



NISGA'A SCHOOL DISTRICT NO. 92

<u>MEETING AGENDA ITEM 5.1</u>			
Action:	X	Information:	
Meeting:	Regular	Meeting Date:	May 5, 2026
Topic:	Minutes of the Regular Meeting of the Board – April 7, 2026		
Background/Discussion:			
Minutes as attached.			
Recommended Action:			
<p>That the Board of Education for the Nisga'a School District adopt the Minutes of the April 7, 2026, Regular Board Meeting as circulated.</p> <p>AND THAT any corrections or amendments noted be incorporated into the official record.</p> <p>Moved by: Seconded by:</p>			
Presented by: Board Chair			

**NISGA'A SCHOOL DISTRICT NO. 92
BOARD OF EDUCATION
REGULAR MEETING - VIRTUAL
SCHOOL BOARD OFFICE
GITLAXT'AAMIKS, BC**

APRIL 7, 2026 – 5:30 PM

Trustees:	Winnie Morven-Hansen, Chair Carl Azak Danica Moore Gary Cox George Nelson	Gitlaxt'aamiks Trustee Gitwinksihlkw Trustee Laxgalts'ap Trustee Nass Camp & Surrounding Areas Trustee Gingolx Trustee
District:	Robert Clifton Ernie Gran Bryce Recsky Tanya Azak Sharlene Grandison	Superintendent of Schools Secretary-Treasurer Director of Instruction Director of Instruction Executive Assistant - Recorder

Regrets:

1. **PROTOCOL**
Chair acknowledged condolences for recent community member loss and offered prayers for Wilps Duuk.
 2. **CALL TO ORDER:**
The meeting was called to order at 5:33 p.m.
 3. **DECLARATION OF QUORUM:**
Board Chair declared a quorum.
 4. **APPROVAL OF AGENDA:
R02-0401**
That the Board of Education approved the April 7, 2026 Agenda as presented.

Moved by: Trustee Nelson
Seconded by: Trustee Azak
- Carried

5. **ADOPTION OF MINUTES:**

5.1 Regular Meeting – February 3, 2026

R02-0402

THAT the Board of Education for Nisga'a School District adopt the Minutes of the February 3, 2026 Regular Meeting as circulated.

AND THAT any corrections or amendments noted be incorporated into the office record.

Moved by: Trustee Cox

Seconded by: Trustee Azak

Carried

6. **BUSINESS ARISING FROM THE MINUTES:**

No business arising from the minutes.

7. **PRESENTATION:**

7.1 Gitwinksihlkw Elementary School Presentation – N. Seah

Gitwinksihlkw Elementary School staff presented a progress report on the Student Learning Improvement Plan, highlighting language and culture integration, land-based learning, community and family engagement, student attendance, and improvements in early literacy outcomes.

Board members expressed appreciation for the presentation and acknowledged the positive impact on student engagement, cultural identity, and school-community connections.

7.2 Nisga'a Secondary School Presentation – C. Peal
English First Peoples 12 Class

A presentation was delivered by the English First Peoples 12 teacher and student, showcasing student learning through an Elder interview project. The presentation highlighted the use of digital platforms, cultural storytelling, intergenerational knowledge, and student voice.

Board members thanked the presenters and commended the student for courage, adaptability, and excellence in learning.

8. **EDUCATION:**

8.1 Superintendent Update

Strategic Plan & Public Report:

The Superintendent presented the April 2026 Monthly Report, outlining progress on the Strategic Plan, alignment with the 2019 NLG District Review, system stabilization efforts, student learning outcomes, attendance challenges, and strengthened partnerships.

R02-0403

THAT the Board of Education receive and file the Superintendent's April 2026 Monthly Update.

Moved by: Trustee Azak

Seconded by: Trustee Cox

Carried

8.2 New OP 111 – Learning Resources Challenge

The Superintendent presented a newly developed procedure outlining:

The Superintendent presented Operational Procedure 111 – Challenge of Learning Resources, advising the Board that the district did not previously have a procedure aligned with Ministry requirements.

The presentation outlined:

- The purpose of OP 111 in providing a clear, respectful, and transparent process for concerns regarding learning resources;
- The balance between community voice, educational integrity, and student access to learning;
- The informal and formal challenge processes, including committee composition;
- Assurance that learning resources remain available to students during review;
- Alignment with Ministry of Education and Child Care guidelines and Nisga'a cultural perspectives;
- The appeal process to the Board, where applicable.

The Superintendent responded to trustee questions regarding trustee participation on reconsideration committees.

8.3 Director of Instruction Report – Tanya Azak

- Parent literacy and numeracy engagement initiatives
- Professional development on anti-racism and inclusion
- Mental Health in Schools Grant utilization

- Inclusive Education audit preparation and designation corrections
- Enhanced collaboration with health and outreach agencies

R02-0404

That the Board of Education for Nisga’a School District 92 received and file the Director of Instruction, Learning and Innovation Report for April 2026.

Moved by: Trustee Nelson

Seconded by: Trustee Azak

Carried

9. BUSINESS:

9.1 2026 – 2026 School Calendar

The Superintendent presented the proposed 2026–2027 and 2027–2028 School District Calendars, including a summary of public consultation results conducted in accordance with Ministry of Education and Child Care requirements.

The presentation outlined:

- Feedback received from staff, parents, caregivers, community members, and local governments across all school communities;
- Levels of satisfaction, dissatisfaction, and neutral responses to the proposed calendars;
- Key themes identified through consultation, including recognition of Nisga’a Hoobiyee, family schedules, staff well-being, and balance of instructional time;
- Community concerns regarding spring break alignment with the Junior All-Native Tournament and Easter;
- Adjustments made to the calendars to address feedback, while maintaining compliance with Ministry-mandated instructional hours;
 - Confirmation that the final calendars meet Ministry requirements and reflect Nisga’a cultural priorities.

Trustees asked questions and received clarification regarding alignment with neighbouring school districts, instructional days, and Ministry compliance.

9.2 Monthly Financial Statements

The Secretary Treasurer presented the February 2026 Monthly Financial Statements, providing an update on the District’s financial position for the period ending February 28, 2026.

- An overview of year-to-date revenues and expenditures compared to the approved annual budget;
- Confirmation that the District remains in a stable and healthy financial position;
- Reporting on salary and benefits as the largest expenditure category;
- Identification of key financial pressures, including fuel and inflation-related cost increases;
- A projected year-end position indicating a modest operating surplus;
- Assurance that no significant financial risks had been identified at this time and that expenditures continue to be closely monitored.

Trustees were invited to ask questions and expressed appreciation for the clarity of the report and the District's financial stewardship

9.3 Budget 2026/2027

The Secretary Treasurer provided a verbal update on the development of the 2026–2027 Operating Budget, advising the Board that budget preparation is currently underway.

- Receipt of preliminary funding estimates from the Ministry of Education and Child Care based on projected enrolment and updated funding formulas;
- Review of preliminary estimates as a starting point for budget development for the 2026–2027 fiscal year;
- Consideration of current-year expenditures, staffing requirements, and known cost pressures, including inflation and rising operational costs;
- Ongoing communication from the Ministry regarding cost increases and fiscal pressures affecting school districts;
- Confirmation that administration will continue to analyze funding impacts, monitor expenditures, and engage in careful planning to ensure fiscal responsibility.

The Board was advised that further budget information and recommendations will be brought forward as the budget development process continues.

9.4 Approval of 2026/2027 Capital Plan Submission

The Secretary Treasurer presented the 2026–2027 Capital Plan Submission for School District No. 92 (Nisga'a), advising the Board that the Ministry of Education and Child Care had released the capital funding decisions for the upcoming year.

- An overview of the capital projects approved or conditionally approved by the Ministry, including facility renewal and infrastructure upgrades;
- Confirmation that the proposed projects align with district priorities for safety, maintenance, and operational sustainability;
- Explanation of the requirement under the *School Act* for the Board to adopt a Capital Plan Bylaw in order to proceed with the approved projects;
- Authorization sought for the Secretary Treasurer to submit the signed Capital Plan Bylaw and Annual Programs Funding Agreement through the Ministry's capital reporting system;
- Clarification that adoption of the Capital Plan enables the District to access capital funding and proceed with project implementation in accordance with Ministry conditions and timelines.

The Board was advised that administration will proceed with the projects upon Ministerial authorization and continue to ensure compliance with all regulatory, financial, and reporting requirements.

R02-0405

THAT the Board of Education of School District No. 92 (Nisga'a) adopt the 2026–2027 Capital Plan Bylaw as presented, and authorize the Secretary Treasurer to submit the signed Capital Plan Bylaw and the required Annual Programs Funding Agreement to the Ministry of Education and Child Care.

Moved by: Trustee Nelson
 Seconded by: Trustee Azak

Carried

10. **POLICY DEVELOPMENT:**

10.1 Policy Framework Update

The Secretary Treasurer provided a Policy Framework Update, advising the Board that there were no new or revised Board policies requiring approval at this time.

- An update from the British Columbia School Trustees Association (BCSTA) regarding its review of Gold Standard Policies;
- Information that BCSTA is assessing key governance policy areas and will be providing recommendations to Boards on policy prioritization;
- Notification that exemplary policy examples and implementation guidance are expected to be shared once the review is complete;

- Confirmation that administration will monitor BCSTA communications and bring forward policy updates or recommendations to the Board as appropriate.

The Board was advised that further updates will be provided when BCSTA releases additional guidance.

11. TRUSTEE REPORTS:

11.1 BCPSEA Report

Update provided on recent BCPSEA meetings and labour relations developments.

- Information on meetings held to review and consider the provincial tentative agreement;
- Confirmation that the ratification process had taken place following BCPSEA meetings held earlier in March;
- Notification that the agreement has since been ratified at the provincial level;
- An update advising that School District No. 92 has already implemented the newly negotiated salary grids and processed retroactive salary payments, in advance of the target implementation date recommended by BCPSEA.

The Board acknowledged the update and noted the timely implementation of the agreement as positive for staff and district operations.

11.2 Chair Update

The Board Chair provided a Chair's Update, offering highlights from recent Board and association activities.

- An update on participation in BCSTA committees, including continued involvement on the Rural and Remote Schools Committee, with confirmation that the committee will remain active;
- Information regarding recent disciplinary and personnel (in-camera) meetings, noting that outcomes have been communicated to Board members and senior staff in accordance with confidentiality requirements;
- Notification of ongoing engagement with Indigenous and provincial association committees;
- Advance planning for participation in upcoming BCSTA-related meetings and conventions, including support for district involvement in future provincial events.

The Chair thanked trustees and district leadership for their continued commitment to governance, collaboration, and district representation at the provincial level.

12. **CORRESPONDENCE:**

No correspondence.

13. **PUBLIC QUESTION PERIOD**

No public questions.

14. **ADJOURNMENT:**

The meeting adjourned at 7:20 p.m.

Moved by: Trustee Cox

Seconded by: Trustee Nelson

Carried

Certified correct,
Winnie Morven-Hansen,
Board Chair

Certified correct,
Ernie Gran,
Secretary Treasurer



NISGA'A SCHOOL DISTRICT NO. 92

<u>MEETING AGENDA ITEM 8.1</u>			
Action:	X	Information:	
Meeting:	Regular	Meeting Date:	May 5, 2026
Topic:	Superintendent Update – May 2026		
Background/Discussion:			
<p>Superintendent Update for May 2026 attached.</p>			
Recommended Action:			
<p>THAT the Board of Education for the Nisga'a School District receive and file the Superintendent's Monthly Update for May 2026.</p> <p>Moved by: Seconded by:</p>			
Presented by: Superintendent			

Superintendent's Monthly Update Yansa'alt (May) 2026



This month's update is grounded in the evidence presented through our How Are We Doing (HAWD) 2024-2025 report and is intended to show the Board how that evidence is directly shaping both this year's operational priorities and the work planned for 2026–2027.

The HAWD report highlights important strengths across NSD 92, particularly in culturally grounded learning, school climate, and post secondary transitions. At the same time, it clearly identifies persistent challenges related to attendance, sense of belonging in the middle and secondary years, graduation timelines, and the complexity of needs faced by many of our learners.

Our responsibility as a system is to respond to those realities with clarity, coherence, and sustained action. That is the purpose of our Operations Plan and our annual Operational Work Plans.

Next year our operational focus will respond to the areas of challenge and include implementing a district wide attendance strategy with early outreach, daily routines, and relational supports. It includes establishing consistent data cycles so schools and the district can respond earlier to disengagement and learning gaps. It also includes launching a multi tiered system of supports that better integrates classroom instruction, learning support, and specialized services for students who need them most.

We are also prioritizing work that directly responds to the HAWD findings related to belonging and engagement. Our operational plan next year includes expanded Elders in Residence, culturally grounded student support roles, increased land and place-based learning, and intentional staff learning focused on relational practice and trauma informed approaches.

Looking ahead to 2026–2027, the operational plan shifts from building the foundation to deepening practice. This includes refining and strengthening literacy and numeracy instruction through coaching and co-teaching models, expanding classroom-based interventions so students remain connected to learning, and

Superintendent's Monthly Update Yansa'alt (May) 2026



strengthening graduation pathways through improved course completion tracking, flexible scheduling, and transition supports.

It also includes a continued focus on attendance and belonging, with enhanced mentorship structures, stronger middle years transition planning, and expanded cultural leadership opportunities for students.

Importantly, both this year's work and next year's planned actions are explicitly aligned to the Board's Strategic Plan. Each operational priority is connected to one or more strategic goals, has a named lead, identified measures of progress, and is monitored through regular reporting to the Board.

In today's update, I will highlight where we are seeing early progress, where challenges remain, and how our operational planning continues to respond directly to what the evidence is telling us about the needs of our learners and our system.

I look forward to the Board's questions and guidance as we continue this work together in service of Indigenous student success and wellbeing across NSD 92.

T'ooyaksiy' n'iin,

A handwritten signature in black ink, appearing to read 'R. Clifton', written in a cursive style.

Robert Clifton

CEO & Superintendent of Schools, Nisga'a School District

Superintendent’s Monthly Update Yansa’alt (May) 2026



Indigenous Student Success Summary – How Are We Doing Report 2024-2025

The How Are We Doing report provides a system-level overview of Indigenous student success, engagement, and completion across NSD 92. It supports the Board’s governance role by highlighting key trends, strengths, and areas requiring sustained attention.

Due to small cohort sizes and provincial privacy thresholds, some secondary-level data points are masked. Trends should be interpreted over time and in relation to multiple indicators, not single-year percentages.

Who We Serve (Student Profile)

School Year	All Students #	Aboriginal Students		Aboriginal Woman/Girl #	% of All Students	Aboriginal Man/Boy #	% of All Students
		#	%				
2020/21	386	385	99.7	187	48.4	198	51.3
2021/22	376	375	99.7	190	50.5	185	49.2
2022/23	396	392	99.0	195	49.2	197	49.7
2023/24	352	351	99.7	177	50.3	174	49.4
2024/25	377	377	100.0	192	50.9	185	49.1

Indigenous student enrolment (2024/25):

- 377 students across Kindergarten to Grade 12
- Enrolment has remained relatively stable over the past five years

Gender distribution:

- **Males:** approximately 51%
- **Females:** approximately 49%

Board Interpretation:

A stable student population allows NSD 92 to focus on deepening program quality and relational supports rather than responding to volatility in enrolment.

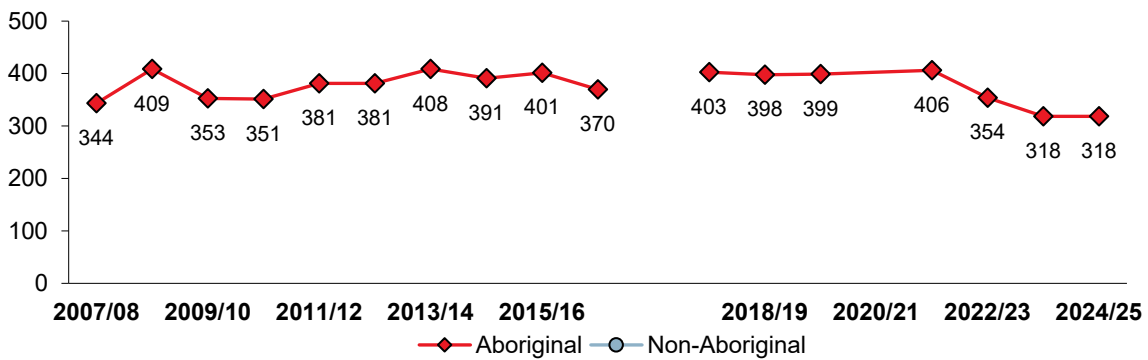
Superintendent's Monthly Update Yansa'alt (May) 2026



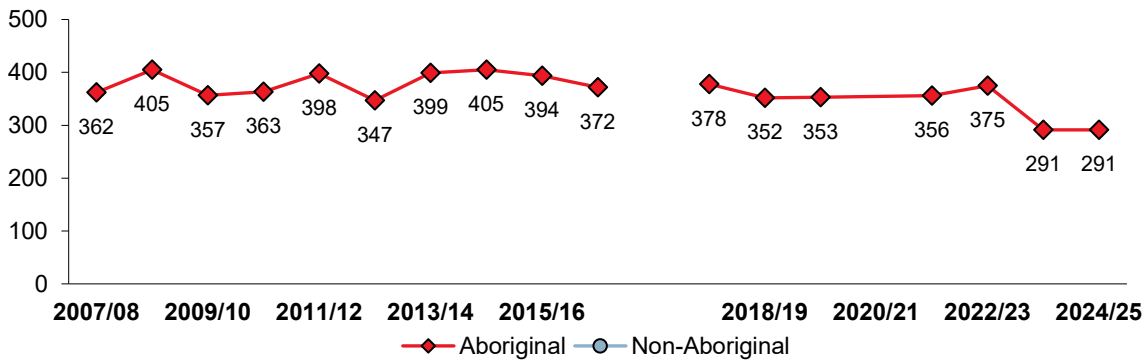
Student Success and Achievement

Foundational Skills Assessment – Grade 4 – Literacy and Numeracy

Average FSA Scaled Score - Grade 4 Reading/Literacy



Average FSA Scaled Score - Grade 4 Numeracy

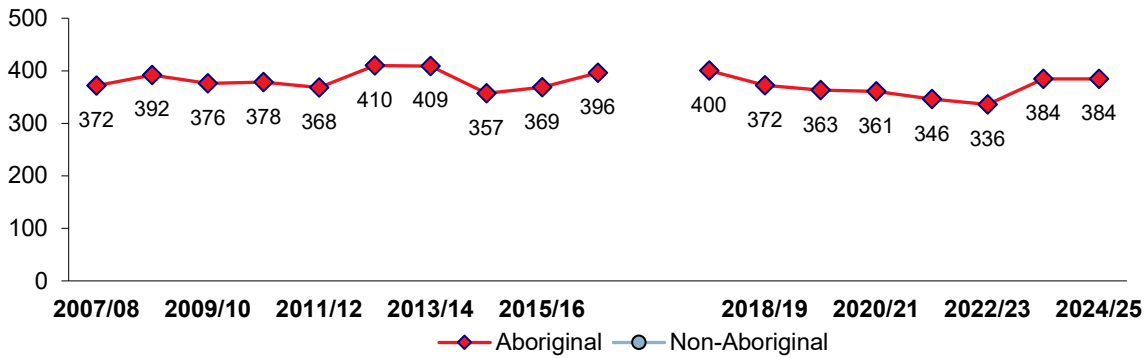


Superintendent's Monthly Update Yansa'alt (May) 2026

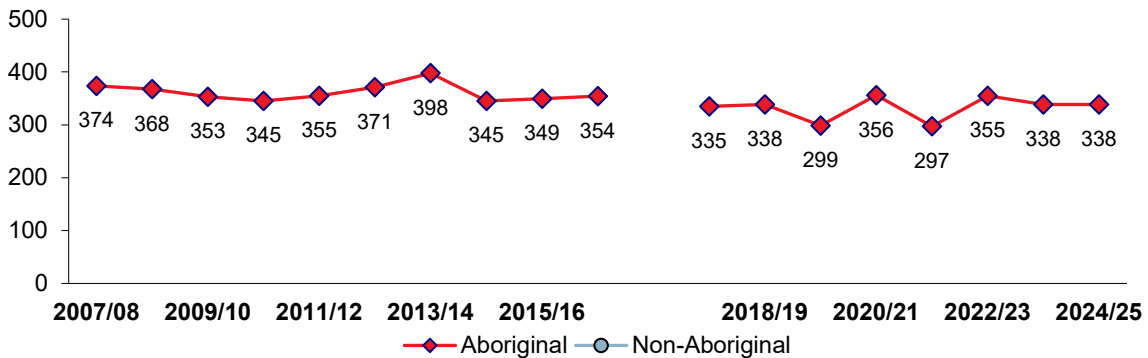


Foundational Skills Assessment – Grade 7 – Literacy and Numeracy

Average FSA Scaled Score - Grade 7 Reading/Literacy



Average FSA Scaled Score - Grade 7 Numeracy



Graduation Assessments and Literacy

- Participation rates vary year to year, particularly at the secondary level
- Small cohorts make longitudinal data comparison challenging.
- Where data is reportable, a majority of students meet or exceed provincial expectations
- Grade 12 literacy proficiency generally ranges from the high-40s to low-60s percent

Superintendent's Monthly Update Yansa'alt (May) 2026



Board Interpretation:

Results point to emerging strengths while reinforcing the importance of attendance, readiness, and consistent assessment participation.

Course Achievement Highlights

- **English First Peoples 10:** Nearly half of students achieve a C+ or better
- **First Nations Language courses (Sim'algaahl Nisga'a):**
Strong achievement outcomes, with the majority of students meeting or exceeding expectations

Board Interpretation:

Culturally grounded coursework continues to be a protective factor supporting student success and identity development



STRATEGIC PRIORITY 1

Language and Culture

The Mind, Heart, Body and Spirit of Learning



STRATEGIC PRIORITY 2

Empowered and Inspired Learners

Well-Being, Belonging, and Futures



STRATEGIC PRIORITY 3

Thriving Staff and Collaborative Leadership

Growth and Innovation



STRATEGIC PRIORITY 4

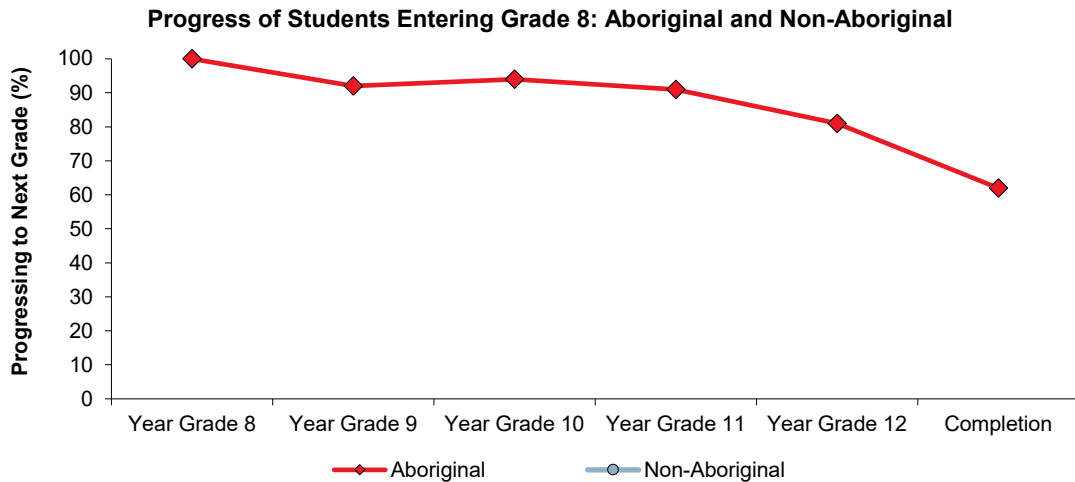
Strengthening Foundations

Sustainability and Improvement

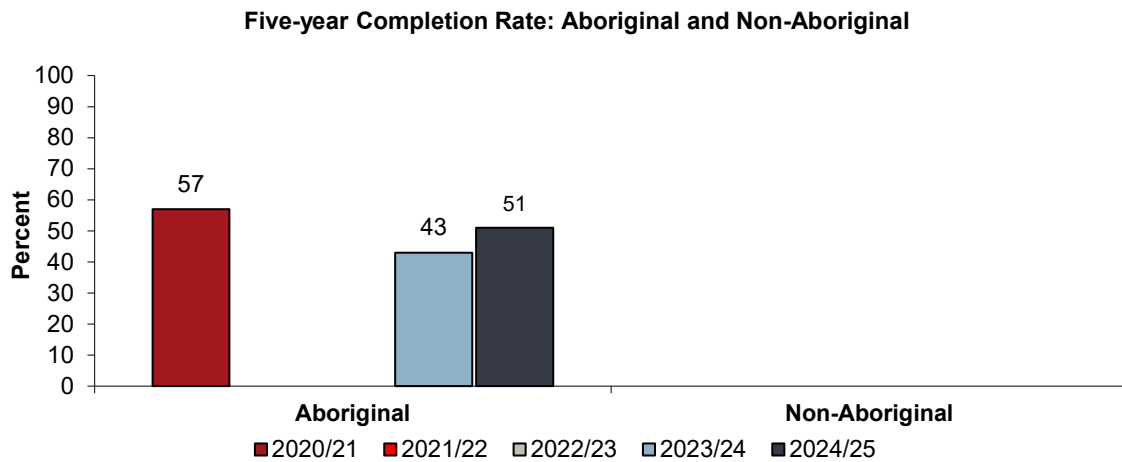
Superintendent's Monthly Update Yansa'alt (May) 2026



Completion, Graduation, and Transitions

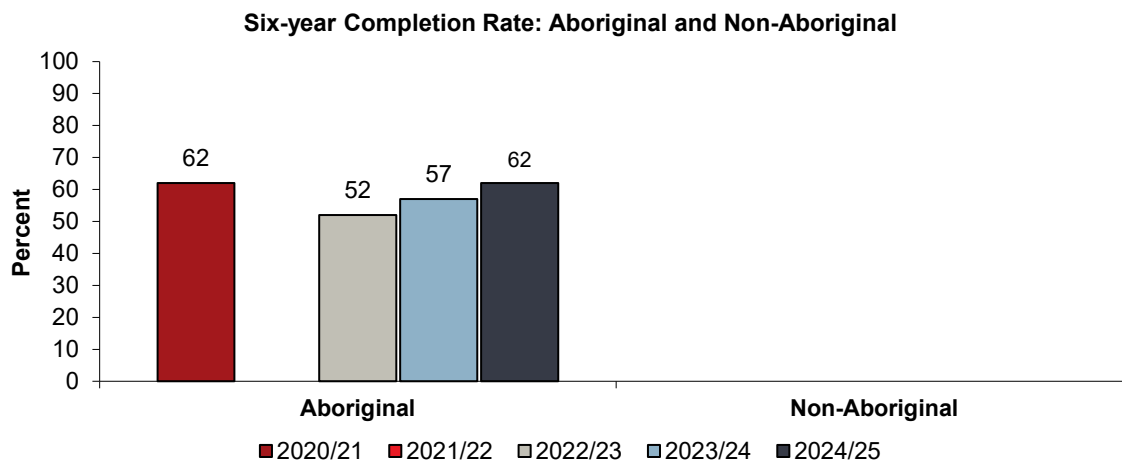


Secondary School Completion



- Dogwood graduation rates vary by cohort, generally ranging from the mid-40s to high-50s percent

Superintendent's Monthly Update Yansa'alt (May) 2026



- Six-year completion rates are consistently higher than five-year rates, indicating many students benefit from extended timelines

Board Interpretation:

Flexible graduation timelines are critical. Student success in NSD 92 often occurs through persistence and continuity, rather than traditional pacing alone.

Engagement, Belonging, and Student Voice

Student Learning Survey Trends

Strengths:

- High levels of students reporting they feel welcome and respected
- Strong agreement that difference is respected
- Low reported rates of bullying in recent reporting years

Areas for Attention:

- Sense of belonging declines across middle and secondary grades
- Fewer secondary students report having two or more caring, supportive adults

Superintendent's Monthly Update Yansa'alt (May) 2026



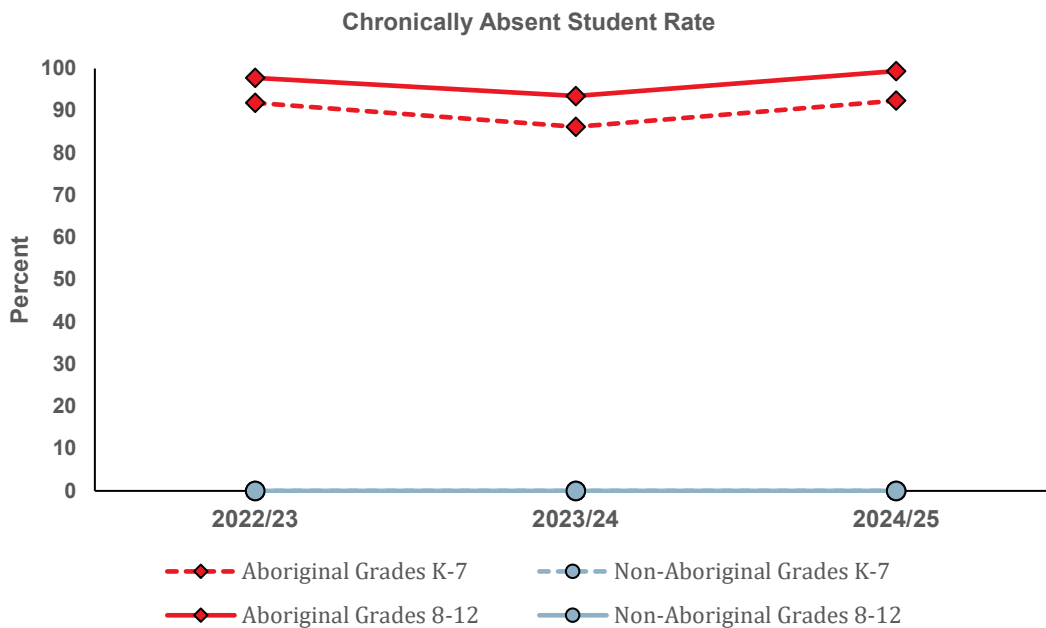
Board Interpretation:

School environments are generally safe and inclusive; however, early adolescence remains a key pressure point requiring targeted relational supports.

Attendance and Wellbeing

Chronic Absence

Students are deemed to be chronically absent if they missed 10% or more of Instruction Days in a given school year.



- High levels of chronic absenteeism are evident across all grade groupings
- Secondary grades demonstrate the highest and most persistent impacts

Board Interpretation:

Attendance represents the single most significant systemic risk to student success and completion and requires coordinated district-level responses.

Superintendent's Monthly Update Yansa'alt (May) 2026



Inclusive Education and Equity Considerations

School Year	All Students	Aboriginal	
	Total #	#	Total %
2020/21	55	55	100
2021/22	55	55	100
2022/23	Msk	Msk	Msk
2023/24	40	40	100
2024/25	30	30	100

- There has been a decrease in the number of students who have Ministry designations. This has been due to an inconsistency in School Based Team processes and a delay in testing and screening.
- Behavioural, mental health, and learning needs are prominent across reporting years. The Director of Instruction responsible for this area has worked hard this year to complete student files and close the gap on screening times.

Board Interpretation:

Student success must be addressed through wraparound, relational, and culturally responsive systems, rather than instructional strategies alone.

Board-Level Takeaways

What Is Working

- ✓ Indigenous language and cultural learning is foundational to student success.
- ✓ Increasing safe and respectful school climates
- ✓ Flexible completion timelines
- ✓ Strong post-secondary transitions

Where Strategic Focus Is Needed

- ⚠ Chronic absenteeism
- ⚠ Middle and secondary school belonging

Superintendent's Monthly Update Yansa'alt (May) 2026



- ⚠ Relational continuity and adult mentorship
- ⚠ Dogwood graduation persistence

Suggested Board Monitoring Indicators

To support ongoing governance oversight, the Board may wish to monitor:

- Attendance and chronic absenteeism trends
- Student sense of belonging in Grades 6–10
- Participation and success in Indigenous language programming
- Five-, six-year graduation outcomes
- Student-reported access to caring adults

Closing Statement

How Are We Doing report and the operational actions I have outlined today provide us with a clear shared understanding of both our progress and our responsibilities.

The evidence affirms that there are strong foundations in place across NSD 92, particularly in culturally grounded learning, safe and respectful school environments, and student perseverance toward graduation. At the same time, the data is equally clear in identifying areas that require sustained and deliberate system attention, especially attendance, adolescent engagement and belonging, and graduation timelines.

Our commitment as a district is to respond to this evidence with action, not with explanation. The operational work currently underway and the priorities planned for 2026–2027 are designed to address these challenges directly, with clear ownership, measurable indicators, and regular opportunities for review.

From an accountability perspective, this work will continue to be monitored through scheduled Board reporting, ongoing data reviews, and alignment with the Strategic Plan. Where progress is evident, we will strengthen and sustain it. Where results are not improving, we will adjust our approach and take responsibility for doing so.

Superintendent's Monthly Update Yansa'alt (May) 2026



As Superintendent and CEO, I am accountable for ensuring that our operational plans remain tightly aligned to the Board's strategic direction and that the needs of our learners, families, and communities remain at the centre of our decision making.

I appreciate the Board's leadership in setting clear priorities and maintaining a focus on long-term improvement rather than short-term solutions. Together, we will continue to use evidence, relationships, and culturally responsive practice to improve outcomes for Indigenous students across NSD 92.



NISGA'A SCHOOL DISTRICT NO. 92

<u>MEETING AGENDA ITEM 8.2</u>			
Action:	X	Information:	
Meeting:	Regular	Meeting Date:	May 7 2026
Topic:	Director of Instruction Monthly Update: IE & EL – Tanya Azak		
Background/Discussion:			
Director of Instruction Monthly Update – April 2026 attached.			
Recommended Action:			
<p>THAT the Board of Education for the Nisga'a School District receive and file the Director of Instruction, Indigenous Education and Early Learning Update for May 2026.</p> <p>Moved by: Seconded by:</p>			
Presented by: Director of Instruction, Tanya Azak			

Director of Instruction's Monthly Update Yansa'alt 2026



Aligned to NSD 2025–2030 Strategic Priorities

It is my privilege to provide this update on the ongoing work in Indigenous Education and Early Learning across the district. Our efforts remain firmly rooted in Nisga'a values, guided by Sayt K'ilim Goot, and focused on strengthening language, culture, well-being, and community partnerships in every school. I am grateful for the opportunity to advance these priorities together as we nurture identity, belonging, and success for all Nisga'a learners.

Nisga'a Retreat – Compassionate Systems in Gitwinksihlkw

The Compassionate Systems Nisga'a Retreat was held April 19–23, 2026, at Gitwinksihlkw Elementary School. This land-based, culturally grounded professional learning experience brought together educators, community members and students from within the Nisga'a Nation and invited educators from outside the Nation, centring Nisga'a leadership, protocols, and community knowledge.



The retreat was hosted by NSD on Nisga'a Lands, which are deeply connected to language revitalization and intergenerational learning, the retreat reflected our commitments to education that honours land, culture, and collective responsibility. Participants engaged in shared meals, dialogue circles, land-based contemplative practices, and learning alongside Elders and community members. Learning was intentionally relational, wholistic, and connected to place.

Compassionate Systems Awareness Framework

The retreat was guided by Compassionate Systems Awareness (CSA), a framework integrating systems thinking, social-emotional learning, and mindfulness. Within education and leadership contexts, CSA supports a shift from reactive approaches toward compassionate, relational, and reflective action. At the retreat, CSA was intentionally grounded in a Nisga'a worldview, aligning with values of balance, responsibility, and collective wellbeing.

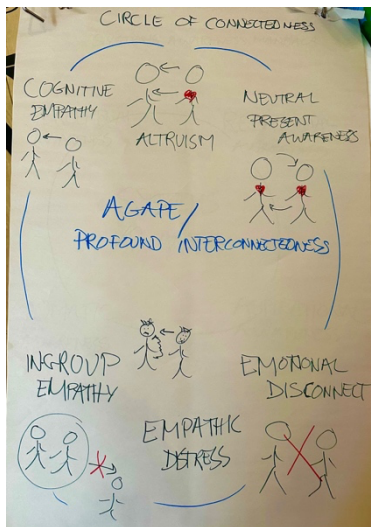


GES Students Playing offering a musical treat

NSD Strategic Plan Alignment and Impact Language and Culture

Nisga'a language, place names, stories, and protocols were woven throughout the retreat. Land-based contemplative practices honoured holistic learning of the mind, heart, body, and spirit, reinforcing language and culture as foundational systems rather than supplemental content.

Director of Instruction's Monthly Update Yansa'alt 2026



Empowered and Inspired Learners

The retreat emphasized that learner success is rooted in wellbeing, belonging, and cultural identity. Relational learning environments modelled practices that support safety, connection, and engagement for students.

Thriving Staff and Collaborative Leadership

Educators engaged in reflective practice, dialogue, and shared leadership grounded in Nisga'a values. Learning together across Nations strengthened humility, reconciliation in practice, and collective responsibility.

Strengthening Foundations

Participants explored how district systems, policies, and practices function as interconnected structures and how compassionate systems awareness strengthens coherence, sustainability, and long-term improvement.

Key Learnings

- Culture is foundational to systems design, not an enhancement.
- Land-based and contemplative practices support holistic learning and wellbeing.
- Relationships and belonging are prerequisites for engagement, literacy, and numeracy.
- Compassionate leadership strengthens trust, innovation, and sustainability.
- Learning together across Nations builds accountability and shared responsibility.

Next Steps

- Embed Compassionate Systems Awareness within district professional learning.
- Support classroom and school-based contemplative and land-based practice.
- Continue Elder and community-led learning opportunities.
- Align district policies and operational practices with Nisga'a values and CSA principles.
- Collaborate with school districts across British Columbia to align efforts, share knowledge, and strengthen system-wide supports.

What people are saying...

- *"I am so grateful to have had the opportunity to visit Nisga'a. It was an experience that will stay with me forever!"*
- *"My colleague and I are still pinching ourselves that we were so fortunate to be able to learn with you last week."*
- *"I can honestly say that it was a life-changing experience for me."*



Director of Instruction's Monthly Update Yansa'alt 2026



Indigenous Education Council (IEC)

NSD Goal: Thriving Staff & Collaborative Leadership – Growth and Innovation

During this reporting period, the Indigenous Education Council adjusted its meeting schedule to support alignment with member availability and upcoming professional learning opportunities. This reflects a continued commitment to intentional governance and capacity building in support of Indigenous education.

Highlights of upcoming events

- First Annual Indigenous Education Council Chairs' Gathering - The IEC Co-Chair will participate in Chairperson Training in Richmond BC on May 13, 2026, focused on effective governance practices, facilitation, roles and responsibilities, and collaborative decision-making. As well as ongoing alignment of IEC responsibilities with Indigenous Education governance, advisory, and leadership functions.
- Northern Indigenous Education Council Conference – All IEC members will be invited to a in-person IEC workshop in Prince George BC on May 21 & 22, 2026. This conference will support strategic planning, relationship building, and collective learning. In addition, strengthening of governance processes and leadership capacity in service of Indigenous learners and communities.

Next Steps

- Regular meetings in May/June

MMAAL 2026 District Professional Development Day

NSD Goal: Empowered & Inspired Learners – Wellbeing, Belonging, and Futures

CUPE alongside the NSD, hosted a full-day professional learning event for all SD92 staff. The day was intentionally structured to integrate external Indigenous expertise with Nisga'a community leadership, reinforcing a holistic and culturally grounded approach to professional learning.



Director of Instruction's Monthly Update Yansa'alt 2026



Overview of the Day

Morning Session

Facilitator: *Monique Gray Smith*

Focus includes:

- Indigenous resilience and strength-based narratives
- Trauma-informed and caring school practices
- Educator responsibility within reconciliation and relational accountability

Afternoon Session

Facilitated by the NLG *Nisga'a Language & Culture Directorate*

Focus includes:

- Nisga'a language, culture, and worldview
- Cultural humility and respectful engagement
- Supporting Nisga'a identity and belonging in schools
- Sharing resources and providing an overview of available supports

Strategic Alignment

- Strengthens inclusive, affirming, and safe learning environments.
- Supports excellence in teaching and continuous professional growth.
- Deepens understanding of Nisga'a language, culture, and identity.
- Reinforces wellness, care, and trauma-informed practice.
- Demonstrates strong partnership with Nisga'a Nation entities and shared responsibility for education.



Upcoming Events – Early Learning

Welcome to Kindergarten (WTK) and Ready, Set, Learn (RSL)

WTK and RSL are provincially supported early learning transition initiatives intended to strengthen children's entry into the K–12 system and establish positive, early relationships with families.

Director of Instruction's Monthly Update Yansa'alt 2026



Within the Nisga'a School District, these initiatives are implemented using a culturally responsive and relationship-based approach that reflects Nisga'a language, identity, and community values. All schools are expected to offer both WTK and RSL annually as part of a coordinated early learning and transition strategy.

Overview of Initiatives

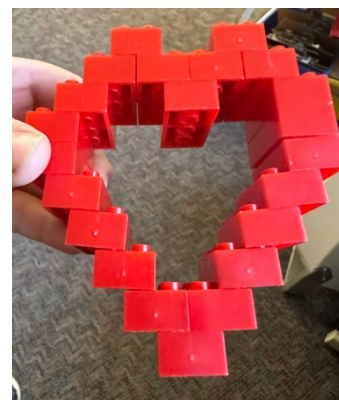
Ready, Set, Learn (RSL) focuses on outreach to preschool-aged children (ages 3–4) and their families prior to Kindergarten registration. Events promote early literacy, numeracy, oral language, and social-emotional development while supporting families as children's first teachers and connecting them to school and community supports.

Welcome to Kindergarten (WTK) supports children entering Kindergarten and their families through activities that build familiarity with school environments, routines, and expectations. WTK events emphasize play-based learning and relationship-building to support children's confidence and sense of belonging as they transition into formal schooling.

Implementation

- All schools offer both WTK and RSL events annually
- Principals designate a school-based lead to coordinate planning and delivery
- Schools are encouraged to collaborate with early years and community partners
- Events are designed to be:
 - Child-centred and play-based
 - Welcoming and inclusive
 - Culturally grounded, incorporating Nisga'a language and local knowledge where appropriate

The District Office provides guidance to principals regarding expectations, timelines, budgeting parameters, and reporting requirements.



Director of Instruction's Monthly Update Yansa'alt 2026



Resourcing

Funding for WTK and RSL is provided through district allocations aligned with provincial early learning initiatives. Allowable expenditures include early learning materials, play-based activity supplies, light refreshments for families, and honoraria for Elders or cultural knowledge holders, when appropriate. All expenditures follow district financial procedures.

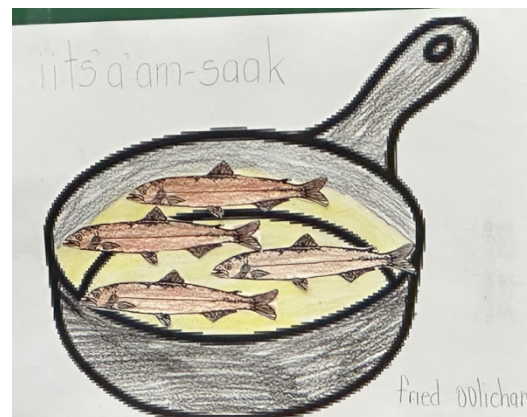
Impact and Alignment

WTK and RSL contribute to:

- Stronger transitions into kindergarten
- Increased family engagement and trust in schools
- Early identification of student strengths and potential support needs
- Increased student comfort, confidence, and sense of belonging

These initiatives directly support district priorities related to:

- Indigenous education and Nisga'a language and culture
- Early learning and student success
- Equity, inclusion, and belonging
- Strong school–family–community partnerships



Pooyaksiy Nisim, Gabühl Klü



NISGA'A SCHOOL DISTRICT NO. 92

<u>MEETING AGENDA ITEM 9.2</u>			
Action:		Information:	X
Meeting:	Regular	Meeting Date:	May 5, 2026
Topic:	March Financial Statements		
Background/Discussion:			
Nisga'a School District 92 Financial Statements at March, 2026 attached.			
Recommended Action:			
For information only.			
Presented by: Secretary-Treasurer			

SCHOOL DISTRICT No. 92 (Nisga'a)
OPERATING FUND
REVENUE AND EXPENDITURE
YEAR ENDING JUNE 30, 2026
As At March 31, 2026

	2025/2026 Actual Revenue and Expenses	2025/2026 Annual Budget	Percent Remaining or Available
Revenue (Schedule A2)			
Provincial Grants, MOE	(985,436)	417,146	3.36
Provincial Grants - Other Ministries	-	-	-
Other Fees And Revenue	9,515,815	9,866,750	0.04
Rentals & Leases	180,713	140,000	(0.29)
Investment Income	164,437	225,000	0.27
	8,875,529	10,648,896	0.17
Expense (Schedule A3)			
Salaries			
Teachers	1,962,408	2,708,248	0.28
Principals and Vice Principals	1,313,518	1,511,884	0.13
Educational Assistants	231,585	485,036	0.52
Support Staff	983,705	1,375,874	0.29
Other Professionals	923,483	1,280,435	0.28
Substitutes	183,678	45,000	(3.08)
	5,598,376	7,406,477	0.24
Employee Benefits	1,154,354	1,704,037	0.32
Services & Supplies	1,276,940	2,599,783	0.51
	8,029,669	11,710,297	0.31
Net Revenue/Expenditure	845,860	(1,061,401)	
Encumbered PO's	69,803		
Interfund Transfers			
Capital Asset Purchases	(380,748)	(500,635)	
Local Capital		-	
Prior Year Surplus Appropriation	1,453,483	1,284,889	
Prior Year Surplus Unappropriated	675,297	-	
Balance Surplus/(Deficit)	2,524,088	(277,147)	

SCHOOL DISTRICT No. 92 (Nisga'a)
OPERATING FUND
EXPENDITURE BY OBJECT
YEAR ENDING JUNE 30, 2026
As At March 31, 2026

	Total Salaries	Employee Benefits	Total Salaries and Benefits	Services and Supplies	Total Expenses	2024-25 Annual Budget	Percent Available
1 INSTRUCTION							
1.02 Regular Instruction	2,109,550	478,932	2,588,482	75,337	2,663,819	3,152,634	0.16
1.03 Career Programs	64,430	15,222	79,652	215	79,867	20,016	-
1.07 Library Services	-	-	-	54	54	40,483	1.00
1.08 Counseling	-	-	-	-	-	111,276	1.00
1.10 Special Education	353,962	78,004	431,966	14,005	445,970	841,637	0.47
1.30 English Language Learning	3,097	697	3,794	-	3,794	-	-
1.31 Aboriginal Education	212,891	43,362	256,252	5,409	261,662	654,580	0.60
1.41 School Administration	668,036	138,621	806,656	39,907	846,564	1,120,130	0.24
1.60 Summer School	-	-	-	-	-	38,125	1.00
Total Function 1	3,411,965	754,837	4,166,802	134,927	4,301,729	5,978,881	0.28
4 DISTRICT ADMINISTRATION							
4.11 Educational Administration	617,173	113,894	731,067	188,985	920,052	1,432,495	0.36
4.40 School District Governance	51,975	2,284	54,259	42,341	96,599	343,779	0.72
4.41 Business Administration	402,273	77,741	480,014	142,300	622,314	1,071,319	0.42
Total Function 4	1,071,421	193,919	1,265,340	373,626	1,638,965	2,847,593	0.42
5 OPERATIONS AND MAINTENANCE							
5.41 Operations and Maintenance Admin	114,718	16,972	131,690	3,742	135,432	254,259	0.47
5.50 Maintenance Operations	677,006	132,856	809,861	289,322	1,099,183	1,420,094	0.23
5.52 Maintenance of Grounds	-	-	-	22,918	22,918	25,000	0.08
5.56 Utilities	-	-	-	216,352	216,352	237,000	0.09
Total Function 5	791,724	149,828	941,551	532,335	1,473,886	1,936,353	0.24
7 TRANSPORTATION AND HOUSING							
7.41 Transportation and Housing Admin	22,732	1,884	24,616	-	24,616	34,098	0.28
7.70 Student Transportation	181,523	27,955	209,478	142,525	352,003	390,259	0.10
7.73 Housing	119,011	25,931	144,943	93,527	238,470	337,771	0.29
Total Function 7	323,266	29,839	234,094	236,052	615,089	762,128	0.19
TOTAL FUNCTIONS 1 - 7	\$ 5,598,376	\$ 1,128,423	\$ 6,607,787	\$ 1,276,940	\$ 8,029,669	\$ 11,524,955	0.30

**SCHOOL DISTRICT No. 92 (Nisga'a)
OPERATING AND SPECIAL PURPOSE FUNDS
INCOME STATEMENT (REVENUE AND EXPENDITURE) AS PERTAINING TO NISGA'A LISIMS GOVERNMENT**

As At March 31, 2026

	OPERATING			SPECIAL PURPOSE FUNDS								TOTAL Special Purpose Funds for NLG	TOTAL COSTS PERTAINING TO NLG	
	Operating Revenue and Expenses	Actual	TOTAL Operating Funds for NLG	Annual Facilities Grant (AFG)	Learning Improvement Fund (LIF)	CommunityLINK	Classroom Enhancement (CEF) - Overhead	Classroom Enhancement (CEF) - Staffing	Classroom Enhancement (CEF) - Remedies	DCB Mental Health	Feeding Futures Fund			
	648			10	11	43	9o	9s		15	18			
Revenue (Schedule A2)														
Provincial Grants, MOE	(985,436.00)												-	-
Provincial Grants - Other Minist	-												-	-
Other Fees And Revenue	9,515,815.34		8,437,530.72	53,632.27	22,100.47	109,374.98	87,238.57	492,299.05	-	56,283.52	241,920.41		1,062,849.28	9,500,380.00
Rentals & Leases	180,712.55												-	-
Investment Income	164,437.39												-	-
	8,875,529.28		8,437,530.72	53,632.27	22,100.47	109,374.98	87,238.57	492,299.05	-	56,283.52	241,920.41		1,062,849.28	\$ 9,500,380.00
				% of Expenses pertaining to NLG										
				95.07%										
Expense (Schedule A3)														
Salaries														
Teachers	1,962,407.92		1,865,565.04	-	-	-	-	278,585.15	-	-	-		278,585.15	2,144,150.19
Principals and Vice Principals	1,313,517.61		1,248,696.82	-	-	-	15,238.75	58,455.02	-	-	-		73,693.77	1,322,390.59
Educational Assistants	231,584.79		220,156.31	-	9,573.99	180.41	-	-	-	-	-		9,754.40	229,910.71
Support Staff	983,705.11		935,160.24	-	-	-	25,605.43	-	-	-	-		25,605.43	960,765.67
Other Professionals	923,482.75		877,909.79	-	-	-	-	-	-	-	96,830.03		96,830.03	974,739.82
Substitutes	183,677.54		174,613.24	-	-	-	-	-	-	-	-		-	174,613.24
	5,598,375.72		5,322,101.44	-	9,573.99	180.41	40,844.18	337,040.17	-	-	96,830.03		484,468.78	\$ 5,806,570.22
Employee Benefits	1,154,353.96		1,097,387.74	-	2,189.50	38.56	8,296.72	45,737.72	-	-	21,722.58		77,985.08	1,175,372.82
Services & Supplies	1,276,939.74		1,213,924.03	27,270.43	0.00	0.00	-	-	2,322.63	28,075.01	268,542.49		326,210.56	1,540,134.59
	8,029,669.42		7,633,413.20	27,270.43	11,763.49	218.97	49,140.90	382,777.89	2,322.63	28,075.01	387,095.10		888,664.42	\$ 8,522,077.62
Balance Surplus/(Deficit)	845,859.86		804,117.52	26,361.84	10,336.98	109,156.01	38,097.67	109,521.16	(2,322.63)	28,208.51	(145,174.69)		174,184.86	\$ 978,302.38

SCHOOL DISTRICT No. 92 (Nisga'a)
OPERATING FUND
REVENUE BY SOURCE
YEAR ENDING JUNE 30, 2026
As At March 31, 2026

	2025/2026 Actual Revenue and Expenses	2025/2026 Annual Budget	Percent Remaining
Provincial Grants, Ministry of Education			
Operating Grant, MOE	169,602	9,266,120	
ISC/LEA Recovery	(1,276,890)	(9,108,237)	
Other Ministry of Education Grants			
Pay Equity	26,694	116,874	0.77
Student Transportation	91,064	130,091	0.30
ELF	-	44	1.00
FSA Exam Funding	4,094	4,094	0.00
Graduated Adult Enrollment (EG)	-	-	
Support Staff Benefit Grant	-	-	#DIV/0!
Child Care	-	8,160	
Anti-Racism	-		
Equity Scan	-		
	(985,436)	417,146	3.36
Provincial Grants - Other Ministries			
	-	-	
Other Fees and Revenue			
Other School District/Education Authorities	9,500,380	9,830,750	0.03
Miscellaneous (Specify)			
Miscellaneous	15,435	30,000	0.49
ArtStarts	-	6,000	1.00
	9,515,815	9,866,750	0.04
Rentals and Leases			
	180,713	140,000	-0.29
Investment Income			
	164,437	225,000	0.27
TOTAL OPERATING REVENUE			
	8,875,529	10,648,896	0.17

SCHOOL DISTRICT No. 92 (Nisga'a)
OPERATING FUND
EXPENDITURE BY OBJECT
YEAR ENDING JUNE 30, 2026
As At March 31, 2026

	2025/2026 Actual Revenue and Expenses	2025/2026 Annual Budget	Percent Available
Salaries			
Teachers	1,962,408	2,708,248	0.28
Principals and Vice Principals	1,313,518	1,511,884	0.13
Educational Assistants	231,585	485,036	0.52
Support Staff	983,705	1,375,874	0.29
Other Professionals	923,483	1,280,435	0.28
Substitutes	183,678	45,000	(3.08)
	5,598,376	7,406,477	0.24
Employee Benefits	1,154,354	1,704,037	0.32
Total Salaries & Benefits	6,752,730	9,110,514	0.26
Services and Supplies			
	As Per Data		
Services	422,217	1,028,125	0.59
Student Transportation	206	33,200	0.99
Professional Development and Travel	225,963	318,347	0.29
Dues and Fees	8,819	43,000	0.79
Insurance	31,837	35,000	0.09
Supplies	360,942	917,111	0.61
	1,055,384	2,374,783	0.56
Utilities			
Electricity	186,332	173,000	(0.08)
Propane-Heat	5,671	10,000	0.43
Bio Mass Pellets	18,843	30,000	
Garbage/Water/Sewer	10,710	12,000	0.11
Carbon Offsets	-	-	-
	221,556	225,000	0.02
Total Service & Supplies	1,276,940	2,599,783	0.51
TOTAL OPERATING EXPENSE	8,029,669	11,710,297	0.31



NISGA 'A SCHOOL DISTRICT NO. 92

<u>MEETING AGENDA ITEM 9.3</u>			
Action:		Information:	X
Meeting:	Regular	Meeting Date:	May 5, 2026
Topic:	Trustee Election		
Background/Discussion:			
<p>2026 General Local Elections – Key Considerations for SD92 Trustees. Briefing note attached.</p>			
Recommended Action:			
<p>For information only (More election information available)</p>			
Presented by: Secretary-Treasurer			



2026 General Local Elections – Key Considerations for SD92 Trustees

Background

The purpose of this briefing note is to provide trustees with an overview of important considerations before, during, and after the 2026 General Local Elections.

The next General Local Election in British Columbia will be held on:

Saturday, October 17, 2026

The election process for school trustees is governed by:

- School Act
- Local Government Act
- Local Elections Campaign Financing Act
- Related provincial legislation and regulations

Key Election Periods

According to Elections BC, the key periods for the 2026 election are:

Election Activity	Timeline
Election Period Begins	January 1, 2026
Pre-Campaign Period	July 20 – September 18, 2026
Candidate Nomination Period	September 1 – September 11, 2026
Campaign Period	September 19 – October 17, 2026
General Voting Day	October 17, 2026

Before the Election

Important Considerations for Current Trustees

1. Decision to Run Again

Trustees should begin considering:

- whether they intend to seek re-election;
 - whether they wish to endorse or support other candidates;
 - potential campaign organization and financial planning.
-

2. Understanding Campaign Finance Rules

Campaign finance and election advertising rules are administered by Elections BC.

Candidates must:

- appoint a financial agent;
- comply with campaign contribution limits;
- comply with election advertising requirements;
- file financial disclosure reports after the election.

Election advertising must contain an authorization statement.

3. Appropriate Use of School District Resources

Trustees who intend to run for re-election should avoid using district resources for campaign purposes, including:

- district email systems;
- district social media;
- staff time;
- school facilities unless equally available to all candidates;
- confidential information obtained through office.

The LGMA Elections Manual also emphasizes the importance of ensuring equal opportunities for all candidates and appropriate use of local government facilities during elections.

4. Public Conduct and Communications

Trustees remain elected officials until the new board is sworn in.

Trustees should:

- continue fulfilling governance responsibilities professionally;
 - avoid conflicts of interest;
 - maintain respectful public communications;
 - avoid conduct that may compromise the integrity of the election process.
-

5. Nomination Process

Candidates must submit nomination documents during the nomination period:

September 1 – September 11, 2026

Required forms include:

- Nomination Documents;
- Appointment of Financial Agent forms;
- Candidate information forms.

Recent legislative changes for 2026 include:

- original nomination documents no longer being required;
 - increased privacy protections for candidates;
 - candidate endorsement changes.
-

During the Election Campaign

Expectations for Trustees

1. Separation Between Governance and Campaigning

Trustees who are running for office should clearly separate:

- board business;
- election campaigning.

Board meetings and district activities must not become campaign platforms.

2. Respect for Staff Neutrality

District staff must remain politically neutral in the conduct of their duties.

Trustees should avoid:

- directing staff to assist with campaigns;
- placing staff in politically sensitive situations;
- using trustee authority for campaign advantage.

3. Election Advertising Rules

Campaign advertisements:

- signs;
 - social media;
 - print advertising;
 - videos;
- must comply with Elections BC requirements.

Advertising must include authorization statements identifying the financial agent.

4. Respectful Campaign Conduct

Trustees are encouraged to:

- maintain respectful dialogue;
- avoid misinformation;
- avoid personal attacks;
- support fair and accessible elections.

The LGMA Elections Manual also emphasizes reducing barriers and improving access in local elections.

After the Election

For Returning Trustees

Following the election:

- elected trustees continue governance responsibilities;
 - the board will organize an inaugural meeting;
 - trustees will participate in oath of office procedures and board organizational matters.
-

For Trustees Not Returning

Trustees not returning to office should:

- support a respectful transition process;
- return district property and records;
- maintain confidentiality obligations;
- assist with governance continuity where appropriate.

The LGMA Elections Manual highlights the importance of transition planning and departing elected official procedures.

Financial Disclosure Requirements

Candidates must submit campaign financing disclosure reports to Elections BC after the election.

Financial report filing deadlines and compliance matters are administered by Elections BC.

Failure to comply may result in:

- penalties;
 - disqualification;
 - enforcement actions.
-

Additional Resources

Trustees are encouraged to review:

- Elections BC Candidate Guides;

- BCSTA Trustee Election Resources;
- Ministry of Housing and Municipal Affairs election guidance;
- LGMA Local Elections Manual.

Useful contacts include:

- Elections BC
- BCSTA
- Ministry of Education and Child Care
- LGMA Election Resources



NISGA'A SCHOOL DISTRICT NO. 92

<u>MEETING AGENDA ITEM 10.1</u>			
Action:	X	Information:	
Meeting:	Regular	Meeting Date:	May 5, 2026
Topic:	Policy 2: Role of the Board of Education		
Background/Discussion:			
Policy 2: Role of the Board of Education attached.			
Recommended Action:			
That the Board of Education for Nisga'a School District 92 approves Policy 2 – Role of the Board of Education as presented.			
Moved by: Seconded by:			
Presented by: Superintendent			



Nisga'a School District 92 - Policy

POLICY 2: ROLE OF THE BOARD OF EDUCATION

1. Purpose

- 1.1 The Board of Education of Nisga'a School District 92 (NSD 92) is the corporate entity established by provincial legislation and is responsible for the governance of the school district with a commitment to student achievement and student well-being.
- 1.2 The Board provides overall direction and leadership for the district and is accountable for the provision of appropriate educational programs and services that enable student success within the requirements of legislation.

2. Authority and Corporate Governance

- 2.1 The Board's authority is established within the School Act and its regulations.
- 2.2 The rights, powers, duties, and liabilities of the Board rest only with the legally constituted Board and not with individual trustees or committees of trustees.
- 2.3 The Board exercises its authority through Board approved policy, bylaws or resolutions as applicable, and through approval of a balanced annual budget.
- 2.4 The Board functions as a corporate Board and speaks with one voice through decisions of the Board.

3. Core Governance Commitments

- 3.1 The Board represents the community, makes decisions with the benefit of the whole district in mind, and is accountable to the public and to the provincial government for the provision of educational services.
- 3.2 The Board establishes a long-term vision and provides clear direction through governance level policy and strategic planning, then monitors results through regular reporting from the Superintendent.
- 3.3 Accountability for day-to-day operations and implementation of Board direction is delegated to the Superintendent.
- 3.4 The Board advocates for students, their learning, and their well-being, and promotes confidence in publicly funded education through its communications about Board goals and district achievements.

4. **Specific Areas of Board Responsibility**

The Board shall:

4.1 Accountability to Government

4.1.1 Act in accordance with all statutory requirements of provincial legislation and regulation to implement educational standards and requirements.

4.1.2 Perform Board functions required by governing legislation and existing Board policy.

4.2 Student Learning and Achievement Focus

4.2.1 Ensure Board priorities and agendas reflect the Board's commitment to improving student success.

4.2.2 Ensure the district strategic plan identifies student learning priorities and key results.

4.2.3 Review results at least annually, including trends and issues, and use evidence to guide governance decisions.

4.2.4 Ensure resources required for approved initiatives to improve student outcomes are considered within the annual operating budget.

4.2.5 Assess the effectiveness of Superintendent leadership in improving student outcomes through the Superintendent evaluation process.

4.3 Accountability to and Engagement with the Community

4.3.1 Assess community values and interests and incorporate them into the district's strategic direction.

4.3.2 Make decisions that reflect Nisga'a School District's principles and belief statements, address the needs of all students and reflect the broad interests of all of the Nisga'a communities.

4.3.3 Establish processes and provide opportunities for community engagement and input.

4.3.4 Report district results at least annually to the community.

4.3.5 Develop procedures for and hear appeals as required by statute and or Board policy.

4.3.6 Model Sayt K'ilim Goot and a culture of respect, integrity, openness, and transparency.

4.3.7 Meet as needed and as required with local entities and other governing authorities in educational/public service or business to assist in achieving educational outcomes.

- 4.4 Strategic Planning
 - 4.4.1 Provide overall direction for the district by establishing and maintaining the district mission, vision, values and strategic foundation statements.
 - 4.4.2 Approve and monitor a multi-year strategic plan that is reviewed annually.
 - 4.4.3. Monitor progress toward strategic priorities and key results through regular reporting and governance discussion.
 - 4.4.4 Annually approve the district budget that aligns with the strategic priorities.
- 4.5 Policy and Delegation
 - 4.5.1 Govern through Board approved policies that establish direction, boundaries, and expectations for district performance.
 - 4.5.2 Identify the purpose and intended result before creating or revising a policy.
 - 4.5.3 Delegate authority to the Superintendent in writing and define commensurate responsibilities and performance expectations.
 - 4.5.4 Regularly review Board policy for effectiveness and alignment with Board direction and student needs.
- 4.6 Board and Superintendent Relations
 - 4.6.1 Select the Superintendent.
 - 4.6.2 Provide the Superintendent with clear corporate (Board) direction.
 - 4.6.3 Respect the delegated authority of the Superintendent to carry out executive action and support actions taken within the discretionary powers of the position.
 - 4.6.4 Periodically assess the Superintendent's performance in accordance with mutually agreed upon performance appraisal process.
 - 4.6.5 Annually review the Superintendent's compensation.
 - 4.6.6 Ensure all board members interact with the Superintendent in a respectful and professional manner.
 - 4.6.7 Promote a positive working relationship with the Superintendent.
 - 4.6.8 Promote the professional growth of the Superintendent in continuing to provide quality district leadership.
- 4.7 Political Advocacy and External Relations
 - 4.7.1 Act as an advocate for public education and for district priorities to support student learning and student well-being.

- 4.7.2 Provide input to and participate in provincial organizations and processes as appropriate, including the British Columbia School Trustees Association and the British Columbia Public Sector Employers' Association.
- 4.7.3 Advance Board and district positions and priorities through appropriate local and provincial relationships and advocacy mechanisms.
- 4.8 Board Development
 - 4.8.1 Seek learning opportunities related to governance roles, duties, and responsibilities and participate in Board development.
 - 4.8.2 Evaluate Board performance and effectiveness on a regular cycle.
- 4.9 Fiscal Accountability
 - 4.9.1 Ensure the fiscal integrity and financial viability of the district.
 - 4.9.2 Approve the budget process, guiding principles, and timelines and approve the annual balanced budget aligned with Board direction.
 - 4.9.3 Monitor fiscal management through regular financial reporting.
 - 4.9.4 Appoint the auditor annually, review the audit report and management letter, and approve the audited financial statements as required.
 - 4.9.5 Approve capital and asset decisions as required by legislation and Board policy.
- 4.10 Additional Responsibilities
 - 4.10.1 Approve annual local school calendars in accordance with legislation.
 - 4.10.2 Approve Board Authority Authorized Courses.
 - 4.10.3 Hear appeals on the reconsideration of resource materials which are challenged.
 - 4.10.4 Approve the process for and the naming or renaming of educational facilities, School District properties and portions thereof.

5. Legal References

School Act: Sections 65, 74, 74.1, 75, 75.1, 76.3, 76.4, 77, 79.2, 82, 82.1, 84, 85, 86, 96, 112.1, 113, 145, 147, 158.



NISGA'A SCHOOL DISTRICT NO. 92

<u>MEETING AGENDA ITEM 10.2</u>			
Action:	X	Information:	
Meeting:	Regular	Meeting Date:	May 5, 2026
Topic:	Policy 11: Role of the Superintendent		
Background/Discussion:			
Policy 11: Role of the Superintendent attached.			
Recommended Action:			
That the Board of Education for Nisga'a School District 92 approves Policy 11: Role of the Superintendent as presented.			
Presented by: Superintendent			



Nisga'a School District 92 - Policy

POLICY 11 – ROLE OF THE SUPERINTENDENT

1. Purpose

- 1.1 The Board recognizes the need for one person to have overall responsibility for the leadership and management of the district to provide coordinated direction and effective administration.
- 1.2 The Board designates the Superintendent of Schools as the Chief Executive Officer of the District and delegates responsibility for the overall administration and leadership of the district to the Superintendent.
- 1.3 The Superintendent is accountable to the corporate Board for the conduct, management, and operation of the district and for ensuring compliance with legislative and regulatory requirements.

2. Role and Accountability

- 2.1 The Superintendent reports directly to the Board and is accountable to the Board as a whole.
- 2.2 The Superintendent is responsible for implementing Board policy and Board decisions in a lawful, ethical, and effective manner.
- 2.3 The Superintendent provides the Board with reports and advice that focus on governance implications, district performance, student outcomes, and compliance with Board direction.
- 2.4 The Superintendent is tasked by the Board with responsibility for improving student learning and ensuring that district programs, services, and operations are aligned to this purpose.
- 2.5 The Superintendent supports a team-oriented, collaborative culture and builds leadership capacity across the organization.

3. Superintendent Authority Within Board Governance

- 3.1 The Board delegates responsibility for day-to-day administration and operational leadership to the Superintendent.
- 3.2 The Superintendent directs district staff, establishes administrative structures, and ensures effective implementation of Board policy and Board approved plans.

- 3.3 The scope and limits of delegated authority are set out separately in the Board's Delegation of Authority policy.

4. Specific Areas of Superintendent Responsibility

4.1 Educational Leadership and Student Learning

The Superintendent shall:

- 4.1.1 Provide leadership in all matters relating to education in the district.
- 4.1.2 Ensure all students have access to an appropriate educational program and the opportunity to meet standards set by the Ministry of Education and Child Care.
- 4.1.3 Identify and promote instructional and assessment practices that are current, effective, and responsive to learner needs.
- 4.1.4 Ensure district planning and practices align with Ministry direction and legislative requirements.
- 4.1.5 Support professional learning and development for employees to strengthen classroom and system practice.
- 4.1.6 Commit to understanding and supporting Nisga'a ways of being, knowing, and learning.

4.2 Student Well Being and Safe Learning Environments

- 4.2.1 Ensure safe, caring, and orderly learning environments that support student well-being.
- 4.2.2 Ensure the safety and welfare of students while participating in district programs and while being transported on transportation authorized by the district.
- 4.2.3 Ensure facilities and learning environments adequately accommodate students.
- 4.2.4 Promote practices, programs, policies, and processes grounded in student health, safety, and well-being.

4.3 Fiscal Responsibility and Financial and Administrative Management

- 4.3.1 Provide executive leadership that sustains the district's financial health and administrative effectiveness in support of student learning and Board priorities.
- 4.3.2 Ensure the district's fiscal management, including oversight of the Secretary Treasurer's work, is compliant with legislative requirements and with the terms and conditions of provincial funding.

- 4.3.3 Ensure district resources are allocated and managed to achieve Board approved plans and priorities and to maintain the district’s long term financial viability.
- 4.3.4 Ensure the Board receives timely, accurate, and decision ready financial and operational information that supports effective governance, transparency, and accountability.
- 4.3.5 Promote continuous improvement in financial and administrative systems so the district is well managed, responsive, and able to deliver services effectively.

4.4 District Culture and Organizational Leadership

- 4.4.1 Build and sustain a positive district culture focused on student learning and success.
- 4.4.2 Build district capacity for problem solving and continuous improvement.
- 4.4.3 Communicate respectfully and effectively with students, employees, families, and community members.
- 4.4.4 Promote the district in the broader community and work collaboratively to engage partners in support of student success.

4.5 Human Resources Leadership and Personnel Management

- 4.5.1 Have overall authority and responsibility for personnel related matters, except those precluded by legislation, collective agreements, contracts, or Board policy.
- 4.5.2 Ensure structures and processes are in place for recruitment, retention, supervision, evaluation, and professional growth of employees.
- 4.5.3 Promote and model collaborative professional leadership and effective human relationships across the district.
- 4.5.4 Ensure district practices honour applicable collective agreements, personnel contracts, and employment standards.
- 4.5.5 Fulfill and promote obligations to support employee health and safety.

4.6 Policy Implementation and Administrative Procedures

- 4.6.1 Actively support the Board’s governance role and facilitate implementation of the Board’s role as defined in Board policy.
- 4.6.2 Provide leadership in the planning, development, implementation, and evaluation of Board policy.

- 4.6.3 Develop, maintain, and communicate administrative procedures consistent with Board policy and provincial requirements.
- 4.6.4 Ensure policies, administrative procedures, and district practices align with student needs and Board direction.
- 4.7 **Board and Superintendent Relations**
 - 4.7.1 Establish and maintain positive, professional working relations with the Board.
 - 4.7.2 Provide the Board with information, options, and recommendations on matters requiring Board action or decisions.
 - 4.7.3 Keep the Board informed of significant district matters, including emerging issues and sensitive matters, in a timely and appropriate manner.
- 4.8 **Strategic Planning, Monitoring, and Reporting**
 - 4.8.1 Lead the development and implementation of the district strategic planning process.
 - 4.8.2 Involve the Board appropriately and collaboratively in strategic planning, including early opportunity for Board input on priorities and key results and final Board approval of the plan.
 - 4.8.3 Report regularly to the Board on progress and results achieved, including student learning outcomes and strategic plan measures.
 - 4.8.4 Recommend to the Board of Education, revisions and refinements to the district's vision and mission to ensure they continue to address the educational and administrative objectives of the district.
- 4.9 **Organizational Management and Compliance**
 - 4.9.1 Demonstrate effective organization and management that ensures district compliance with legal, Ministerial, and Board mandates and timelines.
 - 4.9.2 Maintain an organizational structure that supports achievement of Board direction and district priorities.
 - 4.9.3 Ensure the district is prepared to respond effectively to emergencies and crisis situations through effective planning and coordinated leadership.

5. Legal References

- 5.1 School Act: Sections 22, 23, 65(2), 74, 85.



NISGA'A SCHOOL DISTRICT NO. 92

<u>MEETING AGENDA ITEM 10.3</u>			
Action:	X	Information:	
Meeting:	Regular	Meeting Date:	May 5, 2026
Topic:	Policy 10: Delegation of Authority		
Background/Discussion:			
Policy 10: Delegation of Authority attached.			
Recommended Action:			
That the Board of Education for Nisga'a School District 92 approves Policy 10: Delegation of Authority as presented.			
Moved by: Seconded by:			
Presented by: Superintendent			



Nisga'a School District 92 - Policy

POLICY 10: DELEGATION OF AUTHORITY

1. Purpose

- 1.1 The School Act allows the Board to delegate certain responsibilities and powers to others.
- 1.2 The purpose of this policy is to define the Board's delegation of authority to the Superintendent and to clarify expectations when matters require Board determination.

2. General Delegation to the Superintendent

- 2.1 The Board authorizes the Superintendent to do any act or thing or to exercise any power that the Board may do, or is required to do or exercise, except those matters which, in accordance with provincial legislation, cannot be delegated.
- 2.2 This delegation includes authority and responsibility set out in the School Act and regulations, and authority and responsibility set out in other applicable legislation or regulations.
- 2.3 This delegation includes authorization to establish and implement Administrative Procedures required to carry out the Board's direction and the district's obligations.
- 2.4 The Superintendent may subdelegate authority and responsibility as required to ensure effective district operations, subject to Board policy and applicable legislation.

3. Board Reserved Authority

- 3.1 Notwithstanding this delegation, the Board reserves the authority to make decisions on specific matters requiring Board approval.
- 3.2 The Board's reserved authority is set out in Board policies, as amended from time to time.
- 3.3 Further, the board requires any significant new provincial, regional or local initiatives must be initially brought forward for board discussion and determination of decision-making authority.

4. Specific Delegations and Directives

- 4.1 The Board expressly delegates to the Superintendent the authority to discipline, suspend, or dismiss an employee, subject to the limitations of legislation, collective agreements, employment contracts, and Board policy.

- 4.2 Any employee suspension or dismissal will be reported to the Board as soon as practicable.
 - 4.3 The Superintendent is directed to develop Administrative Procedures to fulfill Board obligations created by federal or provincial legislation.
5. **Absence of Board Policy and Urgent Circumstances**
- 5.1 In the absence of Board policy, where an immediate administrative response is required, the Superintendent will:
 - 5.2 If time permits, consult with the Board Chair.
 - 5.3 Inform the Board as soon as practicable and at the next regular meeting of the action taken and the nature of the emergent issue and, where warranted, the need for policy in the event of future occurrences.
 - 5.4 Ensure the action taken has regard for the tenor of the Board's foundational statements and Board direction.
6. **Legal References**
- 6.1 School Act - Sections 22, 65(2)c, 74, 85



NISGA'A SCHOOL DISTRICT NO. 92

<u>MEETING AGENDA ITEM 10.4</u>			
Action:	X	Information:	
Meeting:	Regular	Meeting Date:	May 5, 2026
Topic:	Policy 3: Role of Trustee		
Background/Discussion:			
Policy 3: Role of Trustee attached.			
Recommended Action:			
That the Board of Education for Nisga'a School District 92 approves Policy 3: Role of Trustee as presented.			
Presented by: Superintendent			



Nisga'a School District 92 - Policy

POLICY 3: ROLE OF THE TRUSTEE

1. Purpose

- 1.1 Trustees are elected in accordance with the Local Government Act, and eligibility for office is set out in the School Act.
- 1.2 The role of the trustee is to contribute to the Board as it carries out its legislated mandate and governance responsibilities for the district.
- 1.3 The role of the trustee is to contribute to the Board as it carries out its legislated mandate and governance responsibilities for the district. Corporate Authority and Individual Trustee Authority

2. Corporate Authority and Individual Trustee Authority

- 2.1 The Board of Education is a legally established corporation and can act only through decisions made by the Board in a properly constituted meeting.
- 2.2 Individual trustees have no authority to make decisions or commitments on behalf of the Board or the school district, unless the Board has given specific authority by formal Board decision.
- 2.3 When a trustee is given corporate authority to act on behalf of the Board, that trustee acts only as an agent of the Board and the consequences of those actions rest with the Board.
- 2.4 Trustees balance a representative role with the governance role by bringing forward community interests while making decisions that serve the whole district and all students.
- 2.5 Trustees will make explicit when they are expressing an individual viewpoint rather than representing the position of the Board.

3. Trustee Rights

- 3.1 Within the parameters of Board policy and bylaws, trustees have a right to:
 - 3.1.1 Voice opinions and perspectives in an open and respectful manner and have those views respected by fellow trustees and district staff.
 - 3.1.2 Represent the interests of constituents while maintaining a district wide perspective.

- 3.1.3 Vote on issues free from improper pressure by other trustees or district staff.
- 3.1.4 Receive remuneration and expense allowances as determined by the Board and in compliance with the School Act.
- 3.1.5 Be provided with trustee orientation when newly elected.
- 3.1.6 Request and receive information from the Superintendent or designate that is pertinent to district policy, operations, and Board business.
- 3.1.7 Attend well organized and purposeful meetings.

4. Trustee Roles and Responsibilities

- 4.1 Within the parameters of Board policy and bylaws, trustees have a responsibility to:
 - 4.1.1 Make the prescribed oath of office and carry out the duties of trustee in good faith and with reasonable diligence.
 - 4.1.2 Attend Board meetings and participate fully, preparing in advance by reviewing agendas and reports and becoming familiar with relevant policy and legislation.
 - 4.1.3 Maintain confidentiality regarding in-camera matters and other information that must be held in confidence.
 - 4.1.4 Act professionally and ethically, in accordance with the Board Code of Conduct and shared standards expected of elected trustees.
 - 4.1.5 Place student success, safety, health, and well-being at the centre of Board decision making.
 - 4.1.6 Support the decision of the corporate Board once made and continue to monitor progress to ensure decisions are implemented.
 - 4.1.7 Refer governance issues not addressed by Board policy to the Board for corporate discussion and decision.
 - 4.1.8 Refer administrative and operational matters to the Superintendent.
 - 4.1.9 Participate in trustee learning and development to strengthen individual and Board effectiveness.
 - 4.1.10 Contribute to a positive and respectful working culture within the Board and the district.

5. Trustee Communications and Public Representation

- 5.1 Trustees respect that the Board communicates its corporate decisions through Board determined spokesperson roles and processes.

5.2 When speaking publicly, including with media, employee groups, and advisory councils, trustees will clarify when they are expressing personal views rather than Board positions.

6. Concerns, complaints, and Inquiries

6.1 When a trustee receives a concern, complaint, or inquiry about operations, the trustee will refer the individual to the appropriate staff member, for example the teacher, principal or district office personnel, and will inform the Superintendent of the referral.

7. Attendance Expectation

7.1 Trustees are expected to attend Board meetings. The School Act provides the continuous absence from Board meeting for three consecutive months may result in the office being deemed vacant, except as permitted by the Act.

8. Trustee Orientation

8.1 The district will provide an orientation program following a general election or by election to support continuity and effective trusteeship, including access to Board Policy Manual and key district information needed for governance.

9. Legal References

9.1 School Act Sections 49, 50, 52, 65, 85

9.2 Local Government Act



NISGA'A SCHOOL DISTRICT NO. 92

<u>MEETING AGENDA ITEM 10.5</u>			
Action:	X	Information:	
Meeting:	Regular	Meeting Date:	May 5, 2026
Topic:	Policy 5: Role of Board Chair		
Background/Discussion:			
Policy 5: Role of the Board Chair attached.			
Recommended Action:			
That the Board of Education for Nisga'a School District 92 approves Policy 5: Role of the Board Chair as presented.			
Presented by: Superintendent			



Nisga'a School District 92 - Policy

POLCY 5: ROLE OF THE BOARD CHAIR

1. Election and Scope of Authority

- 1.1 The Board of Education will elect a Board Chair at its first meeting after each general election and once annually for the remainder of its term.
- 1.2 The Board Chair has no authority to make decisions beyond Board policy or decisions of the Board and has no authority to supervise or direct staff.
- 1.3 The Board Chair acts on behalf of the Board only when authorized by the Board and speaks only to positions the Board has established through formal decisions.

2. Core Responsibilities of the Board Chair

- 2.1 The Board delegates and assigns to the Chair the following roles and responsibilities:
- 2.2 Board Meeting Leadership and Process
 - 2.2.1 Set the agenda for all Board meetings, in consultation with the Superintendent and the Secretary-Treasurer and the Vice-Chair where appropriate.
 - 2.2.2 Preside over all public and closed Board meetings and ensure meetings are conducted in accordance with the School Act and the Board's bylaws, policies and procedures.
 - 2.2.3 Use the parliamentary procedures adopted by the Board, including Robert's Rules of Order where applicable, to support orderly and fair decision making.
 - 2.2.4 Maintain order and decorum, ensure motions may be debated, and ensure issues are clearly articulated for Board consideration.
 - 2.2.5 Display impartiality and fairness during Board discussion and debate, balancing the need to progress the agenda with the right of all trustees to be heard before votes are taken.
 - 2.2.6 Rule on questions of order and procedure, subject to appeal to the Board, consistent with the Board's meeting rules.

2.3 **Communication, Representation, and Spokesperson Role**

- 2.3.1 Act as chief spokesperson for the Board by stating positions consistent with Board decisions and policies, except where the Board has delegated the spokesperson role to another individual or group.
- 2.3.2 Formally represent the Board at district community events, meetings with other levels of government or organizations, and at hearings, or arrange alternative representations.
- 2.3.3 When representing the Board in an official capacity, the Chair is limited to speaking to positions the Board has determined through formal decisions. Where the Board has not established direction, the Chair will bring the matter back to the Board for consideration.
- 2.3.4 Share with the Board information arising from official meetings attended as the Board's representative.

2.4 **Relationship with the Superintendent and Flow of Information**

- 2.4.1 Maintain regular contact with the Superintendent to support an effective working relationship and a working knowledge of significant district issues.
- 2.4.2 Convey to the Superintendent concerns or questions communicated to the Chair by trustees, parents, students, or employees that may significantly affect the administration of the district.
- 2.4.3 Bring to the Board all matters requiring a corporate decision of the Board.

2.5 **Board Organization and Trustee Appointments**

- 2.5.1 Following consultation with trustees, recommend to the Board trustee appointments to internal or external committees and representatives to external organizations as required.

2.6 **Governance Support and Board Development**

- 2.6.1 Ensure that the Board engages in regular assessment of Board effectiveness, consistent with Board policy.
- 2.6.2 Assist with the Board orientation program for new trustees, consistent with Board policy and practice.
- 2.6.3 Address inappropriate behaviour by a trustee in accordance with the Board's Code of Conduct and any related Board policy provisions.

2.7 **Signing Authority and Trustee Expense Approvals**

- 2.7.1 Serve as a signing officer for the district, as authorized by Board policy and procedures.

2.7.2 Approve trustee expense claims, consistent with Board policy and any internal controls established by the Board.

2.8 **Superintendent Contract Administration**

2.8.1 Manage the Superintendent employment agreement process on the Board's behalf by bringing relevant matters to the Board's attention in a timely manner, consistent with Board direction and applicable requirements.

3. **Legal References**

3.1 School Act: Sections 65, 67, 69 70, 85



NISGA'A SCHOOL DISTRICT NO. 92

<u>MEETING AGENDA ITEM 10.6</u>			
Action:	X	Information:	
Meeting:	Regular	Meeting Date:	May 5, 2026
Topic:	Policy 6: Role of the Vice-Chair		
Background/Discussion:			
Policy 6: Role of the Vice-Chair attached.			
Recommended Action:			
That the Board of Education for Nisga'a School District 92 approves Policy 6: Role of the Vice-Chair as presented.			
Presented by: Superintendent			



Nisga'a School District 92 - Policy

POLICY 6: ROLD OF THE VICE-CHAIR

1. Election and Scope of Authority

- 1.1 The Board of Education will elect a Vice Chair at its first Board meeting after each general election and once annually for the remainder of its term, following the election of the Chair.
- 1.2 The Vice Chair takes office immediately upon election and holds office at the pleasure of the Board.
- 1.3 The Vice Chair has no authority to make decisions beyond Board policy or decisions of the Board and has no authority to supervise or direct staff.

2. Core Responsibilities of the Vice-Chair

- 2.1 In the event of absence or incapacitation of the Chair, the Vice Chair is authorized to exercise all duties and responsibilities of the Chair.
- 2.2 The Vice Chair assists the Chair in ensuring that the Board operates in accordance with its policies and procedures and in providing leadership and guidance to the Board.
- 2.3 The Vice Chair assists the Chair in ensuring that the Board operates in accordance with its policies and procedures and in providing leadership and guidance to the Board.

3. Legal References

- 3.1 School Act: Sections 65, 67, 85