efforts continue to focus on the value of **Honouring People, Land and History**.

As we progress on our learning journey this year, incorporating reconciliation into our work, I am proud to see so many schools authentically embracing activities to learn more about local culture and the real history surrounding residential schools in BC and throughout Canada. This fall, we honored Truth and Reconciliation in a variety of ways with many examples being shared by schools. As a district, we ensured that each school in SD91 received a Survivors' Flag to display prominently, as well as demonstrate our collective and ongoing commitment to healing, repair and relationship with Indigenous families and communities. Thank you to the many schools that shared the snap shots that follow as a window into the experiences within your school communities.

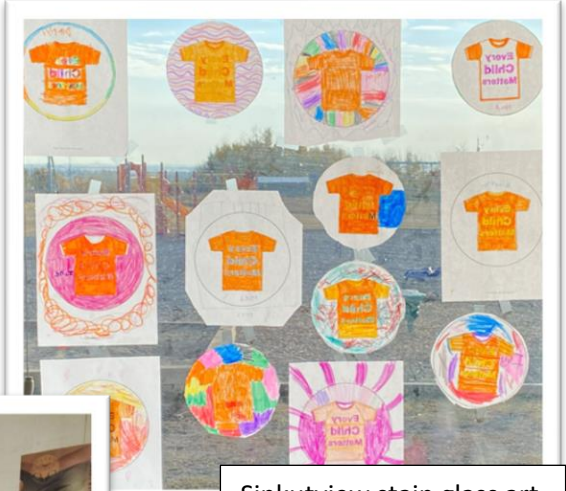
Respectfully submitted,

(she/her)
Superintendent, SD91

TRUTH AND RECONCILIATION EFFORTS IN OUR DISTRICT



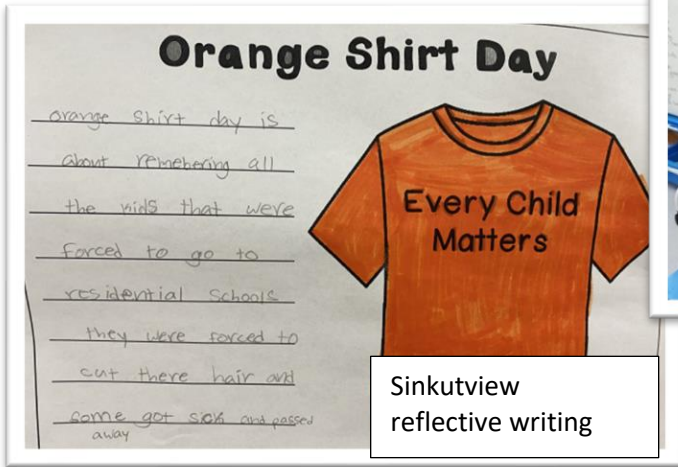
WKE student window painting



Sinkutview stain glass art



Mapes – Survivors' Flag lesson and student reflection tree



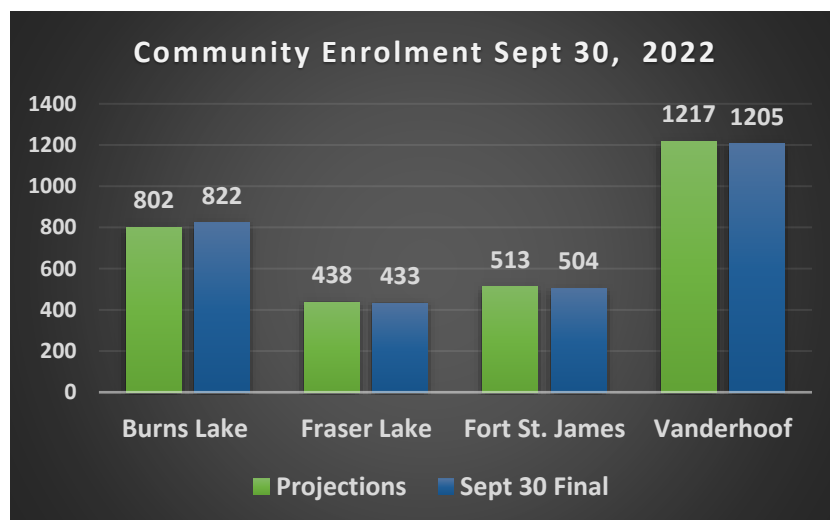
Sinkutview reflective writing



LDSS staff & students

SEPTEMBER 30TH ENROLMENT ACROSS OUR COMMUNITIES

September 30th student enrolment has been submitted to the Ministry of Education. Current overall enrolment across the four communities is 2964 students, as compared to a spring projection of 2970. Please refer to the table (right) which outlines Projections versus Actual Enrolment by community as of Sept. 30, 2022. Total enrolment for all schools in SD91 is 3532, as compared to 3613 last September 30th.



STRATEGIC PLAN UPDATES: GOAL 1: HONOUR DIVERSITY



INCLUSIVE CURRICULUM (PHE TEACHERS)

The BC Physical and Health Education (PHE) curriculum aims to empower students to develop a personalized understanding of what healthy living means. The goal of PHE is to develop educated citizens who have the knowledge, skills, and understandings they need to be safe, active, and healthy citizens throughout their lives. In response to

Student Voice, SD91 strives to ensure that PHE meets the needs of the diverse student body.

Recently, secondary PHE teachers collaborated with school administrators, and Senior Staff to review the PHE provincial curriculum and current practices through the lens of inclusivity. The group also reviewed input from secondary students regarding their past experiences, as well as their sense of inclusion and belonging in PHE at the school level. This work will continue throughout the school year in order to ensure more inclusive spaces in each of our SD91 schools. Thank you to FLESS for hosting our conversation!



STRATEGIC PLAN UPDATES: GOAL 2: ENGAGE OUR WORKFORCE



COMPASSIONATE SYSTEMS AT NVSS

Compassionate Systems Leadership was the topic of conversation at NVSS on the October 21st Pro-d Day. Thank you to Claire McKay, Director of Instruction, for facilitating this dialogue. Grade 7 staff members at NVSS are making plans to host a team from MIT later this fall who will work with staff and students on compassionate systems in the school and classrooms. Compassionate



Systems Leadership is a pillar of the BC Ministry of Education and Child Care's Mental Health in Schools Strategy. The Compassionate Systems Leadership Network BC is intended to inspire transformation and instructional best practices that lead to student success. It is anchored in self-awareness, social awareness, responsible decision-making, self management, and relationship skills. The Compassionate Systems Leadership approach supports leaders in their personal capacity development, and it supports teams to work effectively together toward systemic changes. It is not a new initiative but rather a set of ways of being and doing that support more effective and systemic change. The approach assumes that everyone has the capacity to lead from the position they hold, wherever it is in the hierarchy of a School District. It can create spaces of safety, inclusion, and creativity.

THE SPIRIT OF LEADERSHIP



SD91's Senior Leadership Team is engaging in specific professional learning based on BCSSA's Leadership Core Competencies. The development of these competencies has been supported and informed by the provincial Leadership Competencies Advisory Committee and the BC Indigenous Leaders' Group. In addition to these committees, leaders across BC as well as a small group of international critical friends provided advice and perspectives from research and practice around the globe. The competencies have been broadly shared, collaboratively constructed, and internationally informed. The

leadership Core Competency our team focussed on in September and October was **Stewardship for the Future of All Children**. This fundamental competency sets the standard that "Leaders focus on all children and continually strive to create and sustain places of belonging and care, not only for self and others, but for the land and environment. Our eternal purpose is to embrace the challenges ahead and to have the **courage** to create a future that is inclusive, just, and sustainable."

STRATEGIC PLAN UPDATES: GOAL 3: CREATE STUDENT SUCCESS



STUDENT VOICE

Student Voice is a collaborative group of grades 10-12 students, representing SD91 secondary schools. This year the group is excited to have BESS and EBUS joining the meetings virtually. Through Student Voice, students have an opportunity to share their expertise, opinions and ideas with their school and the district about ways to improvement of their educational experience as

outlined in the Strategic Plan. Throughout this year, Student Voice members will meet monthly to further develop their own leadership skills and provide input to schools and the district from a student perspective.

Student Voice had their first meeting of the year on Oct 12th with twelve students attending along with their respective school leads. It was an engaging day of team building, learning, and planning. The group participated in some awesome ice breakers and team building activities, introduced by NVSS VP Erin Baker and EBUS VP Mia Moutray. This was a great way to reconnect last year's students and start to develop relationships with the newest members. Students also worked together to come up with norms to make sure the meetings are safe, inclusive, and productive. After lunch students reviewed a Gender Inclusive Scanning Tool which will be used in schools to help assess the underlying culture of a school regarding SOGI-inclusive practices. The day finished off with some brainstorming around what students want as a focus for the year.



STRATEGIC PLAN UPDATES: GOAL 4: ENHANCE CONNECTIONS



BABINE ELEMENATRY SECONDARY SCHOOL

Students from BESS had the opportunity this month to visit Nedo'ats/Old Fort for a day of cultural learning. Margie Alec (Aboriginal Advocate) coordinated the day and students were hosted by Verna Power, a member of Lake Babine Nation and elected Councillor for Old Fort. Verna strives to pass along knowledge of heritage, customs, language, and traditions. During this visit, students enjoyed traditional foods from the salmon

harvest, such as smoked spring salmon soup, Beh' and rice, bannock, and salmon sandwiches.



WL McLEOD ELEMENTARY



Students from WL McLeod participated in the Annual Sturgeon Storm Drain Program. Students from Fort St. James and Fraser Lake will also have an opportunity to participate in the near future if this outstanding weather continues hold up! A big thank you to our partners in education from the Nechako White Sturgeon Recovery Initiative and Rio Tinto.



MOUSE MOUNTAIN

Mouse Mountain school acknowledged Truth and Reconciliation this year throughout the month of September. Students continued learning about the history of residential schools in their classes and designed hearts to display on the school's fence to remind the community that *every child matters*. Staff and students recognized Orange Shirt Day in the school by wearing orange and coming together for a special assembly. During the assembly they were honoured to have Connie Sutherland Sabina Dennis from Nadleh Whut'en First Nation join. Mrs. Sutherland, an elder and residential school survivor, read a story and shared her own experience with all present. Mrs. Dennis drummed and sang a traditional clan song while, sharing knowledge and language with students. This time together reminded everyone that Truth and Reconciliation Day in Canada is not only a time day to acknowledge the past but to honour resiliency and continue our commitment to Indigenous education in our school.



TEAM FEATURE: SCHOOL SOGI LEADS!

School SOGI (Sexual Orientation and Gender Identity) Leads held their first meeting on October 6th. This group, which includes representatives from each SD91 school under the facilitation of Director Claire McKay, serves as a collaborative venue for Leads to learn professionally as a team and share strategies, resources, and supports that will ultimately meet the needs of the diverse student population we serve. The work of School SOGI Leads is to

support students and staff in ensuring inclusive environments that connect and celebrate each person. Thank you to SOGI Team members for welcoming me into your conversation!

ROCKY MOUNTAIN INTERNATIONAL STUDENT PROGRAM – NECHAKO LAKES

It is wonderful to see SD91 International Students out participating in school sports and community events! Angela, who has come from Spain to complete her grade 11 year at NVSS, participated in a cross-country race held at the Nechako Valley Sporting Association earlier this month. She finished 3rd in the Senior Girls' Division. Great work Angela!

To follow stories about our International Students, visit Rocky Mountain International Student Program on social media:

Facebook: <https://www.facebook.com/rmisp.nechako>

Instagram: <https://www.instagram.com/u/rmisp.nechako>



SD 91 IN THE NEWS AND QUICK FACTS:

<https://www.burnslakelakesdistrictnews.com/news/under-construction/>

<https://www.burnslakelakesdistrictnews.com/news/decker-lake-principal-appointed-to-ministry-of-educations-new-position/>

<https://www.burnslakelakesdistrictnews.com/news/decker-lake-elementary-school-orange-shirt-day/>

SD 91 PARENT RESOURCE:

[SD91 DPAC Parent Resources - Steps to Resolving Concerns](#)

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@SD91BC

You can also find us on Twitter!
@sd91bc

