



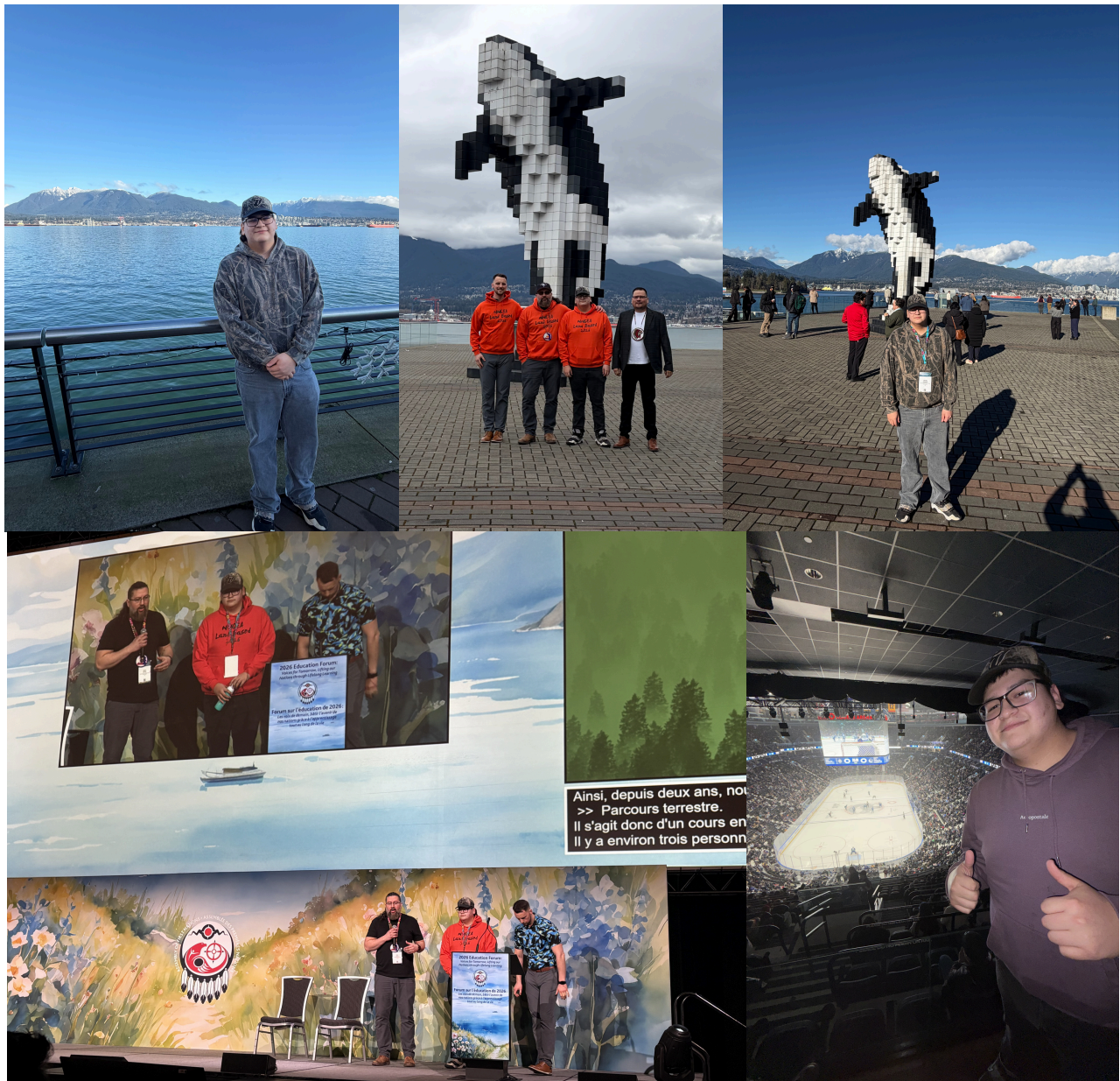


# NNCEA NEWSLETTER

JAN/FEB 2026

ISSUE #7

## HARVEY ANDERSON AT ASSEMBLY OF FIRST NATIONS



# NNCEA NEWSLETTER

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## NNCEA STAR STAFF

### **Leah Heyns**

**HR Generalist**

Leah works out of the Alice Moore Education Centre and focuses on employee policies, mitigation, hiring, and liaison with administration. Leah has been proactive in her role to implement and coordinate new policies to better serve our system

### **Ronald Spence**

**Maintenance**

Ronald is employed as a Maintenance worker for NNCEA and has been with our organization for 5 months. Ronald focuses on snow mitigation and ensures our schools are clear of snow and safe for our staff and students.

Ronald also contributes to other day to day tasks within our organization to ensure our operations are sustained.

Ronald enjoys hunting, fishing, and being on the land.



# NNCEA STAR STAFF

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## NNOC STAR STAFF



### **Dennis Bernard**

#### **Grade 8 Social Studies Teacher**

Dennis Bernard demonstrates a strong commitment to NNOC and the community each and every day. He is passionate about his work and about supporting students, and his dedication is evident in his daily efforts.

Dennis is often the first person in the building and the last to leave, showing his commitment to both his students and the school. His positive attitude and connection to the community help create a strong and supportive learning environment for students.

### **Virginia Moose**

#### **Student Services Coordinator**

Virginia Moose continues to be a strong leader within our Student Services Department. She is dedicated to supporting both students and staff and works tirelessly to ensure that all learners feel included and supported at NNOC.

Virginia is passionate about inclusive education and brings a strong First Nations perspective to her work. Her supportive approach and commitment to student success make a meaningful difference in our school community.



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**Tansi Parents and Guardians,**

I hope everyone enjoyed the recent long weekend and the time spent with family. As we move further into the second semester and third term, our school remains busy with many activities and learning opportunities for our students.

This time of year is an important part of the school calendar, as students continue to build their skills and work toward their goals. Regular attendance, effort in the classroom, and strong communication between home and school are key to student success.

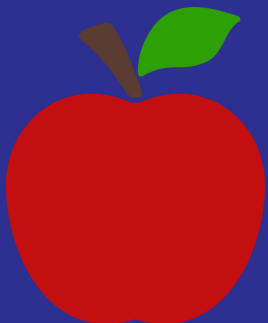
Our shared goal at NNOC is to keep students in school, safe, and learning, and we appreciate your continued support in creating a positive school environment. When families and schools work together, students are more successful and feel supported in their learning.

We thank you for your ongoing partnership and commitment to your child's education.

## **Second Semester Updates:**

The second semester is now underway. We are welcoming back many students and continuing to support those who are returning to school after time away. Some students may still be adjusting their schedules as we work to place everyone in the appropriate classes.

We appreciate your patience during this time as we finalize scheduling.



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## NNCEA TECHNOLOGY POLICY AND CELL PHONE EXPECTATIONS

NNOC follows the NNCEA Technology Policy, which supports student learning, safety, and engagement at school. Cell phones and electronic devices can disrupt learning and reduce student focus when used inappropriately.

### Grades Kindergarten – Grade 8

- Students in Grades 7 and 8 are not allowed to bring cell phones or electronic devices to school.
- Cell phones and electronic devices are not permitted during the school day, including breaks and lunch hour.
- If parents or guardians need to contact their child during the day, communication should occur through the school office.

### Grades 9–12

- Students in Grades 9–12 are not permitted to use cell phones or electronic devices during class time.
- Students may use their phones during breaks and lunch hour only.
- During class time, communication with students should occur through the school office.
- Students are expected to place their phones in the classroom phone hotels at the beginning of class.

These expectations help reduce distractions and allow students to focus on learning.

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## PROGRESSIVE DISCIPLINE FOR UNAUTHORIZED CELL PHONE USE

**NNCEA uses progressive discipline when students do not follow the Technology Policy:**

### **1st Offence**

- Documented verbal warning

### **2nd Offence**

- Phone is confiscated and held in the office
- Student may pick up the phone at lunch or at the end of the day

### **3rd Offence**

- Phone is confiscated and held in the office
- Parent or guardian must pick up the phone from the office

### **4th Offence**

- Further discipline may occur, including possible suspension or restorative measures

**These expectations are in place to minimize disruptions and support student learning.**

**We appreciate parents and guardians supporting these expectations so NNOC remains a focused and safe learning environment for all students.**

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## STUDENT SAFETY AND SUPERVISION

Student safety remains a priority at NNOC. We are working to ensure that students remain in class and are supervised throughout the day.

Students are expected to:

- Remain in class until the end of the period
- Limit requests to leave class unless necessary
- Avoid wandering in the hallways
- Stay in their scheduled classes rather than visiting other areas of the school

Limiting unnecessary movement in the building helps us maintain a safe learning environment for everyone.

Teachers are also reviewing safety procedures, including lockdown and hold-and-secure routines, so that students understand what to do in the event of an emergency.

## WORKING TOGETHER

Thank you for your continued support and partnership — when families and schools work together, students thrive. Our shared goal is to ensure students attend regularly, feel safe, and succeed in their learning. If you have any questions or concerns, please contact the school.

Meegwetch,

Valerie MacIntyre

Principal

Nisichawayasihk Niyoo Ohtinwak Collegiate (NNOC)

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## NNOC CULTURE CLASS PHOTOS:



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## NNOC CULTURE CLASS PHOTOS:



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## NNOC CULTURE CLASS PHOTOS:



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## AFTER-SCHOOL PROGRAMS

We are excited to share that our After-School Program for students in Grades 7–12 is in full swing! These programs provide students with meaningful opportunities to stay engaged, build new skills, strengthen friendships, and support their overall well-being.

### Program Overview

- 9 clubs currently running
- 3 clubs offered each evening
- Clubs run until 5:00 PM
- Bus transportation home is provided
- Healthy snacks are available daily
- Parent/Guardian permission is required for attendance

### Clubs Offered

Our diverse selection of clubs ensures there is something for everyone:

- **Beading Club** – Encouraging creativity and cultural expression
- **Badminton Club** – Developing skills, teamwork, and fitness
- **Chess Club** – Building strategy, focus, and critical thinking
- **Basketball Club** – Promoting teamwork, leadership, and physical health
- **Health & Wellness Club** – Supporting healthy lifestyle habits
- **Academic Support / School Help** – Providing additional help for students who need extra support with their schoolwork

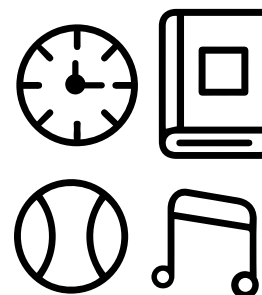
(Additional clubs rotate throughout the schedule to maintain three options per evening.)

### Commitment to Student Health

We place a strong emphasis on offering a physical activity club each evening in the gym. Ensuring students stay active is a key priority, as physical health supports academic success and emotional well-being. Whether through basketball, badminton, or other gym-based activities, we are committed to keeping our students moving and healthy.

### Supporting the Whole Child

Students are provided with healthy snacks to help them recharge after the school day and stay energized during club activities. We strongly encourage families to talk with their children about joining a club. Participation in after-school activities helps students develop confidence, responsibility, friendships, and important life skills. If you have any questions or would like more information about permission forms, please contact the school office. Let's work together to keep our students active, engaged, and thriving!



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## SLEDDING TO SELF-CARE

January 15<sup>th</sup> we went sliding at Paint Lake. We roasted hotdogs and marshmallows and had hot chocolate.

January 22<sup>nd</sup> - we had a self-care day in town. We went and got our nails done, had lunch at Boston Pizza and did a little shopping.



## SCHOOL SPIRIT

We would like to thank our Grade 12 students and staff who helped organize the recent school dance. There was great food, music, and a positive atmosphere for our students. Events like these help build a strong school community.

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## ATTENDANCE & FAMILY ENGAGEMENT UPDATE

This year, we have faced challenges with attendance and family engagement. We understand that many families are balancing busy schedules and personal responsibilities, and staying connected with school can sometimes be difficult. Even with these challenges, we remain committed to supporting our students and strengthening our partnerships with families.

Parental involvement plays an important role in student success. When families stay connected with the school, students are more likely to attend regularly, stay motivated, and succeed academically. We continue working on improving communication and finding better ways to support both students and families.

### Updated Attendance Policy

Our attendance policy has been updated. Students must now maintain at least 70% attendance each semester in order to pass their courses.

Each semester is approximately 88 school days, which means students must attend at least 62 days per semester to meet the attendance requirement.

Students cannot exceed 26 days of absence per semester, or they may risk not receiving credit for their courses.

Out of these absences, students are only allowed up to 15 excused absences per semester. Any additional absences will be considered unexcused.

We understand that there can be hardships and challenges that affect attendance, and we want families to know that we are here to help. If your child is struggling with attendance, please reach out so we can work together to find solutions.

Together we learn, together we grow.

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## GRADES 7 & 8 – THIRD TERM AND ATTENDANCE

Students in Grades 7 and 8 will soon be moving into Third Term, an important time for learning and progress. It is essential that students attend school regularly, arrive on time, and come prepared to do their best each day.

Regular attendance plays a major role in student success. When students miss school, they miss important instruction, classroom discussions, and learning activities that are difficult to replace. Students who attend regularly build stronger skills, stay connected to their learning, and feel more confident in their progress.

We ask parents and guardians to support their children by:

- Encouraging daily attendance
- Ensuring students arrive on time
- Helping students come prepared and ready to learn
- Communicating with the school if your child will be absent

Working together, we can help ensure that our students stay on track and finish the school year successfully.





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## NNOC ATHLETICS



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## MESSAGE FROM STUDENT SERVICES ADMINISTRATOR.

Over the past month, I would like to recognize and acknowledge the exceptional work of our Student Support Team. Their dedication and commitment to supporting students in both literacy and mathematics continue to make a meaningful impact. Through their hard work and consistent efforts, we are seeing measurable growth in students' literacy levels as well as improvements in foundational math skills.

I would also like to extend my sincere appreciation to our counsellor, social worker, and nurse for the valuable programs and classroom presentations they provide. Their work plays a vital role in supporting students' social, emotional, and mental well-being, helping to create a safe and nurturing learning environment.

Our shared goal is to ensure continued student success and to remind every student that they are not alone. We are fortunate to have a team that goes above and beyond to support students academically, emotionally, and mentally. While this work is not always easy, strong collaboration and a caring approach make a lasting difference.

It is often the small acts of kindness and daily gestures of support that have the greatest impact on our students' lives.

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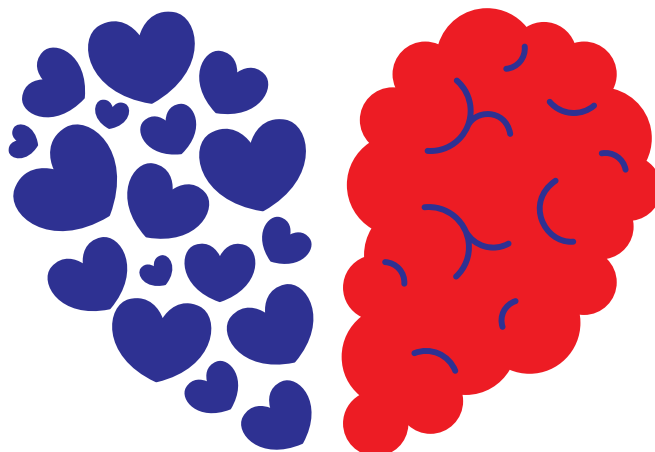


## MESSAGE FROM STUDENT SERVICES ADMINISTRATOR.

### **Mental Health & Wellness Programming Update**

Over the past two months, students across multiple grades have participated in mental health and wellness initiatives led by our School Social Worker. Programming has focused on self-care, resilience, stigma reduction, and emotional wellbeing.

Workshops incorporated the 7 Sacred Ways of Healing and the medicine wheel framework, with students creating personalized self-care plans. Grade 7 and 8 students engaged in mental health literacy sessions, while additional small-group programming included empowerment sessions, self-esteem workshops, Connected North wellness sessions, trauma-informed supports, and participation in the Moose Hide Campaign. It has been encouraging to see students actively building skills to support their own wellbeing and that of others.



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## MESSAGE FROM STUDENT SERVICES ADMINISTRATOR.

### Grade 9–10 Remedial Math Update

On February 2nd, Georgina and Albertine launched a Grade 9–10 Remedial Math class to strengthen foundational math skills. With 35 students registered, interest in the program has been positive.

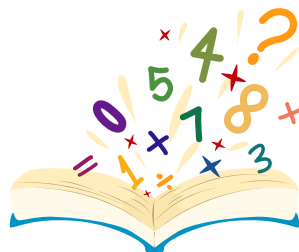
Consistent attendance remains essential, as each lesson builds on prior learning. We appreciate parent support in ensuring students attend regularly so they can gain the skills and confidence needed for continued academic success.

We have recently introduced UFLI Foundations (University of Florida Literacy Institute) for our Grade 9–10 students. This structured literacy program strengthens essential reading skills, including phonemic awareness, phonics, vocabulary, fluency, and comprehension.

UFLI is designed to build a strong foundation in literacy through explicit, systematic instruction aligned with evidence-based best practices. Lessons are carefully sequenced to ensure students develop skills progressively, with ongoing practice and assessment to support mastery.

The program follows a two-day lesson structure. Day 1 introduces new phonics patterns or sounds through targeted instruction and blending activities. Day 2 focuses on review and reinforcement, allowing students to apply and consolidate their learning.

By implementing UFLI, we are providing students with the structured support they need to become more confident and proficient readers and writers.





# NORTHERN LIGHTS CLASSROOM

Children are our community's most valuable resource. |

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### Northern Lights Class Enjoys Exciting Winnipeg Field Trip

The Northern Lights class travelled to Winnipeg from February 6–9 for an exciting and memorable field trip. Many laughs were shared on the bus ride, and as soon as students arrived, they checked into their hotel, changed, and headed straight to the swimming pool to splash around and shake off the long trip.

The next day was a bit quieter, starting with breakfast, followed by shopping in the afternoon, where students practiced budgeting skills. In the evening, students relaxed together at a movie theatre. It was wonderful to see students building confidence in new places and enjoying time together before the big event.

The highlight of the trip was Monster Jam, where students arrived at the arena ready for nonstop thrills. They cheered through the entire show, making it an unforgettable experience for everyone.

Throughout the trip, students demonstrated excellent behaviour and represented the school with pride. The experience helped students practice independence, teamwork, and positive social skills outside the classroom.

The Northern Lights class returned home tired but happy, with memories to last a lifetime. We would like to thank Mr. Campbell, Jordan's Principle, and the school staff who helped make this wonderful opportunity possible.

Ekosi!

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## LITERACY UPDATE: CREATIVITY, CHARACTER & CELEBRATING STUDENT VOICE

**Our Literacy Committee has been busy planning engaging opportunities that strengthen reading, writing, and real-world skills across all grade levels. We are also continuing to build a strong foundation of character and community through our school-wide virtues focus.**

**We also continue to highlight diverse voices in literature, including First Nations authors through our virtual Indigenous authors library. Students may share book recommendations through announcements, podcasts, or videos using the school's recording studio.**

### **Young Authors Trip & Fundraising**

**Planning continues for our young authors' trip to Toronto. Students are revising their work using judge feedback, and published copies of their books will be displayed at the Literacy Fair. While in Toronto, students hope to visit the Royal Ontario Museum as part of their learning experience.**

**Fundraising efforts include 50/50 draws, donation letters to local organizations, food sales, and an upcoming merch bingo event. Students are reminded that active participation in fundraising is an important part of making this opportunity possible.**

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## CREATIVITY, CHARACTER & CELEBRATING STUDENT VOICE

### School-Wide Virtues Initiative

Alongside our literacy work, we are intentionally integrating monthly virtues across the school to strengthen character development and classroom culture:

- December – Kindness
- January – Respect
- February – Love
- March – Courage
- April – Truth
- May – Honesty
- June – Wisdom

These virtues are being reinforced through classroom discussions, writing activities, and interactive displays such as our Kindness Wall. For February's focus on Love, classes are creating bulletin boards and collages where students can share writing or images about what and who they value, recognizing the many forms love can take within families, friendships, and community.

### Moving Forward

Staff continue to review writing resources and refine Grade 7–12 “Must Know” literacy outcomes, including essential writing, research, and digital literacy skills. Our shared goal remains clear: to develop confident readers, writers, thinkers, and community members.

Thank you for your continued support as we nurture both strong literacy skills and strong character in our students.

Ekosani!

Natalie Tays, Vice Principal

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## WHEN BIG, HEAVY FEELINGS SHOW UP

Sometimes we have big feelings — sadness, anger, worry, or even thoughts that scare them. You might feel like you want to disappear, hide forever, or hurt yourself. If that ever happens, it's very important to know: You are not bad for having these thoughts.

You are not alone.

There are helpers who want to help you. A helper can be your school counselor, teacher, auntie, community counselor, elder, trusted friend, parent/ guardian, family member. Big feelings don't mean something is wrong with you. They mean you need support.

### What Are Negative Thoughts?

Negative thoughts are unkind thoughts your brain tells you, like:

- "I'm not good enough."
- "Nobody cares about me."
- "Things will never get better."
- "It's my fault."

But here's the truth: Thoughts are like clouds. They float in — and they can float out. Just because your brain says something doesn't mean it's true.

### When Thoughts Feel Scary

If you ever think about hurting yourself or not wanting to be alive, that is a sign you need help right away. It's like your brain is waving a big red flag 🚩 saying, "I need support!"

Tell a trusted adult immediately, such as:

- A parent or guardian
- A teacher
- A school counselor
- A family member

you can call or text 988 (the 988 Lifeline). These helpers are kind and trained to listen.

You deserve help. Always.

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## WHEN BIG, HEAVY FEELINGS SHOW UP

### Ways to Calm Big Feelings

Here are some safe things you can try when your feelings feel too big:

#### 1. Balloon Breathing

- Breathe in slowly like you're filling a balloon.
- Hold for 3 seconds.
- Slowly let the air out.
- Repeat 5 times.

#### 2. Name 5 Things Around You

Look around and name:

- 5 things you see
- 4 things you feel
- 3 things you hear
- 2 things you smell
- 1 thing you like about yourself

This helps your brain slow down.

#### 3. Draw or Write It Out

Draw your feelings as a monster, storm, or color. When feelings are on paper, they don't feel so stuck inside.

#### 4. Move Your Body

Jumping jacks, stretching, walking, or dancing can help your brain release stress.

### Make a "Help List"

With a grown-up, make a small list of:

- 3 people you can talk to
  - 3 things that usually help you feel better
  - 1 safe place you can go
- Keep it somewhere easy to find.

### Remember This

Feelings change. Even the darkest night turns into morning.

If your brain tells you that you don't matter, that is not the truth. You matter more than you know. The world is better because you are in it. And if you ever feel unsafe, tell a trusted adult right away.

You are important. You are loved. You belong and you are never alone.

-Mrs. Bell

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## STAYING CONNECTED WITH TEACHERS

High School Parent Conferences were held on February 18, 2026. Thank you to the parents and guardians who attended and took the time to meet with teachers.

Maintaining regular communication with your child's teachers is an important part of supporting student success. We encourage all parents and guardians to stay in contact with teachers throughout the school year to monitor progress and address concerns early.

If you were unable to attend parent conferences, or if you would like an update, please reach out to your child's teacher to check on their progress. Working together helps ensure that students stay on track and receive the support they need to succeed.



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## VOCATIONAL EDUCATION

NNOC Vocational education has made a return to the NNOC! Our Exploring Culinary Arts class has been busy in the kitchen! We learned about chocolate, laminated pastry dough, and how to stuff and bread chicken! We used this new knowledge to make chocolate covered strawberries, pain au chocolat (chocolate croissants), and stuffed Chicken Cordon Bleu with rice pilaf and a Dijon-tarragon sauce! Coming up next, we move on to basic meat cutting to re-create Anthony Bourdain's Beef Bourguignon vol-au-vent and fondant potato and will celebrate St. Patrick's day by stuffing our own sausages for bangers and mash!

We were able to do this safely after taking our Certified Food Handlers course, where we were able to get 12 new certified food handlers! Congratulations goes out to:

Evan Spence  
Layla Moore  
CJ Sayies  
Tila Parisien-Levasseur  
Andrew Gamblin  
Julianne Spence  
Justin Spence  
Miranda Dumas  
Sathia Linklater  
Jaylyn Spence  
Brian Beardy  
Duncan Linklater



Ekosi!

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## Upcoming Important Dates

March 5, 2026 - Report Card Writing Day

March 10, 2026 - February Perfect Attenders' VIP Party at 2 pm

March 18, 2026 - OK School Science Fair  
Dance at 5-7 pm  
Community Engagement Meeting at 5:30 pm (Multiplex)

March 23-April 10 - Spring Break



Pink Shirt Day, February 25, 2026

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## ADMINISTRATION MESSAGE:

The past few months at OK School have been filled with meaningful learning, celebration, and strong community connections. December was especially memorable as students and staff prepared for our annual Christmas concert. It was wonderful to welcome so many families into the school to celebrate the season. Our students proudly shared their talents, reminding us of the power of coming together as a community.

In January, students returned refreshed and quickly re-established positive routines. Our focus remained on literacy, culture, and student well-being, ensuring every child felt supported and engaged in their learning.

February was busy and rewarding. We celebrated I Love to Read Month through our Reading Challenge and Bookopoly initiative, encouraging strong reading habits. Classes also prepared for our annual Cree Bee, a highlight that builds confidence in Cree language skills while celebrating nehetho culture and identity.

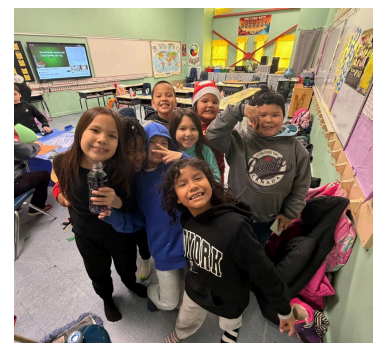
We were pleased to welcome more than 80 parents and guardians to Student-Led Conferences, strengthening the home-school partnership. Our Winter Bazaar also brought the community together in support of school initiatives.

As we enter March, we look forward to I Love Math Month and the engaging activities planned. Thank you to our dedicated staff, supportive families, and wonderful students for making OK School such a positive place to learn and grow.

ekosani,



Ashley M. Boutin, OK School Principal



# OK NEWSLETTER



## OK School nihitho Cree Bee

February 24, 2026.

### 1<sup>st</sup> Place Winners

Kindergarten: Leelin Hartie

Grade 1: Amiyah Linklater

Grade 2: Aliece Dysart

Grade 3: Tayo Hart

Grade 4: Ashantiea Moose

Grade 5: Trishtian Linklater

Grade 6: Roselina Brooks & Benson Kobliski



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## Land-Based Education

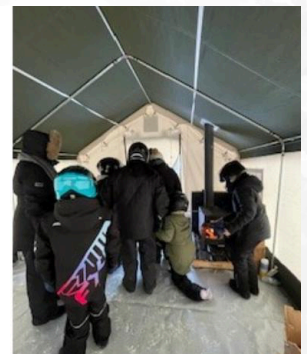
Good day to all.

Hi, it's your land base teacher Mr. Grieves coming to you with our updated progress. The pine salves went well and a lot of students got to take them home. Younger grades 1 to 3, got to do some track identifying and learning if the tracks in the snow were fresh or old.

We built a quinzhee snow shelter for both younger grades and upper grades. It took a long time to build it but it was successful.



With the upper grades, we have been trapping and had some success. Here are some pictures.



This spring we hope to process some hides and go ice fishing with the students and many other things, stay tuned!

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## Calm Down Jars

By Emily MacCosham & Michael Goonan

The OK School counsellors, Emily MacCosham and Michael Goonan, work with dozens of students in our school for individual counselling. In addition to this, they have also been conducting social-emotional learning sessions in classrooms. A popular project recently was the creation of glitter "calm down jars," which can be used by children to cultivate mindfulness and practise emotional regulation when stressed. They were taught that when a strong emotion arises, they can shake their calm down jar and watch the glitter swirl and settle, and repeat this while taking deep intentional breaths.



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## The Circle of Courage

Helping Children Thrive at School

By Aalayna Primrose

The Circle of Courage is a framework for supporting healthy child development that draws on Indigenous wisdom and modern research. Introduced by Larry Brendtro, Martin Brokenleg, and Steve Van Bockern in *Reclaiming Youth at Risk*, the model teaches that all children thrive when four essential needs are met: Belonging, Mastery, Independence, and Generosity.

Belonging is the foundation. Children need to feel safe, welcomed, and valued in their classroom community. Teachers and educational assistants help build belonging by creating respectful relationships, greeting students warmly, encouraging teamwork, and ensuring every child feels seen and included.

Mastery focuses on building confidence through learning. In classrooms, this means giving students opportunities to practice skills, celebrate progress, and experience success. When children see that effort leads to improvement, they develop pride in their abilities and a willingness to keep trying.

Independence helps students develop responsibility and decision-making skills. Educators support independence by offering choices, encouraging problem-solving, and giving students meaningful roles in the classroom. These opportunities help children build confidence in their ability to make positive decisions.

Generosity reminds children that they can make a difference in the lives of others. In school, students practice generosity by helping classmates, working collaboratively, and showing kindness and empathy. These experiences strengthen community and help children feel a sense of purpose.

When schools intentionally nurture belonging, mastery, independence, and generosity, classrooms become environments where students feel supported, capable, and connected. By working together—educators and families—we can help children develop the confidence, compassion, and resilience they need to succeed both in school and in life.





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## Grade 5 Mask Making

By Dylan Bailey

The grade 5 art classes at OK have been working hard on mask making. They have been learning about folklore; including stories about the sasquatch, Manipogo, and the Mannegishi. They have drawn designs to create masks inspired by those figures.

Each layer of the mask is made from using plaster bandage and applying it to a face mould. The same stuff a cast is made from! Once they have made the base, they are able to use other materials such as cardboard, foil and paint to add details.



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## 3A Penpals

By Brittany Warner

Ms. Warner's class in Nelson House and Ms. Ally's class in Toronto started writing letters to one another at the beginning of the school year. Even though they live far apart, their letters help them feel close.

In their letters, the students share what their schools are like. The students in Nelson House write about their community, the beautiful outdoors, and what winter is like in northern Manitoba. The students in Toronto share stories about living in a big city, tall buildings, and fun places they can visit.

The pen pals ask each other questions, draw pictures, and sometimes include small crafts. They learn about different cultures, traditions, and daily life in another part of Canada. Writing letters also helps them practice reading, writing, and asking good questions.

Most of all, being pen pals teaches the students that even if people live in different places, they can still be great friends. Through Ms. Warner's class and Ms. Ally's class, these third graders are discovering that kindness and curiosity can travel all across Canada!



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## OK School Winter Bazaar

OK School's Winter Bazaar was held on February 20, 2026. Our school bazaars are an important part of our community spirit and school culture. While they are always filled with fun, food, and excitement, their purpose is meaningful: to raise funds for our end-of-year student awards. The money raised helps us celebrate our students' achievements in academics, leadership, attendance, cultural involvement, and personal growth. These awards allow us to recognize the hard work and resilience of our students in a tangible and memorable way.

Beyond fundraising, the bazaars bring families, staff, and community members together. They create a space where students can feel proud of their school and see firsthand how a community works collaboratively toward a shared goal.

A heartfelt thank you to Nadine Yetman, Frederica Prince, and Tracy Livesey for organizing and executing such an incredible bazaar. Their time, energy, and attention to detail ensured the event was well-run, welcoming, and successful. We truly appreciate their leadership and dedication to our students.



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## After School Programs

OK School's after-school programming has grown significantly in the past two years. We are so thankful for all the teachers and staff who step up to plan, organize, and facilitate after-school programming for our students.

### Current Programming

Basketball (Justin Hart & Gaelen Sidney)

Cooking (Amisty Bourassa)

Reading Club (Florence Nice)

Gecko Club (Ashley Phelps)

Technology Club (Jamila Butt)

Jr. Chief & Council (Jocelyn Whalen)

Ribbon-Skirt Making (Guantia Hartie)

Girls' Club (Brittany Warner)

Badminton (Florence Nice)

Lego Club (Eulin Brown)

Science Club (Eugenie Bennett)

Beading Club (Bernice Olson)

Volleyball (Brandon Wood)

Guitar Lessons (Frederick Bonner)

Art Club (Eulin Brown & Dylan Bailey)

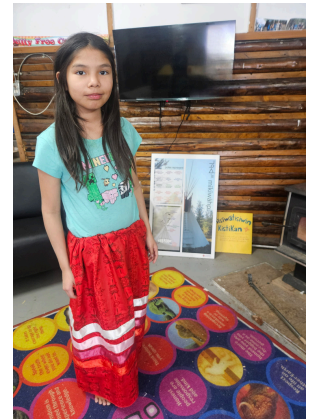
Pride Club (Dylan Bailey)

Gallery Goods (Tracy Livesey & Andrew Murphy)

Games Club (Tracy Livesey & Andrew Murphy)

Fitness Club (Eric Champagne)

Learn to Skate (Amanda Phelps, Gaelen Sidney, Ashley M. Boutin)



Grades 5 & 6 students have been attending after-school ribbon skirt making with Guantia Hartie.

After-school programs run Monday-Thursday from 3:30 pm-4:30 pm. Snacks and bus transportation home are provided.

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## Gecko Club

Gecko Club is a special opportunity designed for a small group of hand-selected students. These students are chosen to participate based on their interest, responsibility, and readiness to care for living animals.

Once a week, students spend one hour together learning, caring, and connecting with our two crested geckos: Ashley Illand Little Foot.

During this time, students prepare food, mist and check the habitat, observe behaviors, and practice safe and respectful handling techniques. They learn how to recognize when the geckos are comfortable, when they need space, and how to ensure their environment supports healthy growth.

Gecko Club is also grounded in the Seven Sacred Teachings. Students actively practice respect by handling the geckos gently, speaking calmly, and understanding that all living beings deserve care and kindness. They demonstrate love through their patience, attentiveness, and commitment to meeting the geckos' needs each week.

In addition, Gecko Club reflects our commitment to All Nations values. Students learn that caring for animals is part of honoring creation and respecting the interconnectedness of all living things.

Beyond animal care, Gecko Club fosters curiosity and empathy. Students ask questions, share observations, and deepen their understanding of reptile biology, habitats, and behavior. The experience creates a sense of pride and belonging, as students recognize that they have been entrusted with caring for the geckos.



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## Animal Nations & All Nations Games

OK School first launched House Teams in the 2023-2024 school year as a way to build school spirit and connection across grade levels. This year, we've continued the tradition – but reimagined it in a more meaningful, Indigenized way: Animal Nations.

Instead of traditional “houses,” each class now belongs to one of four Nations: Bird Nation, Insect Nation, Fish Nation, or Four-Legged Nation. These Nations reflect the natural world and remind us that we are part of a larger ecosystem – learning, growing, and moving together.

Throughout the school year, Nations earn points through school-wide challenges, positive behaviour, participation, teamwork, and our exciting All Nations Games. Once per month, students gather to compete in these games – friendly, high-energy events designed to build leadership, cooperation, and pride in their Nation.

Animal Nations has become more than just a points system. It's a way to strengthen identity, connection, and community across our school.

### Current Points

Fish Nation - 1078 Points

Insect Nation - 986 Points

Four-Legged Nation - 791 Points

Bird Nation - 693 Points



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We're excited to introduce the newest addition to the NNCEA Newsletter — created by the students, for the students. This space is all about sharing your voice, ideas, and stories with our school community.

If you'd like to contribute, please see Bailey Tays, Mrs. MacIntyre, Mr. S, Mrs. Tays or Mr. O'Handley.

We hope you enjoy!

**Dear Students,**

**School is more than just classes and homework, it's a place full of exciting opportunities waiting for you! We encourage each of you to step out of your comfort zone and participate in the many events, clubs, sports, and activities our school offers. Whether it's joining a team, volunteering, or taking part in academic competitions, every experience helps you grow, build confidence and discover your unique talents. Don't be afraid to try something new this is your time to explore, learn, and create amazing memories. Get involved support one another and make this school year your best one yet.**

**-Soban Azhar**





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## WOODSHOP- STUDENT PROJECTS

Mr.Shannon and his woodshop classes have been having a lot of fun with some of their latest projects, have a look for yourself!



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## Culture from a Student's Perspective

I am a grade 11 student, and when I took culture, my first thought was it was going to be boring, but at least it passed the time. I learned many things, like how to skin a rabbit, starting a fire from scratch, and how to make an outdoor shelter with the resources provided around us. One of the lessons that really stood out to me was when we were taught how to properly canoe, and the right stroking patterns. I think this class is important, because a book or Wi-Fi won't give you the experience you will have at culture camp. One day I'll always remember is when we all got on the water for our canoeing session, and me and a couple of my friends drifted away, just so we can float around while we talk about things that won't matter 10 years down the road. I think moments like that really matter because you never know what could happen in life. So in my opinion, it's better to live in the moment, rather than watch from afar. I think every student should get to experience NNOC's culture program, because it's calming to be on the land, you feel more connected to yourself and nature. Once you find the love for the course, it will never leave. This course changed how I viewed the land, and just mother nature in general. Everything is more beautiful, peaceful, and our land has meaning.

-Teleeya-Jane Linklater



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## Valentine's Day Dance

The dance was a great success. Many students who showed up and participated enjoyed their time there. The games were all inclusive and there was a variety of things to do like: taking pictures at the photo booth, participating in group games, playing board games, and having fun & friendly battles with their friends on a ps5. So even if students had different interests everyone was included in some way.



-Riah Linklater

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## Snowball Dance

The snow ball dance was a fundraiser for the NNOC grade 12 grads. It happened on the 22nd in January, it was not only for the fundraising but for students to come out, be social and enjoy themselves. For them to be able to come out and show off their style and their confidence. We did activities such as broom dance, limbo, musical chairs, karaoke and we had board games for those who didn't want to participate in those activities! This wouldn't have been successful without all the help we received. So a big thank you to all the staff and a few Jr. Chief and Council who came out to help. This was one of the events that were unforgettable which made it so important not only to us but for the students.



-Mya Spence

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## From the Classroom to the Rink

Hi, my name is Christian Tait, I am in grade 11. I have been playing hockey since I was 7 years old. The reason why I like to play hockey is to meet new people, build my confidence, to play competitive hockey. During the week I wake up at 8 am every day to come to school. My practices usually start's around 7:30pm-8:00pm. Some weekends I leave the community to travel for a hockey tournament down south. Some times I do home work at home, but usually I get it done in school. Balancing hockey and school, I make sure I get my work done before I leave, then when I get back I catch up on the work I missed while I was away. For the students out there, go to school, get good grades, never give up, keep pushing to your goals, play as a team, work together, never get upset at your team mates.



