

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

TUESDAY, MAY 18, 2021 – 6:30 PM

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

1. CALL TO ORDER:

The meeting was called to order at 6:36 pm.

2. DECLARATION OF QUORUM:

Board Chair declared a quorum.

3. APPROVAL OF AGENDA:

R02-1349

That the Board of Education approve the May 18, 2021 Agenda as presented.

Trustee Ousey/Trustee Hayduk

Carried

4. ADOPTION OF MINUTES OF PRIOR MEETING:

R02-1350

That the Minutes of the Regular Meeting of the Board held on April 20, 2021 be approved as presented.

Trustee Ousey/Trustee Hayduk

Carried

5. BUSINESS ARISING FROM THE MINUTES:

Trustee Ousey:

April 20, 2021 Question Period:

Taron Scott asked what the secondary students to adults ratio was.

Superintendent Jensen:

It was answered in a phone conversation with Ms. Scott. The question had to do with individual student support.

6. **PRESENTATION:**

6.1 None

7. **EDUCATION:
Superintendent**

7.1 Board Authorized Course

Board Authorized Course was meant to be a presentation. I apologize that it was put in the proper space under presentation.

Janneke Krom, teacher at NESS, presented Board Authorized Course. The course would be a grade 12 elective course for students.

Trustee Ousey:

This is a course so that people who need science 11, but not really interested in science but want to graduate. This is a course that they will take, but also it is a course that kids who are actually academic are interested in taking. What kind of science is this then? Why would they need science? Is science 11 a requirement to graduate?

Janneke Krom: Yes, it is.

Trustee Ousey:

So if they wanted to take this course, they would take this course just to graduate?

Janneke Krom:

Yes.

Trustee Hayduk:

Thank you very much for the presentation. I guess it is similar to the Pathway to Graduation document and it is very helpful in understanding more of the kind of course that is required for full graduation. I know for myself when we discussed this last time around, I had some questions, but I realized afterwards that I was operating on old time information and the requirements currently for graduation are significantly different than they were I guess a number of years ago. I appreciate the effort that you put in, Ms. Krom on the development of the course and I think the component of consideration and again counseling that goes into course selection for students is an important portion of that for students to realize that sometimes there are foundational kind of course that will be of assistance down the road should a person want to follow in the more rigorous type of schooling later on. I appreciate the effort that you have gone to. It is an interesting one to see the components that you have selected here. I kind of want to take some of this myself. Thank you very much for your work.

Trustee Ousey:

So, nothing has changed from the previous presentation? It is still a science 11, but will kids get into college or university with this science?

Janneke Krom:

They will meet the requirement for science 11 for graduation. Students interested in university are encouraged to take biology, chemistry, physics. Guidance counsellors support students in course selection.

Trustee Ousey:

I also know that this course was offered two years ago. I don't understand why it needs to be Board approved now.

Janneke Krom:

We taught it as science for citizens within animal behavior focus. I am not sure why they want to take it to the Board this time.

Superintendent Jensen:

I am not sure what was taught before.

Janneke Krom:

It was the same course and I think Marty has it on record, because it is on a student's transcript. We checked one of the students and it is on their transcript with a course code.

Board Chair Stevens:

Thank you. I think it is a great idea. Anything to enhance student knowledge and open doors for our children. We need a motion to approve.

R02-1351

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

Trustee Hayduk/

Is there a seconder?

Is there a seconder for the motion?

Trustee Hayduk:

While Trustee Ousey is considering that, one possible answer to the question of why is it Board approval on a course? I have a suspicion that quarter approval of course is not recognized. And therefore, cannot show up on the graduation list. That is sort of my guess at the answer to that.

Superintendent Jensen:

Board authorized courses need to be reviewed every three years. Once they are approved by the Board, they do not continue on indefinitely.

Board Chair Stevens:

We do not have a seconder for the motion. The motion does not pass.

7.2 Enhancing Learning Opportunities

A link to the learning report for the month is included in the agenda.

Grades four to seven have completed the Foundational Skills Assessment. Grades 4, 7, 10, and 12 completed the Ministry Student Learning Survey. We have our last Professional Development Day of the year on Friday, May 21st, many of our teachers are continuing with the Joyful Literacy Professional Development that was started in February and is targeted at Kindergarten to Grade 5. Connected to that there is a family summer literacy boost that includes a series of 10 videos for families to use over the summer and had downloadable games, activities and checklists and instruction for teaching strategies, all directed at making home reading fun.

It has been a challenging year with COVID, and I am proud of the way that students and staff have done their best to carry on. I realized that things have not been perfect, but it is important what when there are questions or concerns that they are addressed properly. Doing so helps us to build a positive and trusting relationship between home and school. We have communication procedures that remind staff as well as families and community about the proper way to address concerns. If any time there are any questions or concerns, we are here to help find solutions.

7.3 Strategic Priorities

Mr. McKay and I had the pleasure of visiting our grade 8 to 12 students and talking about what is important to them. Their feelings about school and their hopes for the future.

What students loved most about school is being there and seeing their friends. They would like to see some more opportunities for art, PE, financial literacy, travel, breakfast and lunch clubs, anything connected to food. They would like more time in class. Most of them they are ready for full days. Some more music, more conversation and talking, more things to do like pool tables. More science, more basketball. There were a few of them who would time to sleep, self-defense class, make up and fashion classes. Real world learning app designing, more academics, more learning about mental wellness. They would like to be read to more. More writing, more people from post-secondary coming to visit, more carving, more sports team, school uniforms, field trips, performances, more creativity, good teachers. More things for grads to do.

When we asked what they hope to be doing in 10 to 15 years, some of the things they shared were being a writer, a photographer, attending college, welding, engineering, architecture, becoming your tuber, carpenter, biologist, content creator, artist (in all media), basketball player, boxes, business owner, own an art business, carving and painting first nations art and carving, a musician, interior designer, web designer, veterinarian, surgeon, making movies, owing and operating a computer store for repairs and maintenance, lawyer, therapist, social worker, professional makeup artist, fashion mechanic, technology, working at a camp, biomedical engineer, psychologist, working in the justice system, and

trades. There were a few who were not sure, but the majority of students had ideas about what they hope to be doing in 10 to 15 years.

Our next step as far as strategic planning is to reach out to community and parents through teams, as well as a survey.

Trustee Ousey:

Thank Jill. What grades were these students that you talk to?

Superintendent Jensen:

8 to 12.

Trustee Ousey:

Grade 8 to 12, and not one of them wanted more Nisga'a language and culture?

Superintendent Jensen:

None of them mentioned it.

Trustee Ousey:

Ok, thank you.

Trustee Hayduk:

Thank you. I was surprised there was a comment about more academics. I do not know if there was any further comment on that Jill, of what that actually meant.

Superintendent Jensen:

There was one student who mentioned wanting more academics.

Trustee Hayduk:

They wanted more time? They wanted more choice?

Superintendent Jensen:

I believe they just liked the challenge of learning new things and enjoyed that academic challenge.

Trustee Hayduk:

In a classroom environment, that is a wonderful thing to say.

I am wondering and trying to find a way that we can get practical skills offered again in the way of woodwork, welding, mechanics, or electronics. There are all kinds of difficulties in being able to do that. I think as a Board we should find ways to encourage kids to take advantage of those.

Superintendent Jensen:

The high school has engaged in partnership with Coast Mountain College and in June there will be a trade sampler. Coast Mountain College is interested in offering a number of courses that students might be interested in and they are open to doing that in creative ways.

It's a good partnership for us and gives students the possibility for dual credits.

Trustee Hayduk:

Is it appropriate to speak with the school AO or yourself on that?

Superintendent Jensen:

School administration would have more details.

Trustee Ousey:

Thank you very much. I did talk about Nisga'a language and culture and I know that in the secondary portion not a lot of students signed up for Nisga'a language and culture, and therefore it was not offered again. I am thinking the kids are not interested in Nisga'a language and culture because they did not say it. When we have our community engagement, is it possible to get a question to the community to see if that is a priority to have Nisga'a language and culture and not just politicians?

The other thing was we did a dual trade thing four years ago where it was supported to be dual credit and every one of those kids failed. They were supposed to be doing math, but there was no communication with the math teacher on how they were working the math into trade part of it. There was no communication with another teacher like English or science on how they are working the curriculum into that thing. So that is one thing that I would really want to avoid again. I actually was on PAC when they were talking about it and I told them it was not going to work. It was literally a week and they come, and they grabbed students and they went into that program. I would like to see a lot of talk and communication going if we are going to do the trades program again and have it count as dual credit.

Superintendent Jensen:

That you Trustee Ousey. I agree communication is crucial and making sure that students are meeting their graduation requirements is extremely important. And thank you for bringing up Nisga'a language and culture. I will make sure that we include it in our community consultation. We do have a number of students in grade 11 and 12 who are taking Nisga'a language right now and it is going well.

7.4 Graduation Program

I included the Pathway to Graduation overview because there continues to be confusion about graduation and post-secondary preparedness. A dogwood diploma does not guarantee entrance into post-secondary. Post-secondary programs are dependent on their own prerequisites, and those vary from institution to institution and from program to program. If you want to go into Bachelor of Science, you need very different high school courses that if you want to go into a Bachelor of Arts. Or if you want to go into Fine Arts, or if you want to become an engineer.

A couple of things I want to point out that I have noticed over the course of this year in reviewing data: the importance of completing grade 10 requirements. Students need grade 10 English, math, science, social studies, and PE. If those requirements are not met in grade 10, it becomes increasingly difficult for students to meet their graduation requirements in the three years. The

importance of completing those grade 10 courses in grade 10 cannot be overstated. I have worked with the high school this year on communicating this to students and families. Once students have their grade 10 courses, the only grade 12 course that is required for a dogwood is English 12. Students need to have twelve other credits at the grade 12 level, but those credits can come from anywhere. It is important that students and families understand the requirements for graduation and understand the prerequisites that they need for post-secondary programs. We will continue to work with our students and their families, so there is not that disappointment of 'well I graduated', why can't I get into the university program I want? We will be continuing to work with students and families to prepare students for the programs they want to take after high school.

Trustee Ousey:

Thank you Jill. Is there a guidance counsellor that is counselling the kids when they get into grade 8? I know that when I went to school, we had home rooms and that was when they told us what all of the things and, but we were already in grade 10, in the track that we were and then we had a guidance counsellor saying now is the time to apply to this school now, time to apply for these scholarships. We have a guidance counsellor doing all that. Am I right?

Superintendent Jensen:

Yes, we do have a guidance counsellor. Their focus has primarily been grade 11 to 12 this year and helping those students meet graduation requirements. We will start pushing that back to grade 9 at least, and creating some awareness at grade 8, but in grade 9 students' needs to be paying attention to the graduation program and realizing how important their grade 10 courses are.

Board Chair:

I believe that knowledge is power and yes, we do need to be engaging with the students in grade 9 so that they will have a successful pathway to whatever their endeavors are after high school. And it is not just with students it is with the parents. I think we need to engage parents so they understand what their child need to do if they want to attend post-secondary. It is a great idea and I know we are doing a lot of work around engaging with parents to ensure their children are meeting their graduation requirements.

Trustee Hayduk:

A clear reporting of the requirements for the intentions after graduation I think would be vital. I am not familiar with many of them, but understanding the requirements for a college or university or a tech school, should be understood by students.

I agree with the Superintendent that grade 10 is critical and when a student is having difficulty, it is important they receive help. I would like to encourage some kind of additional effort being thrown at the problem in order to achieve success. I am also aware that the problem did not start in grade 10. It goes back to grade 1 and grade 2 to ensure that things are on track at each level, so there is no surprise when it comes to grade 10, 11 and 12. In my limited mind, it seems to be when difficulties are identified, significant remediation gets thrown at the problem. And it is a rare thing for a student to not be able to succeed, given appropriate

effort put into ensuring success. I do believe I am correct in saying that if we do not ensure support along the way, we are going to be surprised when it comes to completing graduation requirements.

Board Chair Stevens:

Thank you Trustee Hayduk. That is precisely what I was thinking. I think I have been on record before saying that. What we do in, and I will go as far back as nursery or head start, what we do in a child's life over the course of their high school, elementary from kindergarten to 12 will determine the outcome and the success rates that we are looking for, such as graduation success rates. It all goes down the line. We have to have a good working system. I know with COVID we are going to have a bit of a break there from last year, because students were not in the classroom but we need to focus on that to remedy that problem. We look at the success rates and we want the success rates to go up, but we need to have a well-oiled functioning system right from k to 12.

7.5 Language & Culture Report – Peter McKay

Written report is attached.

Trustee Ousey:

I see that the idea of immersion for kindergarten students has risen again. It is always brought up that immersion only works when there is Nisga'a being spoken at home. Is immersion just an idea right now?

Superintendent Jensen: Yes

8. **BUSINESS:**

Secretary-Treasurer

8.1 2021-2022 Capital Plan Bylaw No. 2021-2022 CPSD92-01

The Capital plan (including site acquisitions, Expansion Program, Replacement Program, Bus Acquisition Program, Seismic Mitigation Program, Building Envelope Program, School Enhancement Program, Carbon Neutral Capital Program, and Playground Equipment Program. Boards will prepare one bylaw for the annual capital plan. Capital plan bylaws must contain a provision by which the Board authorizes an appropriate official to execute project agreements related to the expenditures contemplated by the underlying capital plan.

The Bylaw with the two readings tonight is around capital dollars that the Ministry gives us in terms of renovating big project, replacing equipment, electrical, plumbing, big jobs, so this year we are at about 1.4 million that the Ministry has given us for our capital projects throughout the district. I will read the bylaw and then we can move into the reading.

R02-1352

THAT the Capital Plan Bylaw No. 2021/2022-CPSD92-01 (2021-2022 Capital Plan Bylaw) be read a first time the 18th day of May 2021.

Trustee Ousey/Trustee Hayduk

Carried

R02-1353

THAT the Capital Plan Bylaw No. 2021/2022-CPSD92-(2021-2022 Capital Plan Bylaw) be read a second time the 18th day of May 2021.

Trustee Hayduk/Trustee Ousey

Carried

Third reading will be done at the June 2021 Board meeting.

8.2 2021/2022 Annual Budget

For 2021/2022, the Board must prepare an Annual Budget, and have it adopted by Bylaw before June 30, 2021. As per Section 113 of the School Act and submit it to the Minister of Education by this date.

R02-1354

That the 2021/2022 Annual Budget Bylaw Version: 5298-4552-2570 be read a first time the 18th day of May 2021.

Trustee Hayduk/Trustee Ousey

Carried

R02-1355

That the 2021/2022 Annual Budget Bylaw Version: 5298-4552-2570 be read a second time the 18th day of May 2021.

Trustee Ousey/Trustee Hayduk

Carried

Third reading will be done at the June 2021 Board meeting.

8.3 Monthly Financial Statements – April 30, 2021

As we get a lot closer to year-end and we look at projects the Board had approved in June and where we stand with those projects. We are projecting a possible surplus right now of 1.8 million largely due to those big projects that were approved by the Board in June at year-end of 2020 that due to COVID and finding contractors have not been done yet. I am getting some of those larger projects done now.

For information only.

8.4 Projected Surplus

As reported in the April 30th Financials, we are projecting a surplus of approximately 1.8 million. This is largely due to the fact that the district has not been able to do the large projects approved at year end in 2020. Of the 1,057,000, those projects are still expected to be completed when we are able to have the contractors move forward. The district recommends that we include more one-time items for the projected surplus, remembering that per the year end audit report surplus should be spent on one-time items, not items that we

may not be able to sustain moving forward. The projected surplus will help the district do some much-needed repairs and renovations in our housing units, as well as replace some vehicles that have been around for a very long time, and purchase some equipment needed to fill the biomass boiler silos.

R02-1356

That the Board of Education approve the spending of the projected surplus as presented.

Trustee Ousey/Trustee Hayduk

Carried

Trustee Hayduk:

I was trying to go through my records to find out when we did our budget meeting. I do not have a record of which trustees were able to attend that particular meeting. I would like to know that. I thought I had it, but I do not.

Secretary Treasurer Tanner:

I believe it was Trustee Ousey, Trustee Hayduk and Trustee Azak.

8.5 Information Technology Report

Information Technology Report is attached.
For information only.

8.6 Maintenance Report

Maintenance Report is attached.
For information only.

Trustee Hayduk:

I noticed that the green house that was behind NESS seems to have disappeared.

Secretary Treasurer Tanner:

The wind took care of that green house.

8.7 Day Care Report

Day Care report for April is attached.
For information only.

Trustee Ousey:

I see the enrolment, we still have one early learning professional, and we are licensed to 8 right? We switched from only enrolling ages 30 months to school age to enrolling multiage. How soon is too soon, like what is the youngest that the day care will accept in age?

Secretary Treasurer Tanner:

Per the Ministry guidelines, when it says multiage, the license only allows us to have 2 under 2, of which one can be under one and then the rest have to be 3-to-

5-year-olds. It does have definitive guidelines around age limits and restrictions on what we can and cannot do.

Trustee Ousey:

So you can have one child infant under the age of 1?

Secretary Treasurer Tanner: Yes

9. **POLICY DEVELOPMENT:**

None

10. **TRUSTEE REPORTS:**

None

11. **CORRESPONDENCE RECEIVED:**

None

12. **PUBLIC QUESTION PERIOD:**

Taron Scott:

Thank you for the report on the Nisga'a language and culture. It is true that emersion works best when spoken and taught at home. However, there are several proven immersion school programs that are successful. Is there any way that the Board can successfully support this issue that the nation sees as losing our language in providing reasonable family resources as we are blessed with the use of technology, then there are many opportunities to support this initiative in a positive manner?

Peter McKay:

Indeed, it is a beautiful time that we live in where we can beam into the homes of everyone onto their little devices to wherever they are. We are working on the space of bringing what we are teaching in the school to the home front, into the homes of people, into the homes of families. And it is all baby steps right now, but we are getting there.

Katherine:

Nisga'a Language and culture, when and how often is the Nisga'a curriculum reviewed and evaluated for elementary students?

Peter McKay:

Thank you Katherine for your question regarding the curriculum and its review. Currently we will be stepping into a process of design that is a district wide initiative and we found a program, it is called, Foundations and First Nations Language. It is a curriculum that is used across the province of British Columbia, and it is what we use in our district currently. Our teachers are trained to use the curriculum. And we are moving towards a conversational based approach in our classroom settings.

Superintendent Jensen:

Thanks Mr. McKay. I will add that most people maybe are familiar with that FNLE document as the ASKME document and it is one that our teachers have been trained to use.

Secretary Treasurer:

There is a question from Janice, and it says, are there numbers attached? The answers and I am sorry I do not know what she is asking for, maybe she could contact the Superintendent for more answers.

Katherine:

Appreciates the dialogue on success in strategic planning, especially for students in high school to ensure they meet the requirements and do whatever they choose. So many children starting in elementary fall through the cracks and by grade 10 it is difficult for them to catch up. Can there be interventions made while children are still in elementary instead of pushing them along to the next grade?

Superintendent Jensen:

Yes. There should be intervention starting right away, there should be screenings done in kindergarten and an intervention should be provided to students whenever they need from k to 12. It is something that we are working on.

Taron Scott:

I noticed in the APTN commercial that was posted to social media that the floor was not designed in the smokehouse at NESS. Is the budget the reason for this, or were changes made to design?

Secretary Treasurer:

The operating surplus of the school district has nothing to do with the monies that have come into the schools from the FNEESC grants. I would have to say that there was a design change made after. The schools retain any surplus within the FNEESC funds that they have.

Eric Clayton:

I hold the education portfolio at Gitlaxt'aamiks Village Government. I would like to invite you and the Board to their next Village Government meeting.

Superintendent:

Wonderful, thank you.

Board Char Stevens:

Thank you, Eric. We are always open to meeting with local governments, we are all one team and with one goal that is to ensure that our children are successful throughout their education. We are always open to meeting with governments and any other stakeholders who may be interested in meeting with the Board.

13. ADJOURNMENT:

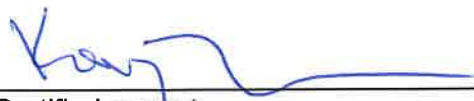
The meeting adjourned at 8:00 pm.

Trustee Ousey/Trustee Hayduk

Carried



Certified correct,
Floyde Stevens,
Acting Board Chair



Certified correct,
Kory Tanner,
Secretary Treasurer