



First Nation
School Board

November 2023

newsletter

Learners at Nelnah Bessie John School don't let the weather keep them from going out on the land.

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Letter from the Executive Director



Drin Hozo team,

The snow is starting to stick and with it the animals are gathering the last of their winter needs before settling in. My grandma always told me to look to see how big the beaver's stack of willows is in front of their dens and this will let us know how cold and long the winter will be. I have seen a few willow stacks so far this fall and they were a good size.

Like our animal relations, we too make preparations for the oncoming winter season. We do this in our schools as well – making sure they are a place of comfort and enjoyment for our Learners and school teams. I find myself excited to talk about all the great work happening across FNSB schools, from an awesome harvest calendar with Chief Zzeh Gittlit, to more time on the land at Nelnah Bessie John and Watson Lake Secondary, as well as literacy, numeracy and neurosequential training for all. Turn the pages or scroll through this first, seasonal newsletter of the 2023-24 school year to learn more about all of these great activities - and more.

I know that so many Yukoners look forward to the rebirth of spring's sunshine, but like many educators I, instead, can't wait for the cozy sweaters and full bellies of harvest season and winter because it is the time when we come back to school, rejoin our communities and settle in for learning, growing, and fun together.

Mahsi' choo,

Melissa Flynn



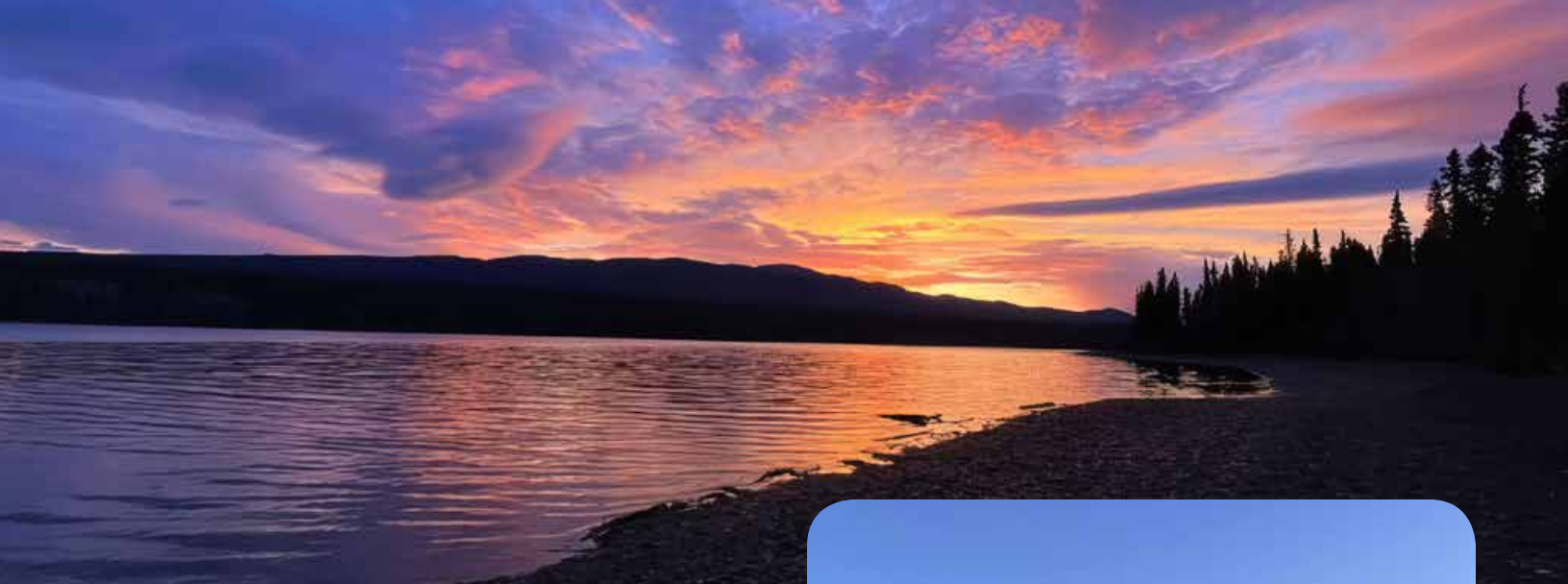
Hunting trip, about more than just a harvest

The Watson Lake Graduating Class got out on the land this October for a hunting trip at Frances Lake.

Held in partnership with the Liard First Nation, RCMP, and Conservation Officers, the trip was for four days, three nights, and provided students with an opportunity to connect with the land, local culture, and each other.

For Courtney Stevens, Samuel Boone and Samantha Greenway – who are all 17-year-old grade 12 students – it wasn't necessarily a new experience, as they each go on hunting trips with their families every year, but it was the first time going out with their peers.

"We got to make memories that I think we'll all cherish for a very long time," said Courtney. "It was nice that it was just the grad class because we all know each other very well and get along very well. It was just having fun and making memories."



"It was a good bonding experience," added Samantha. "We've all grown up with each other. It was pretty comfortable."

Although no moose were harvested, the students were excited to get out on the boats every morning – despite the cold temperatures and thick morning fog – and they were rewarded with some rare sightings. "Wolves, moose ... that was my boat, we saw quite a bit," gushed Courtney. "The first night we saw four moose up on the ridge and we hiked it... the next day three I think. Then we saw a big pack of wolves eating something."

Coming home without a harvest didn't tamper the experience for any of them. "It's whatever – that's hunting," said Samuel. "There's no guarantee you're going to get anything," chimed Courtney. "I got fish, so I'm quite happy," added Samantha, who took pride in her five-fish catch.

While no one gears up for a hunting trip without the hope of getting something, these students were clear that the main goal was to spend time with their classmates as most of them are preparing to set off for school and move away from Watson Lake after this year.

"This whole year for me is about just making memories and really making an effort to remember those and keep them for a very long time. But I'm also ready to leave and go somewhere else and make new memories and experience new things," said Courtney, who's hoping to make her way to Ontario after she graduates.

"It's kind of weird we're becoming adults," said Samantha, who's considering going to the University of Alberta. "Honestly I try to make as much memories as possible, try to do as many things I can do and experience stuff before I get older and make regrets because I didn't do anything about it."

Even though getting out hunting was old hat for these three, each student was able to highlight something they learned from the experience.



"When fishing, I normally just cast with a rod but this time we did trolling," said Samantha. "I didn't know anything about trolling so I had to learn how to troll but I managed to get it – just a few mistakes a couple of times, almost wrecked a few rods. And I learned about when fish spawn in Frances because we didn't catch much fish until we moved to certain spots because they were busy laying eggs."

"I didn't realize there were so many [rivers]," said Courtney.

"I learned about how far people travel just to get a moose – and all by foot," said Samuel. "The guy I was with he explained to me that the people would live so far away back then because they'd hunt those areas. The reason why there's so little outside [Watson Lake] is because it's already out hunted so you have to go far away to get moose now. But back then, they all lived far apart so then you'd hunt your area and you'd usually get something. And they did most things by foot and that's pretty impressive."

This was the first on-the-land trip for Watson Lake Secondary School in a number of years and staff would like to thank Liard First Nation, RCMP, and Conservation Officers for their support and collaboration that made this memorable trip possible.



Winter's coming from the West

Students from Nelnah Bessie John are not letting the colder weather keep them inside. This past month has been full of learning, outdoor adventure and connection. Students have been developing their cross-country skiing skills, going on kick-sledding adventures, and finding the frost.

Numeracy

It has been a busy, but beautiful time of year to travel to many FNSB Schools this fall. In September, the Numeracy coaching team visited and met with teachers and assessed students at St. Elias, Eliza Van Bibber, Kluane Lake and Ghùch Tlâ schools.

In October, we visited Johnson Elementary to support teachers and assess students. We have also begun assessments at Takhini Elementary and Grey Mountain Primary in Whitehorse.

It is wonderful to witness teachers embracing Mathology and teaching with the materials, combining Yukon First Nation culture into math lessons. The grade 1/2 class at Ghùch Tlâ Community School created beaded necklaces with patterns for the National Day for Truth and Reconciliation.

We support teachers in the transition to utilizing the materials provided in Mathology. Mathology is a collection of resources developed to match the BC Curriculum and we are excited to support this as the foundational program for all Elementary classrooms. Please see the chart opposite (and continues on the next page) which illustrates how Mathology breaks down concepts throughout the year, by grade, and the high level of support teachers are receiving from the FNSB.

We have really enjoyed visiting your schools and getting to know the students and staff. We look forward to visiting again.

Gunatichish,

FNSB Numeracy Team



Grade	Unit 1	Unit 2	Unit 3	Unit 4
1	Patterns	Number Sense I		Geometry
2	Patterns	Number Sense I		Geometry
3	Number Sense	Addition and Subtraction	Measurement	Geometry
4	Number Sense	Addition & Subtraction Multiplication & Division	Measurement	Geometry
5	Number Sense	Addition & Subtraction Multiplication & Division	Measurement	Geometry
6	Number Sense	Order of Ops (Integers) Ratios	Measurement	Geometry
7	Number Sense	Integer and Decimal Operations	Measurement	Geometry

Winter Break



Grade	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11
1	Number Sense II	Measurement	Equality and Inequality	Data Management and Probability	Financial Literacy		
2	Number Sense II	Measurement	Equality and Inequality	Data Management and Probability	Financial Literacy		
3	Fractions	Multiplication and Division	Patterns	Algebra	Data Management and Probability	Financial Literacy	
4	Fractions	Decimal Numbers and Operations	Patterns	Equations	Line Symmetry	Data Management and Probability	Financial Literacy
5	Fractions and Decimals	Decimal Operations	Patterns and Relations	Equations	Transformations	Data Management and Probability	Financial Literacy
6	Fractions, Decimals, Percents, Integers	Decimal Operations	Patterns and Relations	Equations	Transformations 1st Q.	Data Management and Probability	Financial Literacy
7	Fractions, Decimals, Ratios, Percents	Decimal Operations	Patterns and Relations	Equations	Transformations all Qs.	Data Management and Probability	Financial Literacy

November in the (far) North

Divii Zrii is “November” in Gwich’in. A direct translation would be “sheep month” because this is the time sheep are ready for harvest in Gwich’in country.

Traditionally, sheep were specifically targeted for clothing – their fur was preferred for jackets and pants. As is still true today, harvesting sheep is a rarity, requiring hunters to go quite a distance with this specific mission in mind. Because of this, sheep teaches us about focus, determination, and perseverance.

The other harvest that takes the spotlight this month in Gwich’in country is fish – specifically whitefish and ling cod – also known as Loche or Chehluk in Gwich’in.

Loche are caught in the fall (October and November) once the ice is thick enough for travel. A hole is cut in the ice and a baited hook is used. Fishing is done at night (the best during a full moon) when loche are active. “Jigging” is accomplished by placing the hook near the bottom and moving it up and down with quick jerks of the rod. A good night of jigging can bring in more than 60 fish. Gwich’in uses: Loche is good food for people and their dogs. The liver, in particular, is highly prized. If you have the opportunity to harvest either ling cod/Loche/Chehluk or whitefish, try out these Gwich’in recipes.



Photo credit: Fredrick Blake, taken in Aklavik-October 23

Ling Cod/Loche/Chehluk *Elder Effie Francis*

When you jiggle or set hooks for loche, you get quite a bit of loche. You pack the whole pile of it up to the tent. Then you take all the liver and eggs out. You put all the liver in a big pan. Then you mash the whole liver up. You take all the skin and veins out of it until it is smooth. Only then you put it on to cook. If there is a lot of liver and eggs, you are cooking it all day or all evening. You cook it slowly, then you take it down. You put all the cooked liver to one side of the pan, so all the grease drains out. Put the grease into a pot. You could put cranberries in with the eggs too. Also add sugar to it. Nowadays they put sugar and a little flour in it. You put the cooked liver into a good pan to freeze. In the old days, after they washed the loche stomach bag, they put the liver into it. They would put the grease into a separate bag too. The liver does not spoil and tastes fresh over the winter. You can eat it while it's frozen.

Boiled Whitefish, Whitefish Eggs and Old Crow Blueberries *Mary Jane Moses and Elizabeth Kaye*

Place cut up whitefish pieces and fish eggs into pot of water, full boil for about 20 minutes. Take fish and eggs out of the pot and debone the fish then mash the fish flakes up and add in the boiled fish eggs and 2 cups of blueberries. Add sugar to taste.

The Holidays are on their way... in all languages!

'Tis the season...almost. This holiday season, practice and prepare to wish others well in the traditional language of the territory you'll be celebrating on!

Southern Tutchone

Merry Christmas

Ut'ákwäd]ch'e dzänù
nàkw]tth'át

Happy New Year

Nän áyü nàkw]tth'át dáyé
shàw kùulè jè

Gwich'in

Merry Christmas

Drin Tsal zhìt shòh ohlìi

Happy New Year

Drin Choo zhìt zhòh ohlìi

Tlingit

Merry Christmas

Gu.àłshé hà s'átí yag]yí i
j]yís wùk'è

Happy New Year

Gu.àłshé yá yís ták]w i j]yís
wùk'è

Hän

Merry Christmas

Drin Tsul zhìt shò àh]łay

Happy New Year

Drin Cho zhìt shò à àh]łay

Tagish

Merry Christmas

Jesus kòhd]lìni dzenès
kut'eh

Upper Tanana

Merry Christmas

Dzeen sh]it choh sh]it
soonayh ah]lj

Northern Tutchone

Merry Christmas

Ut'óhud]inch'i h]l]in dzenú

Happy New Year

Èyum nän ek'ān nénatth'át
dànj]i teyésóhùth]in ch'é
hádáatlé ch'ó

Kaska

Merry Christmas

Kuh]ini kuts'jh nahts'j'
Denetie Ch]qé' k]l]ini dzenés
s]gā enahzen

Happy New Year

Kuyéh dege kénegwats'et



Photo credit: Tribal College Journal



Why the porcupine has no thumbs

Yak'úi yagiyee,

In Inland Tlingit, the name of the November moon is Dis Yádi or moon child. Historically Yukon First Nations calculated their months on a lunar basis and their names for them described either the state of the moon itself or other important events in the annual round of nature. We are taught that the moon cycle is how our animals tell time and influences their yearly activities.

*One of our Yukon First Nations stories tells us that winter has eight months because porcupine once won an argument with beaver as to whether there should be eight or ten moons in winter. Beaver wanted one month of winter for each of his 10 fingers, but porcupine chewed off his thumbs, so that he had only eight digits to be counted, and that is why he has only eight fingers today.
- My old people say.*

English to Tlingit

moon cycle: disi
moon: dis
day: yakyee
evening: xáanaa
night: taat
day break: keex'é



Literacy team: Terri Gordon, Megan Norris, Lauren Murphy, Kayla Abrams, Angela Gale

Letters from Literacy

Yak'ei yagiyee! Hello!

It is wonderful to be connecting with you all. We are the First Nation School Board Literacy Coaches and have the honor and privilege of supporting your child on their literacy journey this year!

Literacy Plan

This fall, the First Nation School Board implemented a comprehensive Literacy Plan that aims to improve literacy outcomes in a culturally inclusive model for all students across our schools. We strive to raise the quality of teaching, programming, assessing and tracking students by implementing programs that are based on the science of reading, which is a vast body of research on how children best learn how to read.

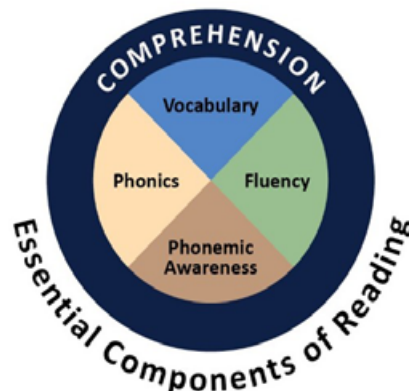
Components of the Literacy Plan include:

Assessments

All grades 1-3 classrooms complete literacy assessments in the fall and spring of each year to help guide instruction and track progress.

The Five Pillars of Literacy

Primary teachers have begun to implement the Literacy Plan during the 2023/2024 school year, focusing on the five pillars of structured literacy.



90-minute literacy blocks

Primary teachers have implemented a 90-minute literacy block to teach the five pillars. The literacy block is made up of 3 components:

1. A structured phonics-based lesson
2. Skill based literacy centers
3. Vocabulary, comprehension, and writing

Structured Literacy

Primary grade students receive structured literacy programming in their whole-class, small group, and one-to-one instruction. Reading Recovery teachers are now called Literacy Teachers and provide intervention that aligns with the science of reading. All instruction and resources used in primary grade classrooms are founded in structured literacy.

Literacy Coaches

A team of Literacy Coaches was hired in August 2023 to support educators with whole-class, small group, and one-to-one instruction. Each coach supports 3-4 designated schools, connecting with staff in-person, via email, and on the phone. Coaches are focusing on supporting primary teachers at this time. We hope to expand our team to provide more direct support for intermediate and high school educators.

Training

In-services are provided for educators throughout the year about the science of reading and how to implement research and evidenced-based instruction.

Developing local resources

The First Nation School Board is excited to work with Yukon First Nations partners to begin localizing literacy resources so that our learners see themselves represented in the material they read.

Travel

Gunalchéesh for welcoming us into your schools and communities! It fills our hearts to be in community, learning from our students, educators, families and local First Nations.

Catch us in the news!

October 26, 2023

[Yukon First Nation School Board's literacy program gets stamp of approval from Dyslexia Canada](#)

Yukon News

October 17, 2023

[October is Dyslexia Awareness Month, we hear from a coach helping local students work with their dyslexia](#)

CBC Yukon A New Day (Audio link)

August 1, 2023

[The First Nation School Board is switching to another reading system, one putting the focus on phonics](#)

CBC Yukon A New Day (Audio file link)

February 8, 2023

[New Literacy Plan Announced](#)

FNSB News Release

FAQ: What about home reading?

Home reading looks a little different now!

What used to happen

Leveled books were sent home for children to read to their parents.

What happens now

When your child is learning to read...

Child can

- Read decodable books or passages (ask classroom teacher for more information)
- Listen to audiobooks
- UFLI Home Practice sheets

Parent can

- Read to child
- Talk about the pictures in a book with your child, ask questions about the characters, setting, and what they think will happen next.

When your child is a strong reader (has the skills to sound out any word):

Child can

- Read any book!
- Listen to audiobooks

Parent can

- Read to child
- Talk about the pictures in a book with your child, ask questions about the characters, setting, and what they think will happen next.

Rewiring our brains so we can better understand our students

Andrew McKenzie and Jan Ference are supporting Yukon First Nation School Board schools to understand how early child development, relationships, and understanding ourselves can create the best opportunities to support students.

They have started engaging with all FNSB schools and so far have started working with Takhini Elementary, Grey Mountain Primary, St. Elias Community School, and Nelnah Bessie John School. They are honoured to visit and collaborate on the traditional territories of many Yukon First Nations.

Our work is grounded in that of Dr. Bruce Perry (The Neurosequential Model in Education) and focuses on understanding how children's abilities to participate in school and community is connected to their early and current life experiences. It teaches how re-understanding problematic behaviour as the brain's response to feeling unsafe, can dramatically re-shape how we provide support to our most vulnerable learners, as well as every other student. We prioritize helping teachers to learn to reflect on what they are bringing into interactions with students, and how this impacts their ability to respond to students' needs in ways that promote healthy relationships.

What are some of the core philosophies and goals of this support at the school levels?

- Meet people where they are at, instead of where we expect them to be
- Speak to the part of the brain which is most active
- Cultural practices can be healing and help with regulating
- Create a compassionate response and understanding of all people (children, families, providers, and policy makers)

- Bring community and school together
- Work with teachers to look at their own practice
- Support community partners to work in collaboration with the school
- Promote long-term healing as opposed to short-term, band-aid solutions
- People do well when they can

What is the Neurosequential Model in Education?

- Created by Dr. Bruce Perry
- Continuously evolves to align with the latest research and scientific discoveries
- Helps us to understand why people behave in the way that they do, especially when they are stressed
- Helps us understand how the brain is wired and how that impacts development and learning
- Respects and is aligned with local First Nations ways
- Guides teachers on how to meet students where they're at (i.e. regulation and relationship first)
- Provides hope...brain plasticity makes anything possible

A Perspective for Parents and Caregivers

We deeply value our connection to you, your family, your culture, and your relationship with your children, as the foundation of how we are able to support their learning and development. This is one of our core understandings of how our brains function: that all healthy brain development happens within relationships. Despite the ongoing work towards strong relationships, we all struggle at times. It can feel very frustrating when our relationships with our students and children seem to go “offline,” such as when we feel that the connection we usually have with them is disrupted due to either one of us being stressed, feeling rejected, or having other things get in the way, which we may or may not be aware of. We can feel frustrated with ourselves and our children, which ends up making it harder to connect and do the parenting or teaching we want to do. This is where we encourage both teachers and parents to:

1. notice and acknowledge the state of stress that either they or their children/students are currently feeling (none of us choose to have our stress systems activated), and then
2. do something as the adult/teacher to regulate and calm ourselves, which will help to calm the child/student, and return to a place of relationship and learning.

As the Neurosequential Model describes, we are looking for ways to help children regulate through both calming and predictable interactions based in relationships with us, the adults, combined with rhythmic and repetitive activities (such as walking, being in nature, or swinging). This will help them return to, or remain in, a place of feeling regulated and able to be in relationship and learn. Sharing concepts and strategies like these is a way of coming together with families to gain a shared understanding of the best ways to support our children and walk forward together. As parents, you are the experts on your children, which makes you an invaluable part of their education.

About Jan and Andrew

Jan Ference has spent her entire career working with children and their families. She completed her Bachelor of Education at the University of Victoria and got her first teaching job in an inner-city school. She completed a master's in counselling program at the University of Portland and was introduced to Dr. Bruce Perry's model while managing a behaviour resource department for a school district. In 2016, Jan graduated from the Infant-Parent Mental Health Fellowship through University of California and has recently completed the Reflective Supervision Academy 2021/ 2022, through UC Davis. Jan mentors clinicians from around the world, who are training with Dr. Perry. She has trained thousands of colleagues in this model with the goal of changing the lens through which we see our learners. Lastly, Jan is an active National Trainer for the Brazelton Touchpoints Center. She has been leading Team Canada and facilitates multiple trainings each year which encourages and supports system transformation. She is a mother of two amazing kids, who have been her greatest teachers, and she resides on the traditional territory of the K'omoks First Nation.

Andrew McKenzie has been working with neuro-diverse children and adults in the British Columbia school system and various non-profit mental health settings for nearly 20 years. Andrew, a BCACC Registered Clinical Counsellor, Neurosequential Model Clinician, and Brazelton Touchpoints Trainer, works to support children and families through training provincial and territorial systems such as foster parents, schools, healthcare, and many more, in understanding the developmental impacts of life experiences, and the healing power of attuned relationships. He comes to his clinical work with insight and knowledge gained through experiences as an adoptive and birth parent, as well as his experiential and academic understandings of how strong, attuned relationships are the most potent ingredients of healing.



A calendar of cultural connection

Following work with the seasonal rounds, Charyl Charlie - Land and Language Connector for Chief Zzeh Gittlit School in Old Crow – wanted to create a resource that brings that information to people in a form that they can use every day.

“I can just wake up in the morning and look at the calendar and see Arnica. This is the season to harvest arnica and this is what it is used for,” Charyl demonstrates as an example. “When I was living in Old Crow I’d walk and see pretty flowers ... beautiful flowers that we walk past everyday like yarrow, rosehips – it’s all around us and we don’t even take a second look at them. The idea was that when people walk past them, they would use what was around them on the land to help themselves. Like the rosehip flowers and fireweed can be used in salads. Rosehip is rich with vitamin c.”

While this is perhaps a simple concept, the act of pulling everything together, laying it all out and making it all fit was not so simple. Charyl notes that there are many resources out there and so much great information that it was hard to leave things out.

“The trick was to pull it all together and also to connect people with the books that are being developed on their behalf,” she said. “Like booklets on traditional medicines by Elders. They have been developed as a valuable resource with valuable information.”

By compiling all of this information and putting it into a tool that is quick and easy to use, Charyl is confident that people will get more from their time on the land. It’s more than just getting an animal and having meat. Charyl says she has one story that really stuck with her because it

illustrates how all the different types of harvest the land offers work together to keep us healthy.

“When I would visit with Grandma Mary Netro, she would tell me stories about her time on the land. Being a part of hunting parties that would allow the group to work together and celebrate the harvest by sharing a big meal together and at this time, they would not only eat plenty of vadzaii (caribou) but they would also complete the meal with cranberries which we all know has a valuable source of antibacterial properties and is rich in antioxidants. Harvesting and using all that was available to our people in season is who we are as Gwich’in.”

Every season of the year is connected to harvest. “Our whole life is based on harvesting - the whole year round,” said Charyl. “And everything that is harvested is used for something. So rabbit is used for food but then the fur is dried and turned inside out for inside your boots or mitts.”

This calendar will allow the community to track their harvest, learn more about what can be harvested, and processed, and will ultimately contribute to traditional wellness for the community and school setting.

** Note: as more Land and Language Connectors join the FNSB team, Charyl will work with them to develop calendars like this for their traditional territories.*

Chief Zzeh Gittlit School 2023 Calendar



Ch'adaachoo Zrii

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1 Aldo 21-22 (2023) Aldo 23-24 (2023) Aldo 25-26 (2023) Aldo 27-28 (2023) Aldo 29-30 (2023) Aldo 31 (2023) Canada Day
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					

JULY

Vananh Ne'ni'dajaa Zrii

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1 Aldo 21-22 (2023) Aldo 23-24 (2023) Aldo 25-26 (2023) Aldo 27-28 (2023) Aldo 29-30 (2023) Aldo 31 (2023)	2 Aldo 21-22 (2023) Aldo 23-24 (2023) Aldo 25-26 (2023) Aldo 27-28 (2023) Aldo 29-30 (2023) Aldo 31 (2023)	3 Aldo 21-22 (2023) Aldo 23-24 (2023) Aldo 25-26 (2023) Aldo 27-28 (2023) Aldo 29-30 (2023) Aldo 31 (2023)	4 Aldo 21-22 (2023) Aldo 23-24 (2023) Aldo 25-26 (2023) Aldo 27-28 (2023) Aldo 29-30 (2023) Aldo 31 (2023)	5 Aldo 21-22 (2023) Aldo 23-24 (2023) Aldo 25-26 (2023) Aldo 27-28 (2023) Aldo 29-30 (2023) Aldo 31 (2023)
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

Dinjik Zrii

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1 Aldo 21-22 (2023) Aldo 23-24 (2023) Aldo 25-26 (2023) Aldo 27-28 (2023) Aldo 29-30 (2023) Aldo 31 (2023)
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

Vadzaih Zrii

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1 Aldo 21-22 (2023) Aldo 23-24 (2023) Aldo 25-26 (2023) Aldo 27-28 (2023) Aldo 29-30 (2023) Aldo 31 (2023)
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

Divii Zrii

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1 Aldo 21-22 (2023) Aldo 23-24 (2023) Aldo 25-26 (2023) Aldo 27-28 (2023) Aldo 29-30 (2023) Aldo 31 (2023)
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					

NOVEMBER

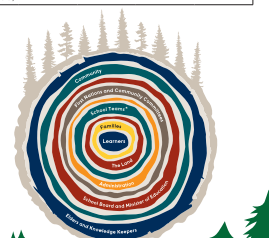
Khah Zhak Dha'ii

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1 Aldo 21-22 (2023) Aldo 23-24 (2023) Aldo 25-26 (2023) Aldo 27-28 (2023) Aldo 29-30 (2023) Aldo 31 (2023)
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

The school board represents an opportunity to design more inclusive education for First Nation communities. "I'd love to see a Yukon First Nations-led schools with immersion-based programs, and really building the cultural competency and language acquisition skills of our communities." - Shadelle Chambers, First Nation School Board Trustee
 "We are grounded in our connection to the land and to our ancestral knowledge." - Melissa Flynn, Executive Director, First Nation School Board

- Harvesting Legend:
- Plants
 - Berries
 - Animals
 - Fish
 - Birds



First Nation School Board
 Tel: (867) 470-3672 | www.fnsb.ca | www.oddcrow.ca
 Acknowledgements: Gwich'in Social & Cultural Institute, oddcrow.ca, whatsappukon.com, The Boreal Herbal Book





Walking Our Trails Together

At our first Annual General Meeting, held on October 5, we launched the FNSB's Strategic Plan that will guide our work from 2023 through to 2026.

In this document, we present our goals and objectives in terms of their relationships, reciprocity, responsibility, and inter-relatedness with the land. For millennia, Yukon First Nation people were nomadic. Generation after generation thrived because of our ability to closely read the land and pass on this deep understanding. For every harvesting and hunting season, and any journey throughout our traditional territories, our peoples relied on each other and our kin in the waters, mountains, and forests around us by way of reciprocal relationships and respect.

As we take this journey to empower and inspire necessary changes in education and work to reflect Yukon First Nations worldviews in programming, lesson delivery, and assessment methodology, we honour our relationships. We trust that we can read the landmarks and blazes set for us by the land, our communities, our families, and most importantly – our learners.

This strategic plan is built through walking four intertwining “trails,” with recognizable “landmarks” and “blazes” as goals we aim to reach along the way. “Where we are going” describes our mission, and “our way” details the values we keep with us as we go.

You can read through and print out the strategic plan at fnsb.ca/strategicplan.

Full as a drum

Throughout the month of October we put out a call for learners' drum designs. With a video to help inspire them, FNSB Director, drum-maker, and drummer Erin Pauls explains that drums are used for ceremony and celebration, so we are always mindful of the love and intention put into making a drum. Yukon First Nations drummers decorate their drums with representations of things closest to their hearts. "People paint something that is really meaningful to them, something that gives them good intentions in their heart and makes them feel happy," she says. "That way we are surrounded with all that love whenever we use our drums."

As a practice of gratitude and connection, contest winners will receive personalized 'thank you' cards with their designs. The contest has now closed and we were BLOWN AWAY with all the submissions. Every single one was thoughtful and heartfelt. In total we received 70 entries, from 4 different schools, and 7 different classrooms! Featured here are the first place and runner up designs from each classroom.

But that's not all – after hearing about our contest on social media, the Kwanlin Dün Cultural Centre's art gallery reached out and asked to collaborate on a drum exhibit early next year!!! Stay tuned for more details as they develop – we are so excited for this opportunity to help share culture and celebrate our amazing learners by holding up their artwork on display!

Gunalchéesh to all the learners and teachers who made this contest so amazing!

Grey Mountain Primary
Grade 1/2



First Place



Runner-Up



Runner-Up

Grey Mountain Primary
Grade 1



This is the sun on a sunny day over the mountain.
I am with my family.

Roman Robinson

First Place

Grey Mountain Primary
Grade 2/3



GMP
Gr. 2/3

First Place



This is a picture of my family as our nick names
I am bug, my sister is peanut and my brother is bear

Reijer Hulstein

Runner-Up



GMP
Gr. 2/3

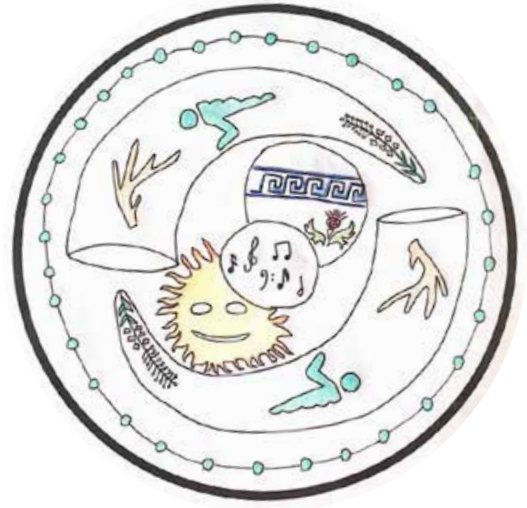
Runner-Up

Kluane Lake School
Intermediate



First Place

St. Elias School
Intermediate



First Place



Runner-Up



Runner-Up

Watson Lake Secondary School
Grade 8



First Place



Runner-Up



Runner-Up