



**SCHOOL DISTRICT NO. 92 (NISGA'A)
BOARD OF EDUCATION
REGULAR MEETING - MICROSOFT TEAMS
SCHOOL BOARD OFFICE
NEW AIYANSH, BC**

TUESDAY, MARCH 29, 2022 – 6:30 PM

A G E N D A

1. CALL TO ORDER			
2. DECLARATION OF QUORUM			
3. APPROVAL OF AGENDA FOR MARCH 29, 2022	Action		
4. ADOPTION OF MINUTES OF PRIOR MEETING: 4.1 Regular Meeting – February 15, 2022	Action	Attachment	Page 1-6
5. BUSINESS ARISING FROM THE MINUTES:			
6. PRESENTATION: 6.1			
7. EDUCATION: Superintendent 7.1 District Reporting Practice and BC Curriculum 7.2 2022/2023 Calendar	Information Motion	Attachment Attachment	Page 7-15 Page 16-17
8. EDUCATION: Secretary-Treasurer 8.1 Monthly Financial Statements at January 31, 2022 8.2 8.3	Information	Attachment	Page 18-22
9. POLICY DEVELOPMENT: 9.1			
10. TRUSTEE REPORTS: 10.1			
11. CORRESPONDENCE RECEIVED: 11.1			
12. PUBLIC QUESTION PERIOD:			
13. ADJOURNMENT:			

Note: Next Board Meeting: April 19, 2022



SCHOOL DISTRICT NO. 92 (NISGA'A)

MEETING AGENDA ITEM 4.1

Action:	X	Information:	
Meeting:	Regular	Meeting Date:	March 15, 2022
Topic:	Minutes of the Regular Meeting of the Board – February 15, 2022		

Background/Discussion:

Minutes as attached.

Recommended Action:

THAT the Minutes of the Regular Meeting of the Board held on February 15, 2022 be approved.

Presented by: Board Chair

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

TUESDAY, FEBRUARY 15, 2022 – 6:30 PM

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

1. CALL TO ORDER:

The meeting was called to order at 6:40 pm.

2. DECLARATION OF QUORUM:

There is a declaration of quorum.

3. APPROVAL OF AGENDA:

R02-1381

That the Board of Education approve the February 15, 2022 Agenda with additions:

10.1 BCSTA Provincial Council Report – Trustee Hayduk

10.2 Invitation to be on a panel – Trustee Azak

Trustee Ousey/Trustee Azak

Carried

4. ADOPTION OF MINUTES OF PRIOR MEETING:

R02-1382

That the Minutes of the Regular Meeting of the Board held on December 7, 2021, be approved as presented.

Trustee Stevens/Trustee Hayduk

Carried

5. BUSINESS ARISING FROM THE MINUTES:

No business arising from the minutes.

6. **PRESENTATION:**

6.1 Nathan Barton Elementary School – Lavita Robinson

Principal Lavita Robinson presented on Nathan Barton Elementary School accomplishments.

7. **EDUCATION:**
Superintendent

7.1 Superintendent's Update

Superintendent presented Learning Updates.

7.2 School District Name

Feedback results on the name change for the Board of Education of School District No. 92 (Nisga'a).

The legal name of the district is: School District No. 92 (Nisga'a)
While the legal name cannot be changed unless there are changes to the School Act, we can alter the usual name, or the name we choose for everyday use and the way we are recognized and identified publicly.

We would like to use the following name in all instances that do not require use of the legal name:

Nisga'a School District No. 92

That we adopt the name Nisga'a School District No. 92 for everyday use.
Trustee Azak/Stevens Carried

7.3 Appendix 4: Sanctions

Superintendent Jensen presented the Policy 4 Appendix: Trustee Code of Conduct Sanctions for discussion and adoption.

R02-1383

That the Board of Education adopt Policy 4 Appendix: Trustee Code of Conduct Sanctions.

Trustee Ousey/Trustee Stevens Carried

7.4 Language & Culture Report

Nisga'a Language and Culture Report for Board review.
For information only.

8. **BUSINESS:**
Secretary-Treasurer

8.1 2021/2022 Annual Amended Budget

The 2021/2022 Amended Annual Budget Version: 9523-8777-6795 had first two readings at the January 18, 2022 Board Meeting. Third reading today.

R02-1384

That the Board of Education of School District No. 92 (Nisga'a) to adopt the Amended Annual Budget Version 9523-8777-6795 for the fiscal year 2021/2022 pursuant to section 113 of the School Act.

Trustee Ousey/Trustee Stevens

Carried

AMENDED ANNUAL BUDGET BYLAW

A Bylaw of THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 92 (NISGA'A) (called the "Board") to adopt the Amended Annual Budget of the Board for the fiscal year 2021/2022 pursuant to section 113 of the School Act, R.S.B.C., 1996, c. 412 as amended from time to time (called the "Act").

1. Board has complied with the provisions of the Act respecting the Amended Annual Budget adopted by this bylaw.
2. This bylaw may be cited as School District No. 92 (Nisga'a) Amended Annual Budget Bylaw for fiscal year 2021/2022.
3. The attached Statement 2 showing the estimated revenue and expenses for the 2021/2022 fiscal year and the total budget amount of \$14,049,162 for the 2021/2022 fiscal year was prepared in accordance with the Act.
4. Statement 2, 4, and Schedules 1 to 4 are adopted as the Amended Annual Budget of the Board for the fiscal year 2021/2022.

READ A FIRST TIME THE 18TH, DAY OF JANUARY, 2022

Trustee Ousey/Trustee Stevens

Carried

READ A SECOND TIME THE 18TH DAY OF JANUARY, 2022

Trustee Ousey/Trustee Stevens

Carried

R02-1385

READ A THIRD TIME, PASSED AND ADOPTED the 15th DAY OF FEBRUARY 2022.

Trustee Ousey/Trustee Stevens

Carried

Chairperson of the Board

Secretary Treasurer

I HEREBY CERTIFY this to be a true original of School District No. 92 (Nisga'a) Amended Annual Budget Bylaw 2021/2022, adopted by the Board the 15th DAY OF FEBRUARY 2022.

Secretary Treasurer

8.2 Monthly Financial Statements at December 31, 2021

The Monthly Financial Statements at December 31, 2021 for the Board's review.
For information only.

8.3 Information Technology Report – January 2022

Information Technology Report for January 2022 for Board Review.
For information only

8.4 Day Care Report – January 2022

Day Care Report for January 2022 for Board Review.
For information only.

8.5.1 Maintenance Report – January 2022

Maintenance Report for January 2022 for Board Review.
For information only.

9. POLICY DEVELOPMENT:

None

10. TRUSTEE REPORTS:

10.1 BCSTA Provincial Council Report – Trustee Hayduk

Saturday, February 12, 2022 was the virtual Provincial Council Meeting. Trustee representing the Canadian School Board Association let us know that she is now meeting with her counter parts in the US. There is some kind of overlap, some kind of sharing of approaches on schooling. Majority of the time

was used by Trustees showing a bit of difficulty in understanding and implementing framework requirements from the Ministry regarding getting budgets aligned with the Strategic Plans and interpreting data in such a way that the intentions be operationalized. Several Boards show a bit of concern and BCSTA is assisting as it can with anybody who got difficulties in trying to understand what the requirements are and what the initiatives intentions are. As an association BCSTA produces its own budget, that is presented this Saturday, through preliminary draft budget. It is open to review for individual Boards around the Province to ask questions or make suggestions up until March 1st. The Council meets again regarding BCSTA budget at the AGM just with Councillors. So if there is intention to ask questions about the budget and give suggestions, it should be done before the March 1 deadline. That is available on the HUB.

There were several significant changes:

- Shifting of positions
- Consolidating positions in the organization
- Providing better service for the members
- One additional change will show up in the fall after the election
- New Trustees Academy to be combined with the regular Fall Academy with one additional day

10.2 Invitation to sit on a panel – Trustee Azak

FNESC:

First Nations Trustees have been invited to sit on a panel for the Indigenous Day of Learning Program. Would like us to speak on one of the first principles of learning. We need to pick one of the principles and expand on it from the Nisga'a point of view.

11. **CORRESPONDENCE RECEIVED:**

None

12. **PUBLIC QUESTION PERIOD:**

No public questions.

13. **ADJOURNMENT:**

The meeting adjourned at 8:36 p.m.

Trustee Ousey/Hayduk

Carried

Certified correct,
Elsie Davis,
Board Chair

Certified correct,
Kory Tanner,
Secretary Treasurer



SCHOOL DISTRICT NO. 92 (NISGA'A)

MEETING AGENDA ITEM 7.1

Action:		Information:	X
Meeting:	Regular	Meeting Date:	March 15, 2022
Topic:	District Reporting Practice and BC Curriculum		

Background/Discussion:

Information attached.

Recommended Action:

For information only

Presented by: Superintendent

Nisga'a School District K – 9 Reporting Framework

Communicating student learning should come from a strength-based approach, recognizing that student learning is dynamic and holistic, and that students demonstrate their learning in different ways and rates. Feedback is focused on what the student can do and what they are working toward.

The District framework for reporting student progress is based upon regulations authorized under the School Act, Ministerial Orders, and District directives.


The District Reporting Framework is designed to:

- Communicate student learning and progress in ways that are meaningful, varied, and responsive
- Encourage open dialogue between the student, home, and school
- Focus on conceptual learning (know-do-understand), with an emphasis on competencies
- Reinforce the importance of self-assessment and goal setting
- Promote student ownership of learning
- Rely on authentic evidence of learning, including most recent evidence from multiple sources

It is expected that teachers be assessment literate and reflective on how they report on student learning to ensure that reports are meaningful and relevant.

Research has shown that an emphasis on strengths and goal-setting leads to increased engagement and promotes student ownership of learning. Students should be involved and invested in assessment processes.

Points of progress reports are the meaningful, varied, and responsive ways in which teachers provide parents with information about how their child is progressing in relation to the learning standards and what the child can do to extend their understanding. In points of progress reports, teachers use strength-based descriptive feedback and the four-point provincial proficiency scale to report progress in areas of learning.

Proficiency Scale				
	Emerging	Developing	Proficient	Extending
	The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a complete understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning.

Each year there will be **FOUR points of progress reports** and **ONE summary of progress report** at the end of the year. **TWO** points of progress reports will be **formal reports** written by the teacher.

TWO points of progress reports are **informal reports** and can follow formats that make sense for the teacher and their students. A variety of formats may be used to communicate student learning and build relationships with families. Formats may be in person, electronic or hard copy and may include, but are not limited to:

- Student-led, parent-led and 3-way conferences
- Portfolios and e-portfolios reviews
- Parent/teacher/community meetings
- Written comments
- Student work samples with descriptive feedback from the teacher

All student learning is communicated using strength-based language, which includes descriptive feedback, next steps for learning, and the four-point provincial proficiency scale.

Single Term Format

It is expected that reporting will reflect a student's current level of performance. It is not appropriate to average previous and current performance levels or penalize a student for lower achievement while they were learning and developing a skill if the student has attained a higher level of understanding since. Our report card shows the level of performance for the current reporting period.

Summary of Progress

The summary of progress at the end of the year must include descriptive feedback on student engagement and behaviour (e.g., personal and social responsibility) and may include information on ways to support the student at school and at home.

Effective Communication with Parents and Students

Effective and frequent communication about student progress between home and school is central to student success. The goal of communicating student learning and progress is to ensure that:

- Students are engaged in meaningful conversations that extend their learning and progress
- Parents are well-informed about their child's progress and have timely information about any area of concern
- Parents are involved as partners in a dialogue about their child's progress and the best ways to support and extend learning

Written Comments

Teachers' written comments should:

- Use straightforward, strength-based language to describe learning
- Provide information about the student's contributions and relationships with others
- Outline how the student approaches the learning process
- Provide information about specific interventions and additional supports the student is receiving
- Ensure that the report focuses on the student's growth and performance in relation to the learning standards

- Describe further ways in which the student's learning will be supported by the teacher and how the family might help

Reports on student learning should **NOT**:

- include a list of tasks, activities, projects, or curricular content covered in class
- use educational jargon

Core Competencies

The summary of progress report is also accompanied by a student self-assessment of the Core Competencies: Communicating, Critical and Creative Thinking, Positive Personal and Cultural Identity, Personal Awareness and Responsibility and Social Responsibility.

<https://curriculum.gov.bc.ca/competencies>



Communication -The Communication competency encompasses the knowledge, skills, processes and dispositions we associate with interactions with others. Through their communication, students acquire, develop and transform ideas and information, and make connections with others to share their ideas, express their individuality, further their learning, and get things done. The communication competency is fundamental to finding satisfaction, purpose and joy.



Thinking - The Thinking competency encompasses the knowledge, skills and processes we associate with intellectual development. It is through their competency as thinkers that students take subject-specific concepts and content and transform them into a new understanding. Thinking competence includes specific thinking skills as well as habits of mind, and metacognitive awareness. These are used to process information from a variety of sources, including thoughts and feelings that arise from the subconscious and unconscious mind and from embodied cognition, to create new understandings.



Personal and Social - The Personal and Social competency is the set of abilities that relate to students' identity in the world, both as individuals and as members of their community and society. Personal and social competency encompasses what students need to thrive as individuals, to understand and care about themselves and others, and to find and achieve their purposes in the world.

Core Competencies underpin all provincial curricula and are relevant to the development of educated citizens. Through self-assessment of the Core Competencies, students set goals and take increased responsibility for their learning. This process of self-assessment nurtures student ownership and voice. It is expected that students are familiar with the Competencies and are engaged in goal-setting and reflection throughout the year.

BC CURRICULUM & CORE COMPETENCIES

Today we live in a state of constant change. It is a technology-rich world, where communication is instant and information is immediately accessible. The way we interact with each other personally, socially, and at work has changed forever. Knowledge is growing at exponential rates in many domains, creating new information and possibilities. This is the world our students are entering.

British Columbia's curriculum is being redesigned to respond to this demanding world our students are entering. To develop new models, we consulted with experts in the field. They suggested that to prepare students for the future, the curriculum must be learner-centred and flexible and maintain a focus on literacy and numeracy, while supporting deeper learning through concept-based and competency-driven approaches.

The redesign of curriculum maintains a focus on sound foundations of literacy and numeracy while supporting the development of citizens who are competent thinkers and communicators, and who are personally and socially competent in all areas of their lives. British Columbia's redesigned curriculum honours the ways in which students think, learn, and grow, and prepares them for a successful lifetime of learning where ongoing change is constant.

Key features of BC's Curriculum

At the heart of British Columbia's redesigned curriculum are the Core Competencies, essential learning and literacy and numeracy foundations. All three features contribute to deeper learning.

Core competencies

Core Competencies underpin the curricular competencies in all areas of learning. They are directly related to the educated citizen and as such are what we value for all students in the system.

Essential learning

The curriculum for each subject area includes the essential learning for students, which represent society's aspirations for B.C's educated citizen. The redesigned curriculum develops around key content, concepts, skills and big ideas that foster the higher-order thinking demanded in today's world.

Literacy and numeracy foundations

Literacy is the ability to understand, critically analyze, and create a variety of forms of communication, including oral, written, visual, digital, and multimedia, to accomplish one's goals.

Numeracy Is the ability to understand and apply mathematical concepts, processes, and skills to solve problems in a variety of contexts.

Literacy and numeracy are fundamental to all learning. While they are commonly associated with language learning and mathematics, literacy and numeracy are applied in all areas of learning.

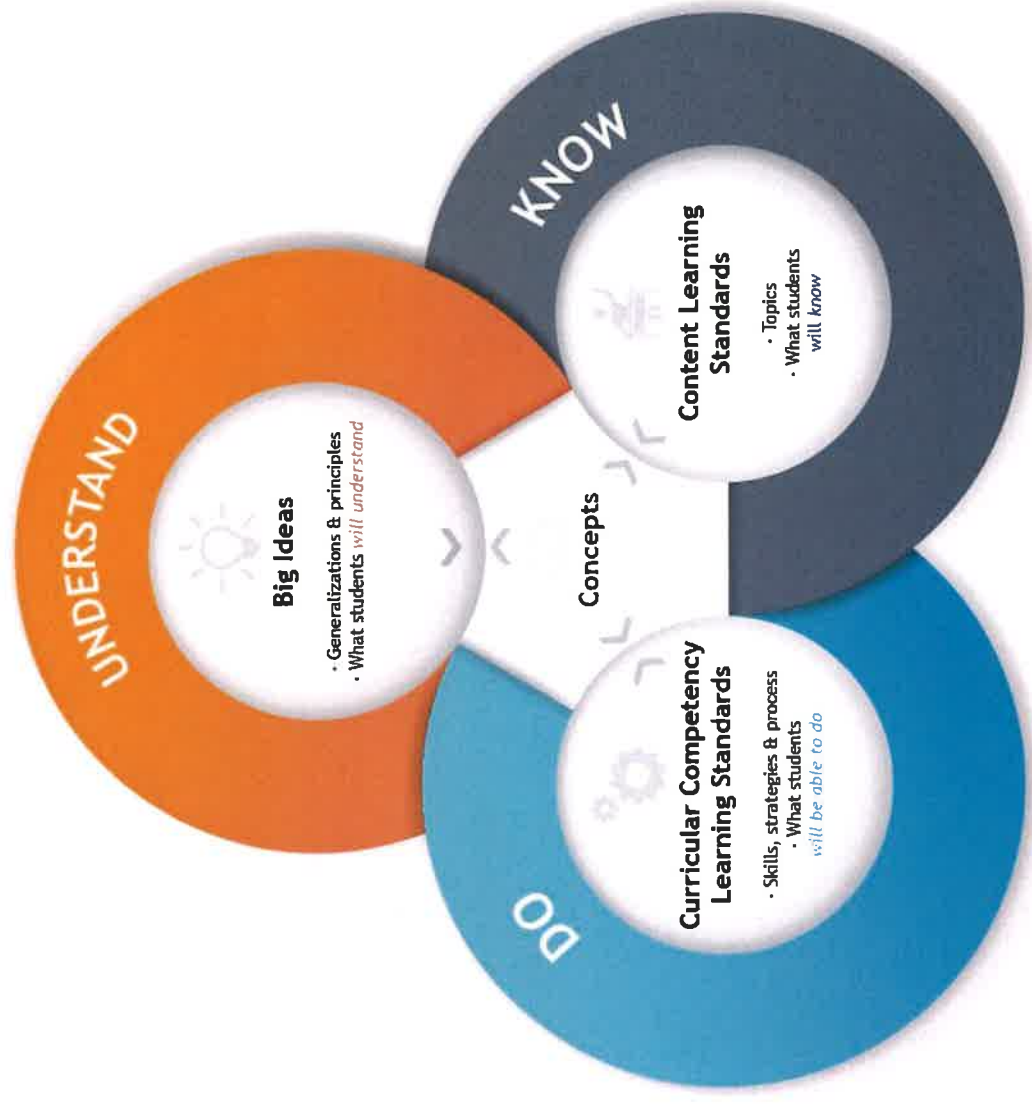
Curriculum model

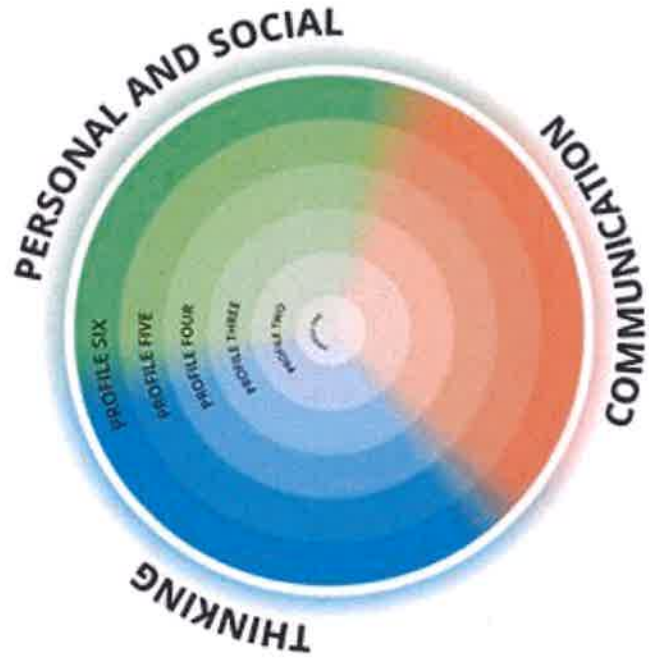
All areas of learning are based on a “Know-Do-Understand” model to support a concept-based competency-driven approach to learning.

Three elements, the Content (Know), Curricular Competencies (Do), and Big Ideas (Understand) all work together to support deeper learning.

Concept-based, competency-driven curriculum

British Columbia’s redesigned curriculum brings together two features that most educators agree are essential for 21st-century learning: a concept-based approach to learning and a focus on the development of competencies, to foster deeper, more transferable learning. These approaches complement each other because of their common focus on active engagement of students. Deeper learning is better achieved through “doing” than through passive listening or reading. Similarly, both concept-based learning and the development of competencies engage students in authentic tasks that connect learning to the real world.





The Core Competencies are sets of intellectual, personal, and social and emotional proficiencies that all students need to engage in deep, lifelong learning. Along with literacy and numeracy foundations, they are central to British Columbia's curriculum and assessment system and directly support students in their growth as educated citizens.

Students develop Core Competencies when they are engaged in the "doing" – the Curricular Competencies – within a learning area. As such, they are an integral part of the curriculum. While they manifest themselves uniquely in each area of learning, the Core Competencies are often interconnected and are foundational to all learning.

Before students enter school, development of Core Competencies begins at home and then continues throughout their life. Students encounter opportunities to develop their competence in formal and informal settings. They move from demonstrating competence in relatively simple and highly supported situations, to demonstrating independence in more complex and varied contexts. Competency development does not end with school graduation but continues in personal, social, educational, and workplace contexts.

Students, teachers, and parents/guardians share responsibility for the ongoing development of Core Competencies.

For more information visit:

[BC Curriculum and Assessment](#)



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BIG IDEAS

Language and text can be a source of creativity and joy.

Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.

People understand text differently depending on their worldviews and perspectives.

Texts are socially, culturally, and historically constructed.

Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.

Learning Standards

Curricular Competencies	Content
<p><i>Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:</i></p> <p>Comprehend and connect (reading, listening, viewing)</p> <ul style="list-style-type: none"> • Access information and ideas for diverse purposes and from a variety of sources and evaluate their relevance, accuracy, and reliability • Apply appropriate strategies to comprehend written, oral, and visual texts, guide inquiry, and extend thinking • Synthesize ideas from a variety of sources to build understanding • Recognize and appreciate how different features, forms, and genres of texts reflect different purposes, audiences, and messages • Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts • Recognize and identify the role of personal, social, and cultural contexts, values, and perspectives in texts • Recognize how language constructs personal, social, and cultural identity • Construct meaningful personal connections between self, text, and world • Respond to text in personal, creative, and critical ways • Recognize how literary elements, techniques, and devices enhance and shape meaning • Recognize an increasing range of text structures and how they contribute to meaning • Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view • Develop an awareness of the protocols and ownership associated with First Peoples texts 	<p><i>Students are expected to know the following:</i></p> <p>Story/text</p> <ul style="list-style-type: none"> • forms, functions, and genres of text • text features • literary elements • literary devices • elements of visual/graphic texts • relevance, accuracy, reliability <p>Strategies and processes</p> <ul style="list-style-type: none"> • reading strategies • oral language strategies • metacognitive strategies • writing processes <p>Language features, structures, and conventions</p> <ul style="list-style-type: none"> • features of oral language • multi-paragraphing • language usage and context • elements of style • syntax and sentence fluency • conventions • presentation techniques

Learning Standards (continued)

Curricular Competencies	Content
<p>Create and communicate (writing, speaking, representing)</p> <ul style="list-style-type: none"> • Exchange ideas and viewpoints to build shared understanding and extend thinking • Use writing and design processes to plan, develop, and create engaging and meaningful literary and informational texts for a variety of purposes and audiences • Assess and refine texts to improve their clarity, effectiveness, and impact according to purpose, audience, and message • Use an increasing repertoire of conventions of Canadian spelling, grammar, and punctuation • Use and experiment with oral storytelling processes • Select and use appropriate features, forms, and genres according to audience, purpose, and message • Transform ideas and information to create original texts. 	



<https://vimeo.com/678252141/5c9342c53e>

The History of Nisga'a Fish



SCHOOL DISTRICT NO. 92 (NISGA'A)

MEETING AGENDA ITEM 7.2

Action:	X	Information:	
Meeting:	Regular	Meeting Date:	March 15, 2022
Topic:	2022/2023 School Calendar		

Background/Discussion:

A review of the 2022/2023 School Calendar consultation.

Recommended Action:

That the Board of Education approve the 2022/2023 School Calendar as presented.

Presented by: Superintendent

SCHOOL CALENDAR FORM - GENERAL

2022/2023 CALENDAR

INSTRUCTIONS: Using the Fill Colour tool, highlight the Non-Instructional days and Vacation Periods with the colours in the legend.



- Instructional
- Non-Instructional
- Vacation Period
- Statutory Holiday

National Day for Truth and Reconciliation

Please Note - Easter Monday and Boxing Day are not observed statutory holidays in British Columbia.

NOTES (optional):

JULY						
S	M	T	W	T	F	S
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31						

AUGUST						
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SEPTEMBER						
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OCTOBER						
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30	31					

NOVEMBER						
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27	28	29	30			

DECEMBER						
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JANUARY						
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29	30	31				

FEBRUARY						
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MARCH						
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APRIL						
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30						

MAY						
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JUNE						
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25	26	27	28	29	30	

- Instructional
- Non-Instructional
- Vacation Period
- Statutory Holiday



Ministry of
Education



SCHOOL DISTRICT NO. 92 (NISGA'A)

MEETING AGENDA ITEM 8.1

Action:		Information:	X
Meeting:	Regular	Meeting Date:	March 15, 2022
Topic:	Monthly Financial Statements at January 31, 2022		

Background/Discussion:

Monthly Financial Statements at January 31, 2022 attached for Board Review.

Recommended Action:

For information only.

Presented by: Secretary Treasurer

SCHOOL DISTRICT No. 92 (Nisga'a)
OPERATING FUND
REVENUE AND EXPENDITURE
YEAR ENDING JUNE 30, 2022
As At January 31, 2022

	2021/2022 Actual Revenue and Expenses	2021/2022 Annual Budget	Percent Remaining or Available
Revenue (Schedule A2)			
Provincial Grants, MOE	(649,204)	233,986	3.77
Other Fees And Revenue	5,682,035	8,745,282	0.35
Rentals & Leases	140,094	165,000	0.15
Investment Income	17,180	18,000	0.05
	<u>5,190,105</u>	<u>9,162,268</u>	<u>0.43</u>
Expense (Schedule A3)			
Salaries			
Teachers	1,059,942	2,783,500	0.62
Principals and Vice Principals	558,159	976,000	0.43
Educational Assistants	67,789	252,000	0.73
Support Staff	612,171	1,105,675	0.45
Other Professionals	452,988	845,162	0.46
Substitutes	90,199	215,000	0.58
	<u>2,841,247</u>	<u>6,177,337</u>	<u>0.54</u>
Employee Benefits	503,678	1,476,779	0.66
Services & Supplies	955,085	1,809,709	0.47
	<u>4,300,009</u>	<u>9,463,825</u>	<u>0.55</u>
Net Revenue/Expenditure	890,095	(301,557)	
Encumbered PO's	257,351		
Interfund Transfers			
Capital Asset Purchases	(96,922)	(135,977)	
Local Capital		-	
Prior Year Surplus Appropriation	2,361,047	440,793	
Prior Year Surplus Unappropriated	242,451	-	
Balance Surplus/(Deficit)	3,396,671	3,259	
Potential use of Surplus:			
Carry Forward Learning Impact Grant	26,892		
Potential Balance Surplus/(Deficit)	1,008,732		

SCHOOL DISTRICT No. 92 (Nisga'a)
OPERATING FUND
REVENUE BY SOURCE
YEAR ENDING JUNE 30, 2022
As At January 31, 2022

	2021/2022 Actual Revenue and Expenses	2021/22 Annual Budget	Percent Remaining
Provincial Grants, Ministry of Education			
Operating Grant, MOE	-	8,562,718	
ISC/LEA Recovery	(852,712)	(8,578,862)	
Other Ministry of Education Grants			
Pay Equity	21,121	116,874	0.82
Student Transportation	91,064	130,091	0.30
ELF	847	847	0.00
FSA Exam Funding	2,047	2,047	0.00
Graduated Adult Enrollment (EG)	-	-	
Support Staff Benefit Grant	-	271	1.00
Indigenous Equity	79,000	-	
Anti-Racism	6,429	-	
Equity Scan	3,000	-	
Early Learning Grant	-	-	
	(649,204)	233,986	3.77
Provincial Grants - Other Ministries	8,160		
Other Fees and Revenue			
Other School District/Education Authorities	5,603,631	8,719,282	0.36
Miscellaneous (Specify)			
Miscellaneous	64,244	20,000	-2.21
ArtStarts	6,000	6,000	0.00
	5,673,875	8,745,282	0.35
Rentals and Leases	140,094	165,000	0.15
Investment Income	17,180	18,000	0.05
TOTAL OPERATING REVENUE	5,190,105	9,162,268	0.43

SCHOOL DISTRICT No. 92 (Nisga'a)
OPERATING FUND
EXPENDITURE BY OBJECT
YEAR ENDING JUNE 30, 2022
As At January 31, 2022

	2021/2022 Actual Revenue and Expenses	2021/2022 Annual Budget	Percent Available
Salaries			
Teachers	1,059,942	2,783,500	0.62
Principals and Vice Principals	558,159	976,000	0.43
Educational Assistants	67,789	252,000	0.73
Support Staff	612,171	1,105,675	0.45
Other Professionals	452,988	845,162	0.46
Substitutes	90,199	215,000	0.58
	2,841,247	6,177,337	0.54
Employee Benefits	503,678	1,476,779	0.66
Total Salaries & Benefits	3,344,925	7,654,116	0.56
Services and Supplies	As Per Data		
Services	183,455	418,000	0.56
Student Transportation	-	64,000	1.00
Professional Development and Travel	124,623	138,900	0.10
Dues and Fees	23,476	21,000	(0.12)
Insurance	18,703	34,500	0.46
Supplies	365,641	583,478	0.37
Furniture and Equipment	73,257	165,500	0.56
Computer Equipment	28,171	49,500	0.43
	817,326	1,479,878	0.45
Utilities			
Electricity	111,440	302,331	0.63
Propane-Heat	8,310	12,000	0.31
Bio Mass Pellets	10,724		
Garbage/Water/Sewer	7,285	12,000	0.39
Carbon Offsets	-	3,500	1.00
	137,759	329,831	0.58
Total Service & Supplies	955,085	1,809,709	0.47
TOTAL OPERATING EXPENSE	4,300,009	9,463,825	0.55

SCHOOL DISTRICT No. 92 (Nisga'a)
OPERATING FUND
EXPENDITURE BY OBJECT
YEAR ENDING JUNE 30, 2022
As At January 31, 2022

	Total Salaries	Employee Benefits	Total Salaries and Benefits	Services and Supplies	Total Expenses	2021-22 Annual Budget	Percent Available
1 INSTRUCTION							
1.02 Regular Instruction	1,113,739	199,851	1,313,590	38,576	1,352,166	3,688,138	0.63
1.03 Career Programs	17,866	3,335	21,201	-	21,201	66,250	0.68
1.07 Library Services	-	-	-	438	438	15,000	0.97
1.08 Counseling	41,926	7,012	48,938	-	48,938	111,250	0.56
1.10 Special Education	27,158	3,667	30,825	-	30,825	353,875	0.91
1.30 English Language Learning	41,709	7,041	48,750	-	48,750	88,760	0.45
1.31 Aboriginal Education	264,376	49,441	313,817	5,025	318,841	605,655	0.47
1.41 School Administration	359,089	60,575	419,664	19,881	439,545	888,100	0.51
1.60 Summer School	-	-	-	-	-	43,750	1.00
Total Function 1	1,865,864	330,921	2,196,784	63,919	2,260,704	5,860,778	0.61
4 DISTRICT ADMINISTRATION							
4.11 Educational Administration	152,166	25,445	177,610	116,233	293,844	357,098	0.18
4.40 School District Governance	32,178	1,374	33,552	30,365	63,917	172,748	0.63
4.41 Business Administration	211,763	34,900	246,663	110,340	357,003	884,025	0.60
Total Function 4	396,106	61,719	457,825	256,938	714,763	1,413,871	0.49
5 OPERATIONS AND MAINTENANCE							
5.41 Operations and Maintenance Admin	28,421	6,185	34,606	893	35,500	69,450	0.49
5.50 Maintenance Operations	444,650	85,304	529,954	188,479	718,432	1,281,180	0.44
5.52 Maintenance of Grounds	-	-	-	17,751	17,751	25,500	0.30
5.56 Utilities	-	-	-	134,385	134,385	329,831	0.59
Total Function 5	473,071	91,489	564,560	341,507	906,067	1,705,961	0.47
7 TRANSPORTATION AND HOUSING							
7.41 Transportation and Housing Admin	17,387	3,526	20,913	-	20,913	44,905	0.53
7.70 Student Transportation	43,875	8,620	52,495	56,946	109,441	249,000	0.56
7.73 Housing	44,944	7,403	52,348	235,774	288,121	189,310	(0.52)
Total Function 7	106,206	12,146	73,408	292,720	418,475	483,215	0.13
TOTAL FUNCTIONS 1 - 7	\$ 2,841,247	\$ 496,274	\$ 3,292,577	\$ 955,085	\$ 4,300,009	\$ 9,463,825	0.55