



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

**TUESDAY, OCTOBER 19, 2021 – 6:30 PM**

**A G E N D A**

1. <b>CALL TO ORDER</b>			
2. <b>DECLARATION OF QUORUM</b>			
3. <b>APPROVAL OF AGENDA FOR OCTOBER 19, 2021</b>	Action		
4. <b>ADOPTION OF MINUTES OF PRIOR MEETING:</b>			
4.1 Regular Meeting – September 28, 2021	Action	Attachment	Page 1-6
5. <b>BUSINESS ARISING FROM THE MINUTES:</b>			
6. <b>PRESENTATION:</b>			
6.1			
7. <b>EDUCATION:</b>			
<b>Superintendent</b>			
7.1 Strategic Direction & Framework for Enhancing Student Learning	Info/Action	Attachment	Page 7-21
8. <b>EDUCATION:</b>			
<b>Secretary-Treasurer</b>			
8.1 Monthly Financial Statements – September 30, 2021	Information	Attachment	Page 22-26
8.2 IT Report – October 2021	Information	Attachment	Page 27-30
8.3 Daycare Report – September 2021	Information	Attachment	Page 31-32
9. <b>POLICY DEVELOPMENT:</b>			
9.1			
10. <b>TRUSTEE REPORTS:</b>			
10.1 Trustee Attendance Reporting	Disc/Action	Verbal	
11. <b>CORRESPONDENCE RECEIVED:</b>			
11.1 Auditor's Letter	Information	Attachment	Page 33-34
12. <b>PUBLIC QUESTION PERIOD:</b>			
13. <b>ADJOURNMENT:</b>			

**Note: Next Board Meeting date: November 16, 2021**



# SCHOOL DISTRICT NO. 92 (NISGA'A)

## MEETING AGENDA ITEM #4.1

<b>Action:</b>	X	<b>Information:</b>	
<b>Meeting:</b>	Regular	<b>Meeting Date:</b>	October 19, 2021
<b>Topic:</b>	Minutes of the Regular Meeting of the Board – September 28, 2021		

### **Background/Discussion:**

Minutes as attached.

### **Recommended Action:**

THAT the Minutes of the Regular Meeting of the Board held September 28, 2021 be approved.

Presented by: Board Chair

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

**TUESDAY, SEPTEMBER 28, 2021 – 6:30 PM**

<b>In attendance:</b>	Norman Hayduk Alvin Azak Floyde Stevens Elsie Davis	Nass Camp Trustee Gitwinksihlkw Trustee Gingolx Trustee Laxgalts'ap Trustee (late arrival)
<b>Also in attendance:</b>	Jill Jensen Kory Tanner Sharlene Grandison	Superintendent of Schools Secretary Treasurer Recording Secretary
<b>Absent:</b>	Charlene Ousey	Gitlaxt'aamiks Trustee

1. **CALL TO ORDER:**

The meeting was called to order at 6:32 pm

2. **DECLARATION OF QUORUM:**

Board Chair declared a quorum.

3. **APPROVAL OF AGENDA:**

**R02-1361**

That the Board of Education approve the September 28, 2021 Agenda as presented.

Trustee Azak/Trustee Hayduk

Carried

4. **ADOPTION OF MINUTES OF PRIOR MEETING:**

**R02-1362**

That the Minutes of the Regular Meeting of the Board held on June 15, 2021 be approved as presented.

Trustee Azak/Trustee Hayduk

Carried

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

There were no issues arising from the minutes.

6. **PRESENTATION:**

There were no presentation(s).

7. **BUSINESS:**  
Secretary Treasurer Tanner

7.1 Audited Financial Statements – 2020/2021

The Auditor has completed a final review of the Financial Statements and Notes to the Statements prior to the September 28, 2021 Board Meeting. The Statements must be approved and submitted to the Ministry of Education by September 30, 2021. The Auditor will present the Audited Financial Statements to the Board of Education.

Also attached is the discussion and analysis for the Financial Statements for information only.

Auditor Carlyle Shepherd and Company presented the 2021/2021 Audited Financial Statements to the Board of Education.

**R02-1363**

That the Board of Education approve the 2020/2021 Audited Financial Statements Version: 5584-4838-2856 of School District 92 (Nisga'a) as presented.

Trustee Azak/Trustee Hayduk

Carried

7.2 Maintenance Report  
Director of Operations, Martin Percival

Over the summer and into the beginning of the school year, we continued work on houses and apartments, varying from full renovations to basic refresh.

All schools had HVAC cleaning and yearly maintenance performed. NESS with the most extensive, having all ducts, air handlers and exhaust fans cleaned. This is in addition to new fan motors and filter racks to accommodate MERV 13 filters more easily throughout the school.

Schools also had typical summer maintenance, floors fully refurbished, paint touch ups, thorough cleaning.

Maintenance department had 2 student workers on during the summer, showing them a little bit of what goes into keeping the schools operational behind the scenes.

7.3 Day Care Report

September 2021 Daycare Report to the Board regarding:

- Enrolment
- Funding Options
- Learning

For information only.

8. **EDUCATION:**  
Superintendent Jensen

8.1 Enrolment & Start Up

Superintendent Jensen Report to the Board on:

- Start Up has gone well
- It has been a joy being able to participate in the walks to school
- Ceremony and celebration as a way to start off the year has been just lovely
- Enrolment as of September 15<sup>th</sup> – 373
- District Orientation Day went well
- Building Capacity & Wellness
  - compassionate systems leadership, a program that our principals have been participating in
  - Enriched opportunities – NESS grade 11 & 12 students – Trades Sampler with Coast Mountain College
  - In district Speech Language Pathologist working part-time
- Graduation Program
- Pathway to Graduation
- Enriched Opportunities
- Improving Literacy

Trustee Azak:

- Glad to see Superintendent at our Walk to School in Gitwinksihlkw.
- Encouraged by the pure excitement of the little students when they first saw their school
- The thing was, the Superintendent being there she was able to make the announcement about the new gym at GES.

8.2 Strategic Direction & Framework for Enhancing Student Learning

- The Framework for Enhancing Student Learning is reviewed annually and submitted to the Ministry.
- Superintendent will be sharing more information on both the framework and strategic direction more at the October Board Meeting when the strategic plan is to be approved.
- Superintendent presented a short summary about how the Framework for Enhancing Student Learning is closely connected to strategic directions.

Trustee Azak:

I am very happy again; we are taking strategic action to keep aligned with our strategic plan. It is very satisfying to see all the work that people have done at the grassroots level, coming to the meetings that we asked them to come and voicing their desires of the learning environment and the learning curriculum. I am glad that the staff is on board, the more that we convince ourselves, us at the board level, senior staff, all those that are in the classroom in the buildings, that we believe in where we are going as stated in our plan. If we keep that

happening, it gives our children, grandchildren a much better chance of achieving what we are praying and hoping that they want.

#### Board Chair

I am happy with the report, it is always good to have a good framework to move forward. We have a blueprint of what it is we want to do over the next four years. Everybody is paddling in one direction, nobody is paddling backwards, we are all on board, we are at 100% buy-in and from there just move forward. As Trustee Azak says, that this has to do with our children and I have always said that from the start...when I first started as trustee, there is a combination of things that need to happen both at school and at home with the....we all work together as parents, teachers, administration, school board. The goal is to enhance the education of our children and give them the best opportunity to be successful in life as they move forward through their young lives, so I am very excited, and I am always happy to see. We are looking at strategies to move forward and we are not stuck in one place. Thank you for the report.

#### 8.3 2021/2022 School Calendar

Superintendent reports that the 2021/2022 School Calendar has been updated due to the new stat holiday, Truth & Reconciliation Day on September 30<sup>th</sup>.

#### 8.4 Operational Procedures

To support the Board in fulfilling their governance role, our district updated our policies in January, the next step was to update operational procedures. Both policies and procedures should be reviewed regularly to ensure they meet legislative requirements, and the needs of staff and students. We have finally completed updating our operating procedures manual and these procedures addressed district administration, student learning programs, practices and resources, student health safety and well-being, human resources, business operations and finance. There are a handful of procedures still in development, but the manual is ready for use. Thank you very much to the board members who participated in our in-service to review the manual and share some information. That manual will be posted on the district website.

#### 8.5 Language & Culture Report – Peter McKay

- Successful efforts have been made to incorporate ceremony throughout the Welcome back Pro-D on September 3, 2021. This included entrance into the hall in feast mode fashion. The presence of drums and song was evident throughout the day. It is a sincere hope that teachers throughout the district will incorporate the cultural gems that they partook in.
- Students of NESS were welcomed back with song and drum as they entered the building on September 7<sup>th</sup>. The hope is to make this a regular event at NESS and perhaps at all schools.
- Disbursement within our school of the new Sim'algax story books has taken place and the process of capturing voice to create audio books is underway.

- Visits to Sim'algax class in each of our schools has started. The desire is to focus upon teaching a core group of kindergarten students in an effort to track progress for a number of years.
- Plans to continue adult learning with Sim'algax are in the works
- School drum and dance group at NESS will begin on September 20. It will become a weekly Monday morning feature that includes staff.

9. **POLICY DEVELOPMENT:**

Reported at 8.4 Operational Procedures.

10. **TRUSTEE REPORTS:**

No trustee reports.

11. **CORRESPONDENCE RECEIVED:**

No correspondence.

12. **PUBLIC QUESTION PERIOD:** (7:20<sup>13</sup> pm)

No questions

13. **ADJOURNMENT:**

The meeting adjourned at 7:28 pm.

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Certified correct,  
Elsie Davis,  
Board Chair

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Certified correct,  
Kory Tanner,  
Secretary Treasurer



## SCHOOL DISTRICT NO. 92 (NISGA'A)

### MEETING AGENDA ITEM #7.1

<b>Action:</b>		<b>Information:</b>	X
<b>Meeting:</b>	Regular	<b>Meeting Date:</b>	October 19, 2021
<b>Topic:</b>	Strategic Direction & Framework for Enhancing Student Learning		

#### **Background/Discussion:**

Strategic Direction 2021-2025 & Framework for Enhancing Student Learning as attached.

#### **Recommended Action:**

That the Board of Education approve the Strategic Direction 2021-2025 and the Framework for Enhancing Student Learning as presented.

Presented by: Superintendent





# Dim luu-ts'ipkw hli gawisit

2021 – 2025

The Nisga'a School District was created on January 1, 1976, the result of 100 years of effort by the Nisga'a people to gain control over their educational destiny and to allow their children to be educated in a bilingual and bicultural environment. Each of the four Nisga'a Villages - Gingolx, Laxgalts'ap, Gitwinksihlkw, and Gitlaxt'aamiks - has their own school. Nisga'a is a sovereign treaty Nation and the majority of students we serve are of Nisga'a ancestry.

In the spirit of **Sayt-K'ilim-Goot**, the Nisga'a Nation is a place where Ayuukw, language and culture are the foundation of identity, and learning is a way of life. *Ts'im gan wilaak'ils wil luu sgihl gandidils*. We recognize that education is wholistic and involves all aspects of being - body, heart, mind, and spirit. Families are a child's first and most important teacher and we understand the necessity of creating a positive relationship between home and school in order to best meet the needs of our students. Nisga'a education is a way of life.

The Unity pole stands in front of Nisga'a Elementary Secondary School, where all students attend for grades 8 - 12, and symbolizes Nisga'a education. The teachings embodied in the pole serve to guide how and why we educate, reminding us of what is important. Our vision, affirmations, and actions should all be connected to these teachings. Unless we infuse these teachings in our daily work in schools, the Unity pole exists only symbolically. Community consultation indicates the need and desire for the Unity pole to act as a living tool, symbol, and text to guide our daily practice, to remind us why our district was created.

A cedar tree's roots create a deep and firm foundation, just as education creates a firm foundation for life. The cedar tree was the first gift given to assist, to be transformed, to teach. Cedar in all its possibilities and as carved into the Unity pole, is here to guide our journey and was the inspiration for the name of our district's educational direction: **Dim luu-ts'ipkw hli gawisit** (the roots will be firm). Our story is unfolding. It is a living story...a learning journey that we are on together and one that each of us will contribute to - students, families, teachers, community members, Elders, EAs, bus drivers, custodians, secretaries, TTOCs, maintenance workers, district office staff, trustees, principals. Each one of us has an important role to play in creating our story. What will our story be? How can you contribute to helping us realize the Nisga'a Vision for Education? What role will you play in our story?

**Dim daxgat nuum.**

We are stronger together.



## Nisga'a Vision for Education


Hlaxwhl hli ganwilaak'ilshl Nisga'a, gan wilhl daxgat wil dip hooxhl Sayt-K'ilim-Goot, Yuuhlimk'askw, Ayuukhl Nisga'a ganhl Hawahlkws; nihl hanihitkwhl Nisga'a tgun ahl ts'im-ganwilaak'ils, ganwilxo'oskw ganhl kwhlixoosa'anskw sit'aatkwsit wil sgathl hlgutk'ihlkw.



Nisga'a Education is a way to learn and live the principles of life which entails Sayt-K'ilim Goot, Nisga'a Ayuuk and the Yuuhlimk'askw system. Living Sayt-K'ilim-Goot creates a secure foundation that respects a balance between Nisga'a language and wisdom rooted in the land, and the languages and wisdom of other peoples. Education is a way to learn and live Nisga'a Ayuuk. The Yuuhlimk'askw system guides how to live. Nisga'a Education begins at birth.

Motion to accept: Verna Williams (Ts'aagabin) Seconded by: Alice Azak (K'iigapks) Question: Herb Morven (K'eexkw) Adopted at Fluent Speakers meeting – June 23, 2010 2:42.

### Our School District is a place we:

- use Nisga'a language and practice Nisga'a culture with pride and confidence.
- listen and communicate respectfully.
- work and learn together, sharing our gifts and honouring the unique gifts of others.
- cultivate wellness and balance in all areas of being - heart, mind, body, and spirit.
- hold children at the heart of all we do. 

### We believe that an EDUCATED person models:

Respect  
Compassion  
Integrity  
Patience  
Teamwork  
Curiosity  
Creativity  
Sayt-K'ilim-Goot

EVERY CHILD. EVERY DAY.



## PUBLIC ENGAGEMENT

The Board and Senior Leadership Staff of the Nisga'a School District have been transparent and consultative in planning how to move forward to improve achievement for our students/learners. Engagement in this process began more than a year ago as partners were asked for their priorities and wishes for our students. From the surveys and conversations had over many months, priorities surfaced and contributed to the development of our plan.

### Staff Consultation

The process of thinking strategically about district priorities and direction started in August 2020 with a review of district documents and history. Throughout the fall, there were a number of discussions with the district team about what our students need. In January we met with all staff from across the district and posed the following questions:

- What do we know about the world?
- What do we know about our learners?
- What do we know about learning?

We then began a conversation around what we want to keep, amplify, discard, and create at both district and school levels. This discussion was followed up with additional discussions at individual schools.

The Board engaged in a working session, and additional dialogue was had with principals and within schools in February and March. In April, we invited all staff to a second district-wide meeting where we shared a summary of feedback collected from across the district. At the end of June, a summary of the engagement process was shared with staff and through a survey all were invited to provide any additional thoughts or suggestions.

### Student Consultation

In May, we invited students to share their insights about school, what was working for them, what their wishes were, what their career ambitions were, and how they feel about school. Students were candid about their feelings towards school, what is working for them, and what they would like to see change.

"Sometimes school gives me anxiety or makes me feel really anxious because I'm worried I won't graduate or I'm not good enough. But I do my best. Take one day at a time." (student)

"Most days are good. Other days are not so good. Most days I'm happy. Other days it's just a "meh" :// " (student)



The Unity Pole symbolizes or reflects:

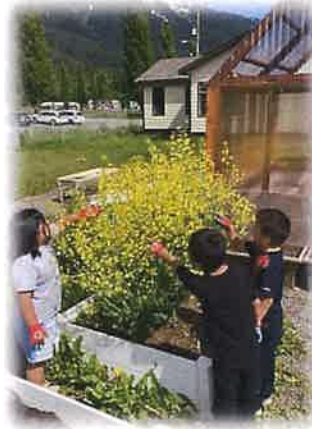
"We are all one with a common goal, we have the ability to create an equitable education system to the rest of the province that is culturally sensitive and promotes Nisga'a culture and traditions."  
(community member)

"It doesn't reflect anything if the students aren't reminded or taught what it means or stands for."  
(community member)

"With colonization came the western ideology of independence and individual wealth, disrupting our ways of the Wilp and community ... the Unity Pole symbolizes the importance of our cultural teachings of Sayt-K'ilim Goot... one heart one path one nation." (community member)

## Community Consultation

In June, we requested input from families and community in the form of a survey. We shared the process and feedback received throughout the year and then asked key questions around priorities and aspirations for their children.



## Confirmation of Key Focus Areas

The outcome of our consultations was support for the areas identified as priorities. For example, feedback from learning partners indicated strong support for:

- Upholding the Nisga'a Vision for education
- Infusing Nisga'a language and culture across all grades and subjects
- Building relationships and teamwork
- Arts education
- Place-based outdoor learning
- Well-being, sense of belonging and confidence in identity
- An education that balances heart, mind, body, and spirit
- Students graduate prepared for the next part of their life's journey



## Areas of Focus

### LIP WILA LOOM'

WELL-BEING and IDENTITY come first for students and staff in our district. They are the roots that nurture each person's ability to take care of themselves, each other, and this place. Our aim is to nourish the body, heart, spirit, and mind of each member of our school district community, child and adult, preparing them to be confident, capable leaders who thrive as individuals and who contribute to the well-being of the Nisga'a Nation as a whole.



**GOAL:** Nurture a sense of belonging, pride, and confidence in identity

Support and encourage a system that recognizes, celebrates, and honours the gifts of every student.

- Nisga'a language and culture is used throughout the district
- Schools, and district facilities, are spaces of safety, culture, and healing
- All district departments operate wisely and compassionately
- Community partner connections are fostered
- Staff actively engage in professional learning





# GANWILAAK'ILS

We support each student in developing their unique gifts on their educational journey. The BC curriculum focuses on students' ability to KNOW, DO, and UNDERSTAND; additionally, we want students to BE and BECOME who they hope to be. We want students to have confidence in their individual strengths and gifts and understand the responsibility of sharing those gifts with others.



## GOAL: Enhance student learning and achievement

Nurture school and district cultures that inspire and support powerful teaching, learning, and leading.

Create opportunities for every member of our district team to contribute to student achievement.

- Strengthen graduation pathways
- Grow leaders across the system
- Support schools in reviewing and analyzing evidence of student learning
- Focus on improving the essential skills of literacy and numeracy
- Align school and district planning to support student learning



What will our story be? How can you contribute to helping us realize the Nisga'a Vision for Education? What role will you play?

**Dim daxgat n'uum'.**  
We are stronger together.



## Framework for Enhancing Student Learning 2021-2022

*Ts'im gan wilaak'ils wil luu sgihl gandidils.*

In the spirit of Sayt K'ilim Goot, the Nisga'a Nation is a sovereign treaty nation where Ayuukw, language, and culture are the foundation of identity, and learning is a way of life. *Ts'im gan wilaak'ils wil luu sgihl gandidils.* We work together, recognizing that education is wholistic and involves all aspects of being - body, heart, mind, and spirit.

The Nisga'a School District was created on January 1, 1976, the result of 100 years of effort by the Nisga'a people to gain control over their educational destiny and to allow their children to be educated in a bilingual and bicultural environment. Each of the four Nisga'a Villages - Gingolx, Laxgalts'ap, Gitwinksihlkw, and Gitlaxt'aamiks - has their own school and as a district we proudly serve close to 400 students. Our student population is almost entirely Indigenous. The voices of these students, their families and their communities inform and guide our work. We are here to provide educational opportunities that are uniquely Nisga'a and that prepare our students with the skills, attitudes, knowledge, and abilities to confidently take their place in the world.

Our story honours the past and looks to the future. We are challenging ourselves to be better for our learners. Teaching and learning are reciprocal endeavours that are closely tied to language, culture, and place. A clear, strong, collective vision, created by Nisga'a leaders, guides our learning journey. We recognize that each one of us is responsible for the education of Nisga'a students - family, child, teacher, district staff, local governments. Families are a child's first and most important teachers, and teamwork between home and school is important for students to realize their educational goals. *Dim daxgat nuum.*

### Engagement

We worked with staff, students, families and community to develop our common purpose, values, and direction. Consultation was done through virtual and in-person meetings as well as with surveys. School and district leaders had

dialogues throughout the year about priorities and direction. We held meetings with all staff in the district, principals held additional meetings with school staff to continue the conversation, and families were invited to share feedback in the form of a survey. We met with students face-to-face to gather their insights and suggestions. Additionally, the superintendent reports regularly to the Nisga'a Lisims Government, and meets, as invited, with Village Governments.



## Nisga'a Vision for Education

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Nisga'a Education is a way to learn and live the principles of life which entails Sayt-K'ilim Goot, Nisga'a Ayuuk and the Yuuhlimk'askw system. Living Sayt-K'ilim-Goot creates a secure foundation that respects a balance between Nisga'a language and wisdom rooted in the land, and the languages and wisdom of other peoples. Education is a way to learn and live Nisga'a Ayuuk. The Yuuhlimk'askw system guides how to live. Nisga'a Education begins at birth.

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### We believe that an EDUCATED person models:

Respect

Compassion

Integrity

Patience

Teamwork

Curiosity

Creativity

Sayt K'ilim Goot

### Our School District is a place we:

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- work and learn together, sharing our gifts and honouring the unique gifts of others.
- cultivate wellness and balance in all areas of being - heart, mind, body, and spirit.
- hold children at the heart of all we do.

**EVERY CHILD. EVERY DAY.**

\*We are in the final stages of completing **Dim luu-ts'ipkw hli gawisit** (our strategic plan) and will begin year one of implementation by November 1, 2021 (Nisga'a Unity Day).



## Areas of Focus

### LIP WILA LOOM'

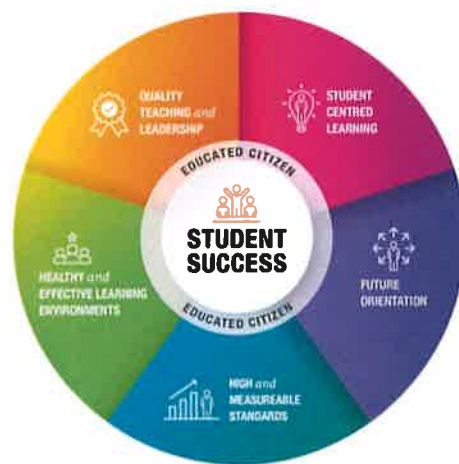
WELL-BEING and IDENTITY come first for students and staff in our district. They are the roots that nurture each person's ability to take care of themselves, each other, and this place. Our aim is to nourish the body, heart, spirit, and mind of each member of our school district community - children and adults - preparing them to be confident, capable leaders who thrive as individuals and who contribute to the well-being of the Nisga'a Nation as a whole.

### GANWILAAK'ILS

We support each student in developing their unique gifts on their educational journey. The BC curriculum focuses on students' ability to KNOW, DO, and UNDERSTAND; additionally, we want students to BE and BECOME who they hope to be. We want students to develop and have confidence in their strengths and gifts and understand the responsibility of sharing those gifts with others for the benefit of the community.

### Improving Student Outcomes and Achieving Equity

We are actively working to improve student learning, honour Nisga'a knowledge and worldviews, and build on the vast strengths of our students who are motivated, intelligent, capable, and creative. Our first priority is student well-being. Eurocentric, colonial systems of education have caused harm and have created the current inequities that we face. We aim to lift up Nisga'a knowledge, ways of knowing and worldviews. Language and culture are inseparable, tied intimately to place, and essential to identity and well-being. Infusion of Nisga'a language in all areas of education is essential. "At risk is a vast archive of knowledge and expertise, a catalogue of the imagination, an oral and written literature composed of the memories of countless elders and healers.... In short, the artistic, intellectual and spiritual expression of the full complexity and diversity of the human experience" (Wade Davis) of being Nisga'a. We want our students to be immersed in language, culture, and Nisga'a place-based learning.



### Coherence & Alignment

Our planning for enhancing student learning is aligned with Dim luu-ts'ipkw hli gawisit. Ongoing communication and engagement takes place through the creation, implementation, and monitoring of school plans. Schools continue to build relationships with families, community, and with Village Education Coordinators. Superintendent reports regularly to Nisga'a Lisims Government, and the Program and Services Committee.

## System-wide planning

- We are finalizing a 4-year strategic plan; this will be year one of implementation.
- Our staff is our greatest resource for enhancing learning and improving outcomes for students; building capacity is a priority.
- At the heart of our planning are school plans for enhancing student learning. Local decision-making about student needs within a district process framework and with common information allows school principals to keep the focus on students.
- Our planning looks at each child, groups of students, and all students to determine strengths and areas for growth.
- We use a planning cycle that starts with curiosity about data which we transform into information for collaborative conversation, reflection, and research to generate knowledge to inform plans for action which we implement thoughtfully and monitor regularly.
- Our planning focuses on learning, growth, and system improvements so that students experience enriched learning and engagement.

## Evidence-Informed Planning

### Key Indicators

- Teacher professional judgment of student attainment of outcomes is what we value most as the measure of student achievement. This is documented in teachers' communication about student learning through progress reports.
- Student voice is essential and comes through in self-assessment and leadership opportunities.
- We will develop a shared understanding of teaching and learning, curriculum, and assessment of, for, and as learning.
- It is important to look at multiple sources of evidence of improvement - **satellite** indicators (such as graduation rates, attendance, provincial assessments), **map** indicators (such as district/school-based reading and numeracy assessments, surveys of staff, students, and parents), and **street-level** indicators (such as learning walks, teacher-student interactions, student interviews, focus groups, parent conversations - individual stories of experience within our schools). Common assessments are important for dialogue and reflection. We will be working to develop reliable district and school assessments that are used to inform instruction and inspire dialogue that is focused on student attainment and learning.

We plan to use the following evidence this year:

- Meeting grade level outcomes in English Language Arts grades K-9 as provided by teachers on student progress reports
- K-9 student self-assessment of core competencies
- Student learning survey results
- Joyful Literacy assessments of the 245 reading skills K-5
- FSA in grade 4 & 7
- Literacy and Numeracy 10 Assessments
- Pathway to graduation plans so that all students graduate within 6 years of entering grade 8
- Oral and visual stories

## Diverse Learners

As we have a small student population of almost entirely Nisga'a students, we will be targeting every student. We believe that each of our students has unique learning needs and brings their own gifts. Our aim and commitment is that each student receives learning opportunities that meet them where they are at, motivates and engages them in rich learning, and challenges them to grow and stretch their learning.

## Children in Care

Nisga'a is a sovereign treaty nation and they have supports in place for children who may need to be placed in care. Nisga'a Child and Family Services ensure that appropriate care is provided to children as needed.

## CURRENT EVIDENCE

### Reading

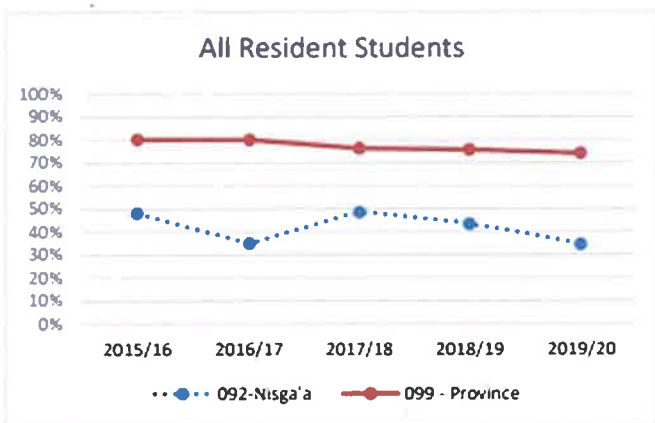


Figure 1: FSA Grade 4 Reading - All Resident Students

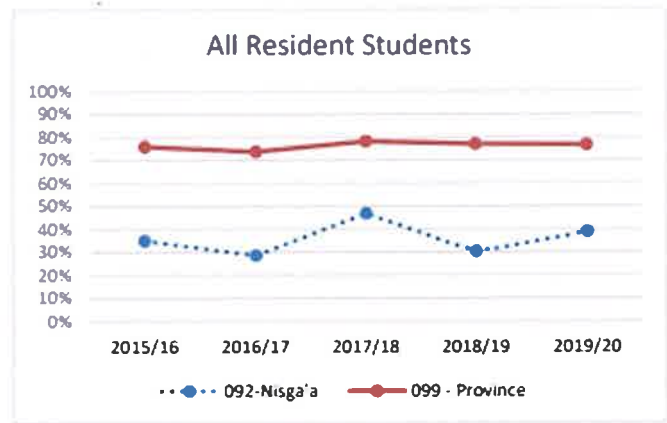


Figure 6: FSA Grade 7 Reading - All Resident Students

### Numeracy

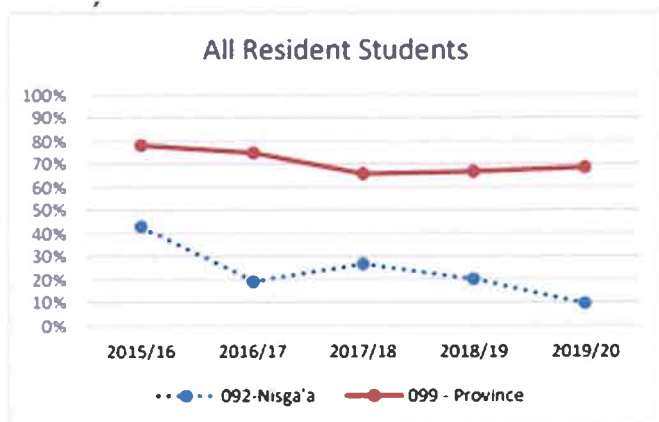


Figure 16: FSA Grade 4 Numeracy - All Resident Students

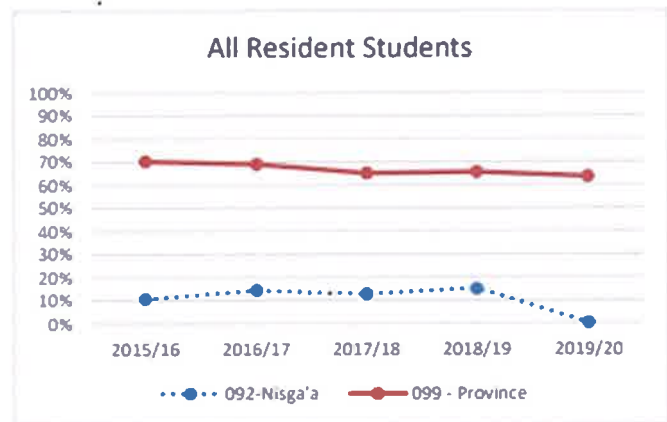


Figure 21: FSA Grade 7 Numeracy - All Resident Students

## Transitions & Completion Rate

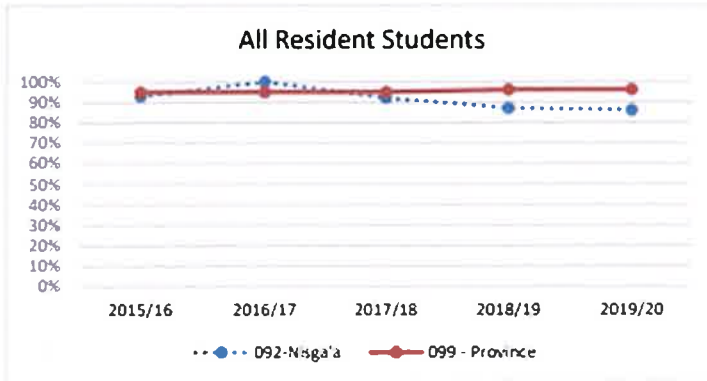


Figure 31: Transition Grade 10 to 11 - All Resident Students

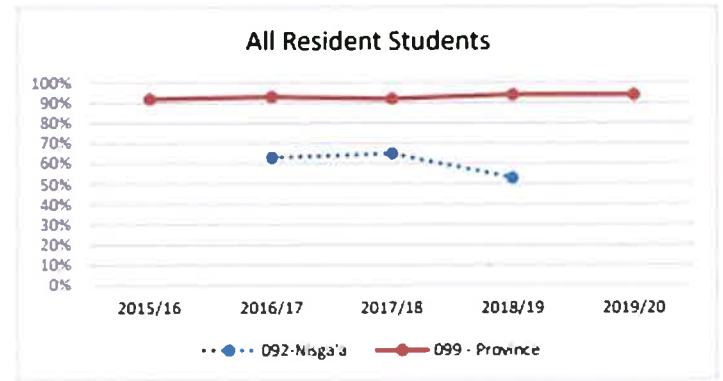


Figure 36: Transition Grade 11 to 12 - All Resident Students

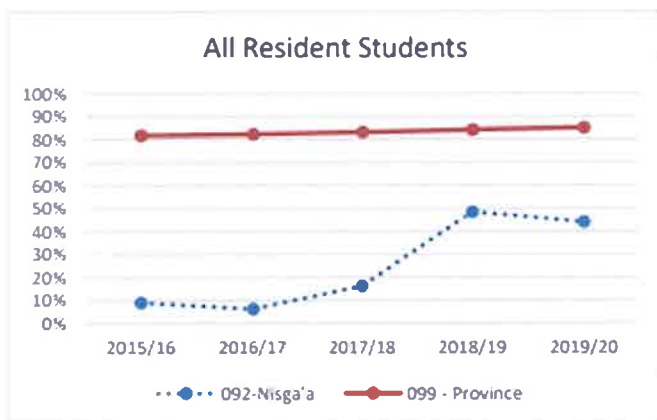


Figure 57: 5 Year Completion Rate - All Resident Students

We have growing to do in all areas in order to meet the needs of our students. We will be building staff capacity, finding ways to recruit and retain staff, and offering opportunities for professional learning. The BC Curriculum requires that we address the way we teach Indigenous knowledge, worldviews and perspectives. There is a need to decolonize mindsets, practices, policies, curricula, pedagogy, assessments, language, and systems that have privileged Western/Eurocentric knowledge. As a district, we are committed to decolonizing in order to support and honour the educational journey of each one of our students.

## Student Learning Survey: How Students FEEL about school

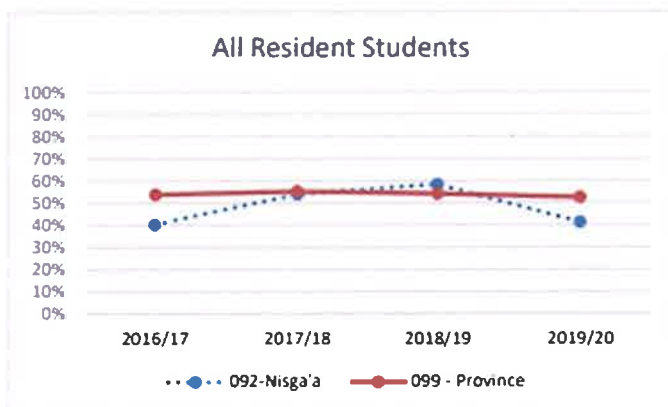


Figure 47: SLS - School Belong - All Resident Students

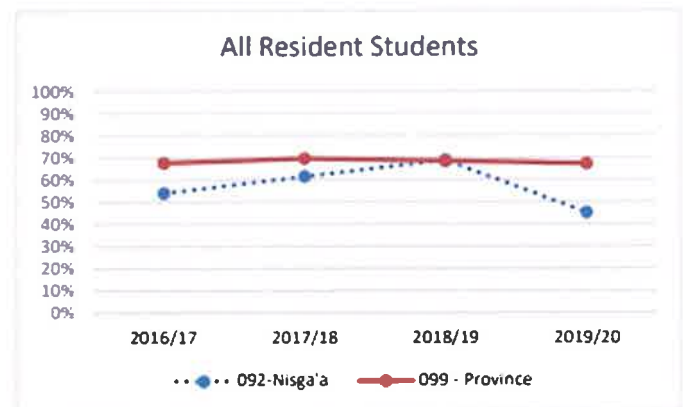


Figure 41: SLS - Feel Welcome - All Resident Students

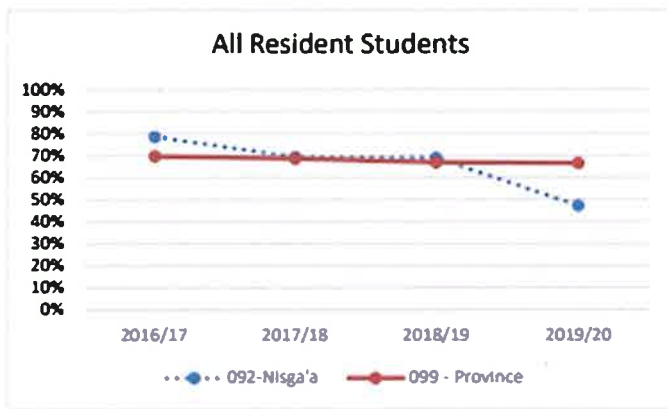


Figure 52: SLS - Adults Care - All Resident Students

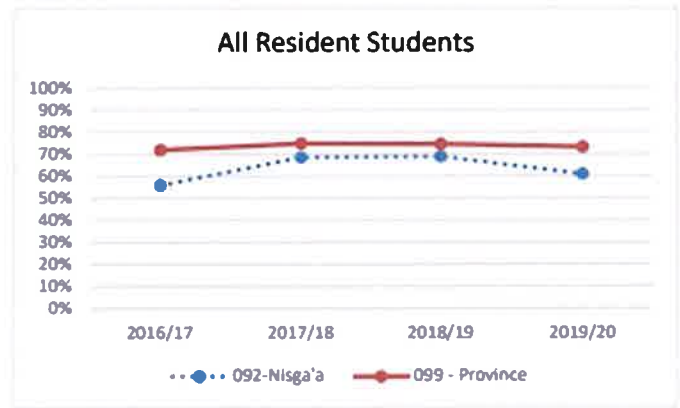


Figure 46: SLS - Feel Safe - All Resident Students

It is our aim that:

- every student feels a sense of belonging, and feels cared for, safe, and welcome at school.
- every student is immersed in Nisga'a language, culture, and ways of knowing.
- every student is literate.
- every student graduates prepared for the next stage of their educational journey.

## CAPACITY BUILDING

We will be focused on providing opportunities for staff to grow their instructional practice around resiliency, mental health and well-being, literacy, and Nisga'a language and culture. We know that the weaving of language and culture throughout students' daily learning at school contributes to a sense of belonging, well-being, and identity. Specifically, our Nisga'a language teachers and principals will be finding ways to infuse language and culture, explore learning on the land, and inviting Elders, knowledge keepers, artists, and other community experts to share their knowledge with our students and join our educational team. Ceremony and celebration are ways to create belonging and will play a significant role. We will also be targeting ways to improve literacy for every student.

The following questions encourage us to reflect on the learning of our students:

How is the learning in my classroom and  
in my school?

How do I know?

What am I doing about it?





## Learning Cycle

### September

- District review of the Framework for Enhancing Student Learning of the previous school year published

### October

- School Plans presented to the Board for approval

### November

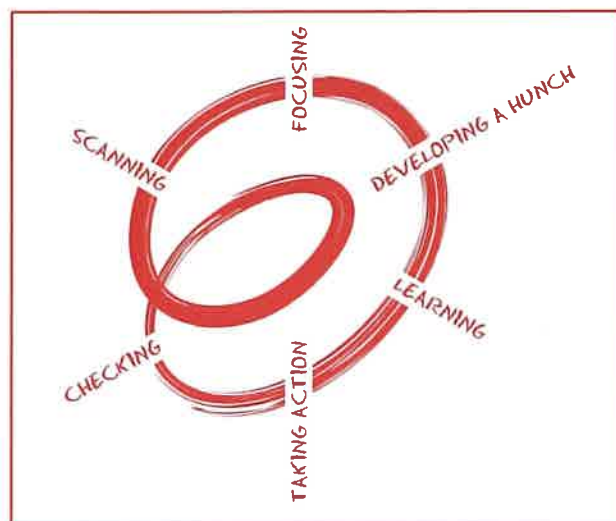
- Superintendent update to the Board on student learning

### March/April

- Superintendent update to the Board on student learning
- Staff Development committee creates plans for the coming school year's professional learning, connected to **Dim luu-ts'ipkw hli gawisit** priorities

### June

- Celebration of Student Learning and School Plans
- Draft School Plans created by school staff, parents, and students; submitted to Superintendent by June 30



### Spiral of Inquiry

**Scanning** – What's going on for our learners?

**Focusing** – What is our focus?

**Developing a Hunch** – What is leading to this situation?

**New Learning** – How can we learn more about what to do?

**Taking Action** – What will we do differently?

**Checking** – Have we made enough of a difference?





# SCHOOL DISTRICT NO. 92 (NISGA'A)

## MEETING AGENDA ITEM #8.1

<b>Action:</b>	X	<b>Information:</b>	
<b>Meeting:</b>	Regular	<b>Meeting Date:</b>	October 19, 2021
<b>Topic:</b>	Monthly Financial Statements – September 30, 2021		

### **Background/Discussion:**

Monthly Financial Statements – September 30, 2021 as 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, 2022**  
**As At September 30, 2021**

	<b>2021/2022 Actual Revenue and Expenses</b>	<b>2021/2022 Annual Budget</b>	<b>Percent Remaining or Available</b>
<b>Revenue (Schedule A2)</b>			
Provincial Grants, MOE	(224,885)	91,709	3.45
Other Fees And Revenue	2,434,047	8,745,282	0.72
Rentals & Leases	45,065	165,000	0.73
Investment Income	6,847	18,000	0.62
	<u>2,261,073</u>	<u>9,019,991</u>	<u>0.75</u>
<b>Expense (Schedule A3)</b>			
Salaries			
Teachers	237,379	2,783,500	0.91
Principals and Vice Principals	239,184	976,000	0.75
Educational Assistants	7,953	252,000	0.97
Support Staff	224,198	1,105,675	0.80
Other Professionals	182,527	845,162	0.78
Substitutes	8,528	215,000	0.96
	<u>899,769</u>	<u>6,177,337</u>	<u>0.85</u>
Employee Benefits	161,327	1,476,779	0.89
Services & Supplies	391,247	1,809,709	0.78
	<u>1,452,342</u>	<u>9,463,825</u>	<u>0.85</u>
<b>Net Revenue/Expenditure</b>	<u><b>808,731</b></u>	<u><b>(443,834)</b></u>	
Encumbered PO's	227,078		
<b>Interfund Transfers</b>			
Capital Asset Purchases		(135,977)	
Local Capital		-	
<b>Prior Year Surplus Appropriation</b>	2,361,047	440,793	
<b>Prior Year Surplus Unappropriated</b>	242,451	-	
<b>Balance Surplus/(Deficit)</b>	<u><b>3,412,229</b></u>	<u><b>(139,018)</b></u>	
<b>Appropriated Surplus List:</b>			
Language and Culture	20,000		
NLG Round Table	10,000		
Local Education Agreement	27,500		
Board Retreat	12,000		
Leadership/Mentorship – Supt/ST/Board	15,000		
Cabinet replacement – Teacherages	170,000		
Fencing	240,000		
Health & Safety – shared service/reporting	4,000		
Cayenta Financial Software upgrade	185,000		
Roofing on staff housing (15 units)	450,000		
Staff Housing-Asbestos rem./rotten decks & str	500,000		
Front End loader - specialized attachments	76,845		
Replace 1 Maintenance vehicle	60,000		
Possible Ministry clawback for Daycare	350,000		
Open Purchase Orders	240,702		
<b>Sub-Total</b>	<u><b>1,051,182</b></u>		
<b>Potential use of Surplus:</b>			
Carry Forward Learning Impact Grant	26,892		
<b>Potential Balance Surplus/(Deficit)</b>	<u><b>1,024,290</b></u>		



**SCHOOL DISTRICT No. 92 (Nisga'a)**  
**OPERATING FUND**  
**REVENUE BY SOURCE**  
**YEAR ENDING JUNE 30, 2022**  
**As At September 30, 2021**

	2021/2022 Revenue and Expenses	Actual 2021/2022 Revenue and Expenses	Percent Remaining
<b>Provincial Grants, Ministry of Education</b>			
Operating Grant, MOE	-	8,562,718	
ISC/LEA Recovery	(399,606)	(8,719,086)	
<b>Other Ministry of Education Grants</b>			
Pay Equity	3,810	116,874	0.97
Student Transportation	91,064	130,091	0.30
ELF	847	847	0.00
FSA Exam Funding	-	-	
Graduated Adult Enrollment (EG)	-	-	
Support Staff Benefit Grant	-	265	1.00
Indigeneous Equity	79,000		
Early Learning Grant	-	-	
	(224,885)	91,709	3.45
<b>Provincial Grants - Other Ministries</b>			
	-		
<b>Other Fees and Revenue</b>			
Other School District/Education Authorities	2,401,556	8,719,282	0.72
<b>Miscellaneous (Specify)</b>			
Miscellaneous	32,490	20,000	-0.62
ArtStarts	-	6,000	1.00
	2,434,047	8,745,282	0.72
<b>Rentals and Leases</b>	45,065	165,000	0.73
<b>Investment Income</b>	6,847	18,000	0.62
<b>TOTAL OPERATING REVENUE</b>	2,261,073	9,019,991	0.75

**SCHOOL DISTRICT No. 92 (Nisga'a)**  
**OPERATING FUND**  
**EXPENDITURE BY OBJECT**  
**YEAR ENDING JUNE 30, 2022**  
**As At September 30, 2021**

	2021/2022 Actual Revenue and Expenses	2021/2022 Annual Budget	Percent Available
<b>Salaries</b>			
Teachers	237,379	2,783,500	0.91
Principals and Vice Principals	239,184	976,000	0.75
Educational Assistants	7,953	252,000	0.97
Support Staff	224,198	1,105,675	0.80
Other Professionals	182,527	845,162	0.78
Substitutes	8,528	215,000	0.96
	899,769	6,177,337	0.85
<b>Employee Benefits</b>	161,327	1,476,779	0.89
	1,061,096	7,654,116	0.86
<b>Services and Supplies</b>			
	As Per Data		
Services	99,425	418,000	0.76
Student Transportation	-	64,000	1.00
Professional Development and Travel	40,749	138,900	0.71
Dues and Fees	7,732	21,000	0.63
Insurance	8,091	34,500	0.77
Supplies	199,206	591,478	0.66
Furniture and Equipment	10,813	160,500	0.93
Computer Equipment	1,039	46,500	0.98
	367,055	1,479,878	0.75
<b>Utilities</b>			
Electricity	20,732	302,331	0.93
Propane-Heat	163	12,000	0.99
Bio Mass Pellets	-		
Garbage/Water/Sewer	3,297	12,000	0.73
Carbon Offsets	-	3,500	1.00
	24,192	329,831	0.93
	391,247	1,809,709	0.78
<b>TOTAL OPERATING EXPENSE</b>	1,452,342	9,463,825	0.85

**SCHOOL DISTRICT No. 92 (Nisga'a)  
OPERATING FUND  
EXPENDITURE BY OBJECT  
YEAR ENDING JUNE 30, 2022  
As At September 30, 2021**

	Total Salaries	Employee Benefits	Total Salaries and Benefits	Services and Supplies	Total Expenses	2021-22 Annual Budget	Percent Available
<b>1 INSTRUCTION</b>							
1.02 Regular Instruction	263,351	49,136	312,487	31,162	343,649	3,688,138	0.91
1.03 Career Programs	4,466	1,048	5,515	-	5,515	66,250	0.92
1.07 Library Services	-	-	-	438	438	15,000	0.97
1.08 Counseling	8,344	1,269	9,613	-	9,613	111,250	0.91
1.10 Special Education	5,506	822	6,329	-	6,329	353,875	0.98
1.30 English Language Learning	17,875	2,877	20,752	-	20,752	88,760	0.77
1.31 Aboriginal Education	86,885	15,579	102,464	4,024	106,488	605,655	0.82
1.41 School Administration	133,562	21,081	154,643	8,331	162,974	888,100	0.82
1.60 Summer School	-	-	-	-	-	43,750	1.00
<b>Total Function 1</b>	<b>519,980</b>	<b>91,813</b>	<b>611,802</b>	<b>43,954</b>	<b>655,757</b>	<b>5,860,778</b>	<b>0.89</b>
<b>4 DISTRICT ADMINISTRATION</b>							
4.11 Educational Administration	60,893	10,095	70,988	30,759	101,747	357,098	0.72
4.40 School District Governance	13,790	587	14,377	7,131	21,509	172,748	0.88
4.41 Business Administration	89,143	15,679	104,823	45,817	150,640	884,025	0.83
<b>Total Function 4</b>	<b>163,827</b>	<b>26,361</b>	<b>190,188</b>	<b>83,708</b>	<b>273,896</b>	<b>1,413,871</b>	<b>0.81</b>
<b>5 OPERATIONS AND MAINTENANCE</b>							
5.41 Operations and Maintenance Admin	13,375	3,389	16,763	3,309	20,073	69,450	0.71
5.50 Maintenance Operations	169,944	33,625	203,569	99,562	303,131	1,281,180	0.76
5.52 Maintenance of Grounds	-	-	-	13,378	13,378	25,500	0.48
5.56 Utilities	-	-	-	23,348	23,348	329,831	0.93
<b>Total Function 5</b>	<b>183,319</b>	<b>37,013</b>	<b>220,332</b>	<b>139,597</b>	<b>359,929</b>	<b>1,705,961</b>	<b>0.79</b>
<b>7 TRANSPORTATION AND HOUSING</b>							
7.41 Transportation and Housing Admin	5,350	1,289	6,639	-	6,639	44,905	0.85
7.70 Student Transportation	11,818	2,446	14,264	31,058	45,322	249,000	0.82
7.73 Housing	15,465	2,406	17,871	92,929	110,800	189,310	0.41
<b>Total Function 7</b>	<b>32,633</b>	<b>3,735</b>	<b>20,902</b>	<b>123,987</b>	<b>162,761</b>	<b>483,215</b>	<b>0.66</b>
<b>TOTAL FUNCTIONS 1 - 7</b>	<b>\$ 899,769</b>	<b>\$ 159,921</b>	<b>\$ 1,043,225</b>	<b>\$ 391,247</b>	<b>\$ 1,452,342</b>	<b>\$ 9,483,825</b>	<b>0.85</b>



# SCHOOL DISTRICT NO. 92 (NISGA'A)

## MEETING AGENDA ITEM #8.2

<b>Action:</b>	X	<b>Information:</b>	
<b>Meeting:</b>	Regular	<b>Meeting Date:</b>	October 19, 2021
<b>Topic:</b>	IT Report		

### **Background/Discussion:**

IT Report – October 2021 as attached.

### **RECOMMENDED ACTION:**

For information only.

Presented by: Secretary Treasurer

# IT Department Report

Date Written: Oct 12, 2021

I would like to thank the board for the opportunity to be part of the SD92 team. Technology continues to play a vital role in education. A key part to having successful technology implementation in the district is to have a consistent and reliable technology experience. In the past few months by utilizing both SD92 and SD82 IT expertise we have been able to complete some major and a few minor projects. We are now focusing on building a five-year technology plan, streamlining current IT processes, developing a more robust network topology, and enhancing our local security profile. This summer was a very busy summer, with a large number of projects taken on as well as not having Wolfgang due to a broken leg in August.

## Projects Completed

### Normal Summer projects

- Deployed iPads - Cleaned and prepped iPads for all schools replaced all cases with
- Deployed Laptops - Cleaned and prepped student laptops for NESS
- Imaged Teacher laptops - Retrieved, re imaged all teacher laptops
- Updated secretary computer - Deployed Mac Mini to school secretaries
- Tested and prepped for Admin new M1 laptops - Tested new M1 laptops for staff deployment and deployed to Admin for testing

## Additional Projects completed

**Laptop Lockers** - Working with Maintenance we add 42 additional Laptop Locker slots for the growing number of Grade 8 to 12 students at NESS.

**MyED Student account** - We have a daily extract of MyED student information which creates creating student accounts. This greatly simplifies the process of IT manually creating student accounts reduces human error and ensures students are properly registered in MyED.

**Anonymize Student Data** - To meet the FIPPIA requirement we have change student login information to be based on student number rather than using personal information such as First name/Last name. Using student number also allow the district to identify students vs staff accounts when using email etc.

**HR tool to manage staff accounts** – we have a beta version of a webtool to allow the HR Manager to created and manage staff accounts based on staff district role(s). This will allow the district to maintain a simplified and consistent user management system.

**All District HyperV server's upgraded** - We have upgraded servers to Windows 2019 servers using hardware originally purchased to replace the phone servers.

**Moved wireless AP's at NBES and AAMES** - We pulled additional data runs (4x per classroom) at NBES and AMMES and moved Wireless Access Points into the classroom to provide better WiFi access to the iPads. All downriver schools now have a Wireless access point in each of the classrooms.

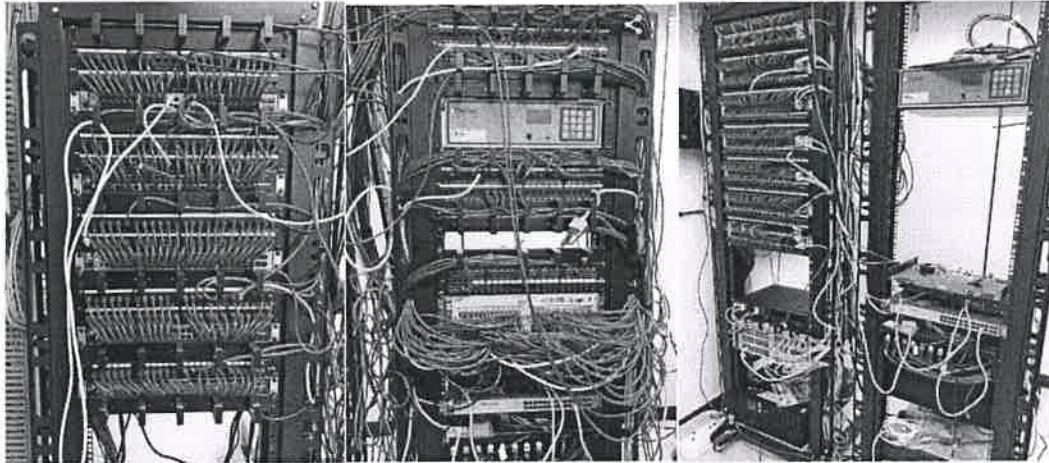
**PacketFence – WiFi access** - Building on the Ministry firewall upgrade we are implementing a “Network access control” server. The role of the network access control server is to determine what the level of

network access a user is allowed based on their district role. The Network Access Control has replaced the older Wireless Captive Portal.

NESS Data Rack - We cleaned up the data rack to make manageable. The pictures tell the story.

Before

After



All District Phone systems upgraded - As part of our phone servers upgrade which need to be upgraded for security reasons. We have upgraded all District PBX's to the latest version including features such as a web interface for school bells, and soon prerecorded school bell announcements, lockdown announcement, etc.

Global Protect VPN - We are working towards implementing Global Protect VPN on all district owned laptops. Global Protect will allow us to bring all internet traffic through our firewalls and monitor for malicious and virus activities.

School LED signs - We have replaced school outdoor LED signs with Full Colour LED panels. The main reason for this was for network security reasons. The older signs required computers running old software which is no longer maintained.

Classroom TV Deployment - We have deployed 32 Sony TV's to classrooms to replace existing smartboards. The smartboards technology is no longer compatible with our new computers. Moving technology forward we are now using 4K TV's with wireless option of AirPlay, Chromecast and Miracast, and wired option of HDMI.

## In Progress

Network Monitoring tools - We are working on implementing a set of tools to monitor our network usage and alert when critical issues happen. Currently we do not have a set of tools and are only reacting after the fact.

Photocopier management - We are currently working with Papercut to see if we can use either Papercut MG or Papercut NF to simplify the deployment of copier / printer and provide added features for end user printing and copying. End users features such as user authenticated print and copying, iOS printing will simplify the end user experience for access to printing.

iPad remote Monitoring and Managing - Replace district carts with smart charging carts. This will allow IT to remotely monitor which carts iPads are plugged into and perform remote management when needed. A continual issue is Apple releases iOS updates in late September and has a 90 day window to update devices. With the smart hubs we will be able to remotely push these updates out after-hours saving school bandwidth and reducing IT time need.

Wireless coverage - Upgrade wireless access points in NESS to better handle iPads and Laptops

NESS PA Zones – re terminate NESS PA speakers so we can use 3 distinct zones (areas) to match grade levels for PA and Bells

Helpdesk - Helpdesk is IT first point of contact for employees. When employees need someone to troubleshoot a login or printer issue, it is the helpdesk to the rescue. While we currently have 34 open tickets open, this does not actually reflect the actual real number of calls we receive daily. A support ticket is created if an issue cannot be quick resolved over the phone. Here is a summary of tickets from Schools.

Department	Assigned	Open	Closed	Days to resolution (AVG)
New Tickets – Tech	81	5	76	1
NESS	73	9	64	4
SDO	22	0	22	7
AAMES	18	6	12	2
GES	17	6	11	7
Distributed Learning	17	6	11	5
NBES	15	2	13	10
NLC	5	0	5	1
Tech	2	0	2	2
	250	34	216	4

Andrew Nutma  
IT Manger SD92





# SCHOOL DISTRICT NO. 92 (NISGA'A)

## MEETING AGENDA ITEM #8.3

<b>Action:</b>	X	<b>Information:</b>	
<b>Meeting:</b>	Regular	<b>Meeting Date:</b>	October 19, 2021
<b>Topic:</b>	Daycare Report		

### **Background/Discussion:**

Daycare Report – September 2021 as attached.

### **RECOMMENDED ACTION:**

For information only.

Presented by: Secretary Treasurer





## Report September 2021

### Enrollment

We are licensed to offer care for 8 multi-age children and 12 school age children (5 to 12 years).

We still have a total of 8 multi-age children enrolled at Gitginsaa Childcare Centre.

Getting the school age program started is dependent upon finding a reliable and qualified responsible adult/ECEA.

### Funding Options

Parents can apply for the affordable childcare benefit plan - funding is calculated based on family size, children who have special needs, type of childcare, amount of care needed and household income.

We are eligible for the Childcare Fee Reduction Initiative – Fees are reduced as follows:

- \$350/month – Group infant/toddler (under 36 months) care
- \$100/month – Group childcare for 3 years to kindergarten

Part-time enrolments will receive a pro-rated amount listed below:

- \$175/month – Group infant/toddler (under 36 months) care
- \$50/month – Group childcare for 3 years to kindergarten

### Learning



Children have been enjoying dance parties, group activities such as baking, art, building and coming up with their own games (ex. Hair salon). We've also had plenty of opportunity to learn about numbers, alphabets, and the calendar through music and storytelling.

We are still welcoming Volunteers who are interested in helping with the Nisga'a Language and Culture Immersion. If you know someone or you are interested in being part of our learning, please contact me at [nnyathi@nisgaa.bc.ca](mailto:nnyathi@nisgaa.bc.ca)



# SCHOOL DISTRICT NO. 92 (NISGA'A)

## MEETING AGENDA ITEM #11.1

<b>Action:</b>		<b>Information:</b>	<b>X</b>
<b>Meeting:</b>	Regular	<b>Meeting Date:</b>	October 19, 2021
<b>Topic:</b>	Auditor's Letter – Carlyle Shepherd & Company		

### **Background/Discussion:**

Auditor's Letter, September 28, 2021 as attached.

### **RECOMMENDED ACTION:**

For information only.

Presented by: Secretary Treasurer

September 28, 2021

PRIVATE AND CONFIDENTIAL

The Board of Education  
School District No. 92 (Nisga'a)  
PO Box 240  
New Aiyansh, BC V0J 1A0

Dear Trustees:

**Re: 2021 Audit**

We have completed the audit of the 2021 financial statements of your School District.

Overall, the School District's financial internal controls are strong.

We thank Kory and the staff for their courteous assistance during the audit.

Yours truly

CARLYLE SHEPHERD & CO.



Ernie Dusdal, CPA, CMA

ED/bn  
Encl.