

**SCHOOL DISTRICT NO. 92 (NISGA'A)
BOARD OF EDUCATION
REGUAR BOARD MEETING
SCHOOL BOARD OFFICE – MICROSOFT TEAMS
GITLAXT'AAMIKS, BC**

TUESDAY, APRIL 20, 2021 – 6:30 PM

In attendance:	Elsie Davis, Board Chair Charlene Ousey Norman Hayduk	Laxgalts'ap Trustee Gitlaxt'aamiks Trustee Nass Camp Trustee
Also in attendance:	Jill Jensen Kory Tanner	Superintendent of Schools Secretary Treasurer
Absent:	Floyde Stevens Alvin Azak	Gingolx Trustee Gitwinksihlkw Trustee

1. CALL TO ORDER:

The meeting was called to order at 6:34 PM.

2. DECLARATION OF QUORUM:

Board Chair declared a quorum.

3. APPROVAL OF AGENDA:

R02-1344

That the Board of Education approve the April 20, 2021 Agenda as presented.

Trustee Ousey/Trustee Hayduk

Carried

4. ADOPTION OF MINUTES OF PRIOR MEETING:

R02-1345

That the Minutes of the Regular Meeting of the Board held on February 16, 2021 be approved as presented.

Trustee Ousey/Trustee Hayduk

Carried

5. BUSINESS ARISING FROM THE MINUTES:

None

6. PRESENTATION:

None

7. **EDUCATION:
Superintendent**

7.1 Board Authorized Courses

Superintendent Jensen seeking approval from the Board of Education the three new Board Authorized courses:

- Leadership 11
- Entrepreneurship 12
- Animal Behavior and Healthcare 11

Trustee Hayduk requests a brief overview.

Superintendent Jensen:

Leadership 11:

Earlier in the year we authorized Leadership 12. Leadership 11 is a not a pre-requisite, you can take one without taking the other, but they are connected, so that students can have the opportunity in grade 11 and 12 or in high school to earn credits for both of those courses, so they have 2 opportunities to engage in leadership.

Entrepreneurship 12:

It is developed to give students a taste of business and developing their own ideas around business. It is connected closely to social studies as well. It provides a lot of freedom for students to explore their own areas of interest around creating their own business and developing ideas.

Animal Behavior and Healthcare 11:

Closely connected to our science curriculums and biology and providing a hands-on opportunity for students who might be interested in working with animals. How to care for animals, understand animals, how to respond and train animals. Students who might be interested in veterinary science or a profession of that kind. I believe Ms. Krom noticed interest in students and that was why she developed this program.

Trustee Ousey:

With regard to the Animal behavior and Healthcare 11, I heard you probably loosely reference science for that, is that what it would be, a credit?

Superintendent Jensen:

Yes, as far a graduation program, graduation requirements, it would count as a grade 11 level science. All students need science 10.

Trustee Hayduk:

That would be an equivalent, for example, a chemistry 11, it could take the place of chemistry 11 for graduation?

Superintendent Jensen:

Yes. There are a number of grade 11 science options already in the curriculum and this could be another one.

Trustee Davis:

I want to thank you Jill for all of the work you are doing trying to pull out and re-ignite those passions in our teachers for the things that they love to share with our students. I was really excited to read through these and the amount of work and the amount of background that went into them. It is really nice to see that you know some of these things we have been, we have had community requesting of us, especially around the leadership. Our own government is always talking about us growing our own leaders. With us being self-governing, it is important for our kids to understand the many facets of leadership. As well an entrepreneurship, we are a growing nation and hopefully, we will keep growing. Thank you very much and thank you to your teachers.

For each of these courses, are there teachers already tagged on to these? Should these be approved tonight?

Superintendent Jensen:

Yes, the teachers who developed them, and I should acknowledge the work that was put in by Mr. David and Ms. Krom in developing these. They were developed because they were interested in teaching them.

Trustee Hayduk:

On the last point, does the course survive if those particular teachers who have the interest and produced the course. What happens if those teachers step aside for a while, does the course continue under someone else or how do you deal with that?

Superintendent Jensen:

It certainly can, it depends on if we have staff who are interested and qualified to teach them.

Trustee Ousey:

Can we approve two and not one or do they all have to be approved?

Superintendent Jensen:

You could approve one, two, three or none.

Trustee Hayduk:

I need your opinion Superintendent on whether or not locally courses have the same rigor as for example I used the label of chemistry 11, or somebody who is going into post-secondary in one of the science field. Would these courses prepare them at the same degree as say chemistry 11, taking animal care? I am thinking of preparing that person for the higher steps that are coming along.

Superintendent Jensen:

It depends on what they want to do in post-secondary. If they want to go into a program that requires other sciences or get a Bachelor of Science, they would require other grade 12 level science courses. So, it really depends on what they want to do in post-secondary. That is where just meeting grad requirements is insufficient to say that a student can go on and do whatever they want at post-secondary. They need to really pay attention to the program they wish to enter and the requirements of that program, because even that varies from institution

to institution. If there was a student that wanted to go into veterinary science, this would be helpful, but it would not be sufficient, they would also need biology 12. I would need to look into that myself to see which institution they were interested in attending. It is sufficient to contribute to grad requirements, it may not be sufficient to get them into the program of their choice.

Trustee Hayduk:

So there would be quite a component of counselling and examination prior to selection I assume.

Superintendent Jensen:

Yes.

Trustee Davis:

I would like to point out that this is something that we have been faced with prior to something like this being proposed. We have had the consistent hamster wheel of getting our kids out the door graduated with the requirements for a dogwood, but not the requirements to go into a post-secondary program of their choice. I look at this as an opportunity for our kids to be able to explore something that could possibly turn into a passion. To have the ins and outs of understanding that you are working in veterinary medicine is more than just taking care of a dog or cat, there is a science behind it. This is a place for them to be able to explore that. We need to remember that when we are looking at courses like these, that we are giving our kids more opportunities that they do not get in this district to be able to explore what they could potentially be passionate about and we cannot put our own biases on them. Based on assumptions that we are making because of the way a course is named, or because of what we are thinking the course may be. I think it is a great opportunity for our kids, and I think if we have teachers that are passionate about it and have put all this work into it, I think that they are going to do the work that needs to be done for our kids. We need to start giving our kids more opportunities and stop being afraid of 'what ifs' if we do not know what the 'what ifs' are.

Do we want to read each of these recommended actions as separate motions?

Trustee Ousey:

I would like to because I am in full support in a couple of them and one, I am know well about, maybe because I said, it has been brought up. If you look at it. Like the animal behavior one, it is going on as science, but it is not going to get anybody into a college or university, it is science but, you can have science 10, but when you get into science 11, it is kind of like chemistry 11, Biology 11, physics 11, then you go up to physics 12. Those are the kinds of courses that are going to get you into a veterinary field. If you take this course, you are going to go towards veterinary school, but not with this course. That is what my one and only qualm about that one course. It is too many questions, to many things. I would prefer the motions to be read separately.

Superintendent Jensen:

I would like to mention that not all of our students are interested in attending post-secondary and that there are lots of options for careers and work out there, and there are other jobs beside veterinary work, working with animals. I think it is

a great opportunity for students and I know all of the offering that we have available in secondary school are not necessarily directed at college or university, there are trades, there is art, there are just all kinds of options out there for students and I would hate to imply that only academic pursuits are worthwhile.

R02-1346

That the Board of Education approve the Board Authorized course Leadership 11.

Trustee Ousey/Trustee Hayduk

Carried

R02-1347

That the Board of Education approve the Board Authorized course Entrepreneurship 12.

Trustee Ousey/Trustee Hayduk

Carried

R02-1348

That the Board of Education approve the Board Authorized course Animal Behaviour and Healthcare 11.

Trustee Hayduk/

Trustee Davis:

Is anybody going to second? Second going twice, second going third and final time.

This motion is not carried.

Trustee Davis:

Before we move on, I would like to put on the record that I am disappointed that Animal Behavior and Healthcare 11 was not moved.

7.2 Learning Update

We have had a number of inquiries in student focused projects at all of our schools. I have been impressed with the learning that continues with our students and the work that staff are doing. There have been some grade 8 projects that are exemplary, and we will be putting into our learning update that will be coming out at the end of next week. Where students have followed their own interests and passion and created some great projects. I think I have mentioned at Nathan Barton they have created a school-wide cultural focus this week was halibut, there are a number of other activities that were in the learning report last month that will be in the updated report next week. Staff participated in the Wellness course, wrapped things up yesterday. We are going to continue working with Beverly Holmes as a district. She is offering a session each Monday afternoon from 4:00 to 5:00, that will be open to all our staff whether they participated in the course work or not. In those session she will be working through some mindfulness practice with us and then sharing new resources each week. Mr. McKay and I presented at the UNBC Career Fair on April 12th. They had some

technical challenges, their zoom link did not work and so all the school districts ended up having shorter presentation time, but we were fortunate to be able to participate in that and grateful for the opportunity. Student Learning survey from the Ministry is out until April 30th and I would like to encourage parents to complete that. The link is available through the schools and is also in the Learning Report that was sent out last month.

7.3 Strategic Priorities

We have been working hard on our strategic priorities. I am grateful to our staff for their thoughtful feedback and engagement in the process. It is evident to me from the priorities that have surfaced how deeply our staff care for students and want to do all they can to make sure they have positive and meaningful learning opportunities. So, the three big picture priorities that have emerged are upholding the Nisga'a Vision for Education. Relationships, building connections, working together and students at the center, or learner focused. Where we are at, this is very much in development and those headings may change some of the information that is in the bullets underneath our direct information from staff that we may crystalize and work with a little bit more because there is a lot of information there. So, we are still working, we have received quite a bit of feedback from students. Student voice is the most important. Students know themselves. They understand their learning, they know their goals. I appreciate the students that we met with, their willingness to share their thoughts about school, their hopes for themselves and what school might be, how we can continue working with them to make sure we are providing what they want. And trying to impress upon the students the importance of their voice and how important the information they share with us is. I hope to collect a bit more information from students and then our next step will be to start connecting with families and communities and begin that consultation process.

7.4 Equity in Action

A brief summary of equity in action. A project that the Ministry began 5 years ago. It provides a way for us to give another scan of our district and see how we are doing and felt it was a good match with our strategic priorities and working towards our strategic plan. It is also focused on student achievement and Indigenous student success and what we can do as a district to benefit our students. Looking at our policy and governance, learning environment, pedagogical core, or instruction in teaching and the learning profile of our students. How this would work is by creating an equity scan team which would involve members of the school district, staff, representative from trustees, representative from the communities, and anyone else that we felt important to have their voice involved with that team. There is a tool kit and some resources available for us and Joe Helsip would work with us help guide us through the process. After we conducted the scan then we would build an action plan, I hope would be connected to our strategic priorities.

Trustee Ousey:

I see the Ministry created an equity scan framework, and the vision is to support school districts identifying indigenous students. Our district is probably what 90% indigenous. Would our equity scan be the reverse where we look to see if we are

being equal to the non-indigenous students making sure they feel that they are equal to all of the indigenous students. Is how we are going to work?

Superintendent Jensen:

I do not think so, we are 99% indigenous. The focus would be on making sure that our students are receiving the same quality of education as other students across the province. It is not necessarily comparing indigenous to non-indigenous, even though the focus is provincially on indigenous students, it is ensuring that what we are doing that our structures and practices are equitable for our kids. Your right, we are unique, because we are almost entirely indigenous, it would be a different perspective than other districts.

Trustee Davis:

Is there a timeframe for when we would get information in order to make it part of our strategic priorities?

Superintendent Jensen:

Generally, Joe starts with districts in the fall, but I have asked him if we could have special permission to start in the spring, like May or June, so that we would be ready to go for September. And he figured that would be possible.

7.5 Language & Culture Report – Peter McKay

Xsaak 2021 Nisga'a Language & Culture Report attached for Board review.

7.6 BC Teachers' Council – Professional Standards for BC Educators

This is more just for your information. If we look back to the equity scan, they talk about the pedagogical core, which is a very educational jargon word, that is used, which really that means good teaching, good instruction. So, I included the Professional Standards for BC Educators for your information. When you are thinking about pedagogy and pedagogical core, you have something to refer to. These are the things that we think about when we talk about good pedagogy or good instruction. And these are the things that are expected in BC of all teachers. The other piece I want to point out here is Standard 9, which was added last year, and it has a focus on truth reconciliation and healing. That is latest standard that has been added which also comes with the equity scan.

****Break at 7:06 pm, will reconvene at 7:11 pm****

Meeting called back to order at 7:11 pm

8. **BUSINESS:**
Secretary-Treasurer

8.1 Monthly Financial Statement

The Monthly Financial Statement attached. The district is on track for spending. We have a few months left in the year. The district is doing a wonderful job of staying on track and making sure that we are working towards the best interests of student education that we can.

8.2 Day Care Report

The Day Care Report for April 2021 is attached, you will notice that this is our first Day Care Report, because the Day Care was actually licensed and opened up as of April 1st. So that is really exciting and great news. Day Care Manager has written a small report. We are still working out some of the kinks, working with the Ministry and working with the parents and items around funding. But we are hard at work with that and super excited about that.

Trustee Davis:
I so excited that it is finally open.

Secretary-Treasurer Tanner:
Yes, it has been a lot of intense labor.

8.3 Budget Update

We are still waiting for the Ministry to finalize funding tables, but again, Superintendent and I have been working with groups, large groups, small groups, in regard to the finalizing, prioritizing of the budget for the year.

8.4 IT Report

Our IT Manger and IT team have been working very hard, you can tell by the pictures that it went from chaos to clean, and he has given you a bit of an update.

Trustee Ousey:
When I saw that picture, I was just amazed, that looks great. Looks like they did a lot of hard work. As far as help desk, they closed 102 tickets, 21 open, thanks Andrew.

8.5 Maintenance Report – Verbal

Our Director of Operations has been working very hard with his crew. Making sure that Health and Safety of staff and students is being met throughout the district. We are doing all the upkeep throughout the district that we can. We have a few major projects on the go. Everybody has been working very, we have some fabulous teams out there working hard.

Trustee Ousey:

Could the Maintenance report be written, same as the rest of the reports, in the future?

Secretary-Treasurer Tanner:

Yes, Trustee Ousey, he usually does, we have just had a lot of things on the go.

9. **POLICY DEVELOPMENT:**

None

10. **TRUSTEE REPORTS:**

Provincial Council – Trustee Hayduk

A few items I did not cover, there was preparation of an annual budget for our association the presenting of an increase 2.1%, approximately \$14,000. There is no increase in the fees paid by individual districts, because the increase is funded out of surplus. It is being presented at the AGM as a balanced budget. It is also expecting that there will be in person meetings next year, that is what they are hoping for, and they are preparing for that. The dollar side of that is included. BCSTA administration reimbursing for travel of the participants, have run in to bit of a snag when it came making payments to individuals that claim travel, but the travel was unexpected, and it was outside policy. They were not able to do any kind of reimbursements that is outside policy. There was a request that extenuating circumstances needed some consideration to be included if the situation warranted that particular resolution was passed.

There was a controversial one, it took a good part of the meeting dealt with distance learning. Affecting some districts, more than others. It concerns a request to the Ministry of Education to fund students taking distance learning at the same rate as the students attending in class instruction. Some districts have found that the distance learning portion of their operation was very successful and sought after by students. The reason for that, there were occasions when there were students who just did not fit into the regular school environment and were able to access proper schooling through the distance learning. When that came to a vote as to whether or not there should be equivalent funding provided by the Province, it did pass, but it was at 80% in support. It was regarding the distance learning, Adena Young, Haida Gwaii raised a point, does distance learning work and she wanted to see data that showed there was significant advancement for students who were taking distance learning. There was no immediate answer to that. It was good that somebody was questioning whether the effectiveness of that program.

11. **CORRESPONDENCE RECEIVED:**

None

12. **PUBLIC QUESTION PERIOD: (7:25 pm)**

Taron Scott:

Aama yukwsas as n'isim', happy autism awareness month, a few questions, from the minutes of the previous meeting is there an update on the question I had in regard to the children returning and the ratio of children to adults in the school?

Superintendent Jensen:

We just reviewed ratios with our, look at budget, attendance has not been great, so our ratios are a bit lower than they would be if we had a 100% attendance. I apologize for not having the numbers with me, I did say I would. I can get that to you Taron tomorrow or Thursday. I believe our largest class is 14 to 1. Many of our classes have very small ratios, 2, 3, 5, 6 students to one teacher, often with an Educational Assistant in the room as well. I know that next year, assuming we will have full attendance, the overall ratio across the district, student to teacher not including EA's is 12 to 1. I know that does not answer specific costs, but that is our overall ratio.

Taron Scott:

And the news of the day care is exciting, congratulations, were the other daycares in the valley contacted to review and evaluate a strategy for offering services?

Secretary-Treasurer Tanner:

I know that the Day Care Manager has reached out to all the entities throughout the valley, yes.

Rich Hotson:

What is the proposed surplus or deficit for this year?

Secretary-Treasurer Tanner:

We will not know the surplus until year-end.

Board Chair:

This one of T. Scott does not pertain to our agenda, but as the Board Chair, I am making a decision to publish, because it does have to do with her previous question and the minutes.

Are the elementary students at NESS still in half day cohorts?

Superintendent Jensen:

Yes, they are.

Rich Hotson:

I was disappointed the Animal Behavior course was not considered. If this is approved, then students can receive credit this June in the short term. Can this please be raised at the May board meeting?

Superintendent Jensen:

I will be talking with the teacher who designed the course and ask her if she can do a presentation at the May meeting.

Taron Scott:

I would like the ratio of secondary students to adult ratio as well.

Superintendent Jensen will contact Ms. Scott with the information.

Rich Hotson:

Our strategic plan includes a lot of information about the Nisga'a vision of learning. Will

this include a reconsideration of the layoff to half time of our Nisga'a teachers earlier this year?

Board Chair:

Short answer, yes it will. This was something that our Board has discussed before in regard to the half time position of our Nisga'a teachers. Our Superintendent has spoken in support of ensuring that our children have every opportunity to have the Nisga'a Language and Culture in the schools as does this Board.


Mr. Hotson I will not be publishing this, it is not germane to our agenda tonight. I suggest that you contact Superintendent in regard to this question.

Two question are from Sara Beardsell, again it is not germane to our agenda. We did not have discussion in regard to this subject, please can contact your Superintendent.


13. **ADJOURNMENT:**

The meeting adjourned at 7:42 pm.

Trustee Ousey



Certified correct,
Elsie Davis,
Board Chair



Certified correct,
Kory Tanner,
Secretary Treasurer