



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

TUESDAY, JUNE 15, 2021 – 6:30 PM

A G E N D A

1. CALL TO ORDER			
2. DECLARATION OF QUORUM			
3. APPROVAL OF AGENDA FOR JUNE 15, 2021	Action		
4. ADOPTION OF MINUTES OF PRIOR MEETING:			
4.1 Regular Meeting – May 18, 2021	Action	Attachment	Page 1-13
5. BUSINESS ARISING FROM THE MINUTES:			
6. PRESENTATION:			
6.1 Student Leadership – Pearl Morrison	Information	Verbal	
7. EDUCATION:			
Superintendent			
7.1 Annual Review of Strategic Plan 2021/2022	Information	Attachment	Page 14-19
7.2 Strategic Priorities	Information	Attachment	Page 20-23
7.3 Language and Culture	Information	Verbal	
8. BUSINESS:			
Secretary Treasurer			
8.1 Capital Bylaw No. 2021/2022-CPSD92-01	Action	Attachment	Page 24-25
8.2 2021/2022 Annual Budget	Action	Attachment	Page 26-41
8.3 Monthly Financial Statements at May 31, 2021	Information	Attachment	Page 42-46
8.4 Maintenance Report	Information	Attachment	Page 47-48
8.5 Day Care report	Information	Attachment	Page 49-50
9. POLICY DEVELOPMENT:			
9.1			
10. TRUSTEE REPORTS:			
10.1			
11. CORRESPONDENCE RECEIVED:			
11.1			
12. PUBLIC QUESTION PERIOD:			
13. ADJOURNMENT:			

Note: Next Board Meeting date: September 21, 2021



SCHOOL DISTRICT NO. 92 (NISGA'A)

MEETING AGENDA ITEM #4.1

Action:	X	Information:	
Meeting:	Regular	Meeting Date:	June 15, 2021
Topic:	Minutes of the Regular Meeting of the Board – May 18, 2021		
Background/Discussion:			
Minutes as attached.			
Recommended Action:			
THAT the Minutes of the Regular Meeting of the Board held May 18, 2021 be approved.			
Presented by: Board Chair			

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

TUESDAY, MAY 18, 2021 – 6:30 PM

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

1. CALL TO ORDER:

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

2. DECLARATION OF QUORUM:

Board Chair declared a quorum.

3. APPROVAL OF AGENDA:

R02-1349

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

Trustee Ousey/Trustee Hayduk

Carried

4. ADOPTION OF MINUTES OF PRIOR MEETING:

R02-1350

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

Trustee

5. BUSINESS ARISING FROM THE MINUTES:

Trustee Ousey:

April 20, 2021 Question Period:

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

Superintendent Jensen:

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

6. **PRESENTATION:**

6.1

7. **EDUCATION:**
Superintendent

7.1 Board Authorized Course

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

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

Trustee Ousey:

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

Janneke Krom: Yes, it is.

Trustee Ousey:

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

Janneke Krom:

Yes.

Trustee Hayduk:

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

Trustee Ousey:

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

Janneke Krom:

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

Trustee Ousey:

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

Janneke Krom:

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

Superintendent Jensen:

I am not sure what was taught before.

Janneke Krom:

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

Board Chair Stevens:

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

R02-1351

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

Trustee Hayduk/

Is there a seconder?

Is there a seconder for the motion?

Trustee Hayduk:

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

Superintendent Jensen:

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

Board Chair Stevens:

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

7.2 Enhancing Learning Opportunities

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

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

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

7.3 Strategic Priorities

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

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

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

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

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

Trustee Ousey:

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

Superintendent Jensen:

8 to 12.

Trustee Ousey:

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

Superintendent Jensen:

None of them mentioned it.

Trustee Ousey:

Ok, thank you.

Trustee Hayduk:

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

Superintendent Jensen:

There was one student who mentioned wanting more academics.

Trustee Hayduk:

They wanted more time? They wanted more choice?

Superintendent Jensen:

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

Trustee Hayduk:

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

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

Superintendent Jensen:

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

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

Trustee Hayduk:

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

Superintendent Jensen:

School administration would have more details.

Trustee Ousey:

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

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

Superintendent Jensen:

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

7.4 Graduation Program

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

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

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

Trustee Ousey:

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

Superintendent Jensen:

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

Board Chair:

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

Trustee Hayduk:

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

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

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

Board Chair Stevens:

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

7.5 Language & Culture Report – Peter McKay

Written report is attached.

Trustee Ousey:

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

Superintendent Jensen: Yes

8. **BUSINESS:** Secretary-Treasurer

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

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

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

R02-1352

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

Trustee Ousey/Trustee Hayduk

Carried

R02-1353

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

Trustee Hayduk/Trustee Ousey

Carried

8.2 2021/2022 Annual Budget

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

Attached is a copy of the 2021/22 Annual Budget Version: 5298-4552-2570

R02-1354

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

Trustee Hayduk/Trustee Ousey

Carried

R02-1355

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

Trustee Ousey/Trustee Hayduk

Carried

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

8.3 Monthly Financial Statements – April 30, 2021

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

Financials are attached.

8.4 Projected Surplus

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

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

R02-1356

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

Trustee Ousey/Trustee Hayduk

Carried

Trustee Hayduk:

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

Secretary Treasurer Tanner:

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

8.5 Information Technology Report

Information Technology Report is attached.

8.6 Maintenance Report

Maintenance Report is attached.

Trustee Hayduk:

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

Secretary Treasurer Tanner:

The wind took care of that green house.

8.7 Day Care Report

Day Care report for April is attached.

Trustee Ousey:

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

Secretary Treasurer Tanner:

Per the Ministry guidelines, when it says multiage, the license only allows us to have 2 under 2, of which one can be under one and then the rest have to be 3-to-5-year-olds. It does have definitive guidelines around age limits and restrictions on what we can and cannot do.

Trustee Ousey:

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

Secretary Treasurer Tanner: Yes

9. **POLICY DEVELOPMENT:**

None

10. **TRUSTEE REPORTS:**

None

11. **CORRESPONDENCE RECEIVED:**

None

12. **PUBLIC QUESTION PERIOD:**

Taron Scott:

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

Peter McKay:

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

Katherine:

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

Peter McKay:

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

Superintendent Jensen:

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

Secretary Treasurer:

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

Katherine:

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

Superintendent Jensen:

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

Taron Scott:

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

Secretary Treasurer:

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

Eric Clayton:

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

Superintendent:

Wonderful, thank you.

Board Chair Stevens:

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

13. **ADJOURNMENT:**

The meeting adjourned at 8:00 pm.

Trustee Ousey/Trustee Hayduk

Carried

Certified correct,
Elsie Davis,
Board Chair

Certified correct,
Kory Tanner,
Secretary Treasurer



SCHOOL DISTRICT NO. 92 (NISGA'A)

MEETING AGENDA ITEM #7.1

Action:		Information:	X
Meeting:	Regular	Meeting Date:	June 15, 2021
Topic:	Annual Review of Strategic Plan 2018/2021		
Background/Discussion:			
Strategic Plan 2018-2021 Review attached.			
Recommended Action:			
For information only			
Presented by: Superintendent			

Strategic Plan 2018-2021 Review



The Board of Education's primary focus with this strategic plan was to work with students, families, staff and the community to ensure every student within the Nisga'a Nation graduates and leaves with dignity, purpose and opportunities.

Nisga'a Education is a way to learn and live the principles of life which entails:

Sayt K'ilim Goot
Ayuukhl Nisga'a
Yuuhlimk'askw

There were SIX key areas identified within the plan:

- Language & Culture
- Enhancing Learning Opportunities
- Improving Graduation Rates
- Developing Authentic Voices
- Enhancing Facilities
- Enhancing Governance

Language & Culture

- District Principal Language & Culture hired June 2020
- Language curriculum revitalized K-7
- Language teachers offered training in using the A.S.K.M.E. program
- Role model program implemented (COVID has restricted use since March 2020)
- FNEC language and culture grants utilized by all schools
- Digitizing and updating Nisga'a language resources





Mahli k'ilhl sa

Aam ñiin
 Si'aamhl wilin
 Haagwil wilin
 Singit wilin
 K'e'em goodin
 Gaks as ñiin
 Siip'iniy ñiin
 Aamhl dim wilt



Enhancing Facilities

- 5-year capital plan for schools
- Culinary kitchen completed
- Day care created and operational
- Finished day care office space
- Cultural facilities developed at schools (ie. Smoke house, libraries...)
- HVAC upgrades
- Teacherage enhancements including concrete in crawl spaces, renovations
- Reflooring of buildings
- Asbestos abatement
- Changed some windows, replumbed and repaved at NESS
- Installed biomass boilers at AAMES and NBES
- OH&S
- Continue to work on operations department staffing, building strength and capacity from within
- School gardens

Enhancing Learning Opportunities

- K-3 literacy focus
- Early Learning Partnerships (LELP and HELP)
- Technology enhancement, including video conferencing, upgraded smart boards, upgraded student laptops, ipads for k-7, changed firewalls and servers to align better with the ministry, upgraded wifi in schools for staff and guests, implemented stronger security for the district per the Ministry, upgraded older staff laptop and desktop stations, cleaned up wiring and older technology, and recycled what we could.
- Breakfast programs
- Exploratory options
- Working with partners to offer trades and fine arts options for students
- Culinary Program developed – Culinary Arts and Indigenous Foods
- Mindfulness training offered to all staff (will continue)
- Principals and superintendent participated in Compassionate Systems Leadership (will continue)
- Place-based learning challenges to promote learning outdoors

Developing Authentic Voices

- Community engagement – surveys
- Student advisory/leadership/trustee
- NESS Leadership 11 and 12 courses provide graduation credit and offer a platform for student voice
- Student events/activities lead by students: Halloween, Youth Conference, Red Dress

Enhancing Governance

- Policy review complete
- Trustee orientation
- Improving public relations by promoting the positive
- Absentee management plan



Governance Policy
Manual

Improving Graduation Rates

- Pathway to graduation with a focus on the strengths and interests of each student
- Begin educating students in grade 9 about the requirements for graduation
- Educate students and families about the difference between high school graduation and post-secondary entrance requirements
- Culturally relevant curriculum (ie. BC First Peoples, First Peoples English)
- Review of timetable
- Graduation ceremony that is more cultural
- Individual plans for students as needed

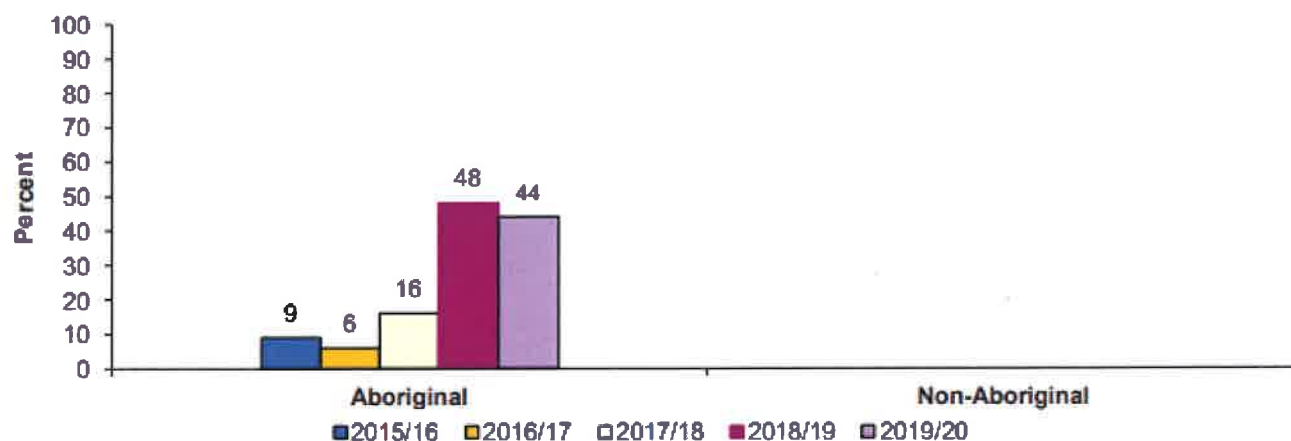
FIVE-YEAR COMPLETION RATE, 2015/16 - 2019/20

The five-year completion rate is the percent of Grade 8 students who graduate with a Certificate of Graduation within 5 years, adjusted for outmigration. It is not the inverse of a "dropout rate" as students may graduate after the five-year period.

FIVE-YEAR COMPLETION RATE*

School Year	Aboriginal			Non-Aboriginal		
	All Students %	Female %	Male %	All Students %	Female %	Male %
2015/16	9	6	13	-	-	-
2016/17	6	11	0	-	-	-
2017/18	16	11	21	-	-	-
2018/19	48	53	46	-	-	-
2019/20	44	51	36	-	-	-

Five-Year Completion Rate: Aboriginal/Non-Aboriginal

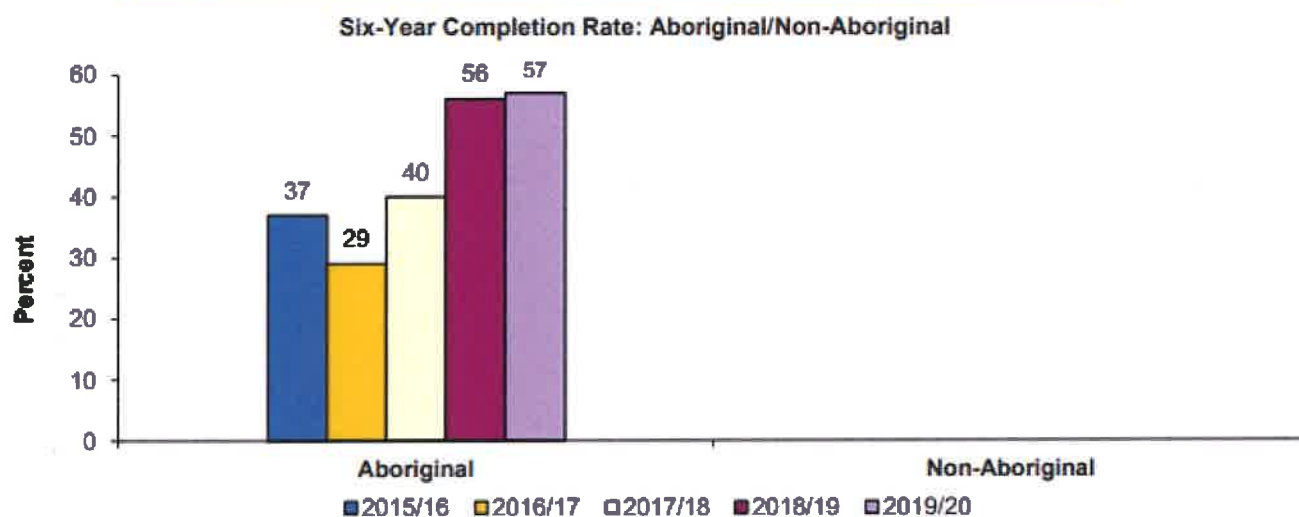


SIX-YEAR COMPLETION RATE, 2015/16 - 2019/20

The six-year completion rate is the percent of Grade 8 students who graduate with a Certificate of Graduation within 6 years, adjusted for outmigration. It is not the inverse of a "dropout rate" as students may graduate after the six-year period.

SIX-YEAR COMPLETION RATE*

School Year	Aboriginal			Non-Aboriginal		
	All Students %	Female %	Male %	All Students %	Female %	Male %
2015/16	37	48	25	-	-	-
2016/17	29	40	15	-	-	-
2017/18	40	30	47	-	-	-
2018/19	56	81	43	-	-	-
2019/20	57	69	47	-	-	-



Harvesting cedar to weave graduation caps.
June 2021



SCHOOL DISTRICT NO. 92 (NISGA'A)

MEETING AGENDA ITEM #7.2

Action:		Information:	X
Meeting:	Regular	Meeting Date:	June 15, 2021
Topic:	Strategic Priorities		

Background/Discussion:

Strategic Priorities: Summary of Process and Progress attached.

Recommended Action:

For information only

Presented by: Superintendent

Strategic Priorities: Summary of Process and Progress

June 2021

Nisga'a Vision for Education

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

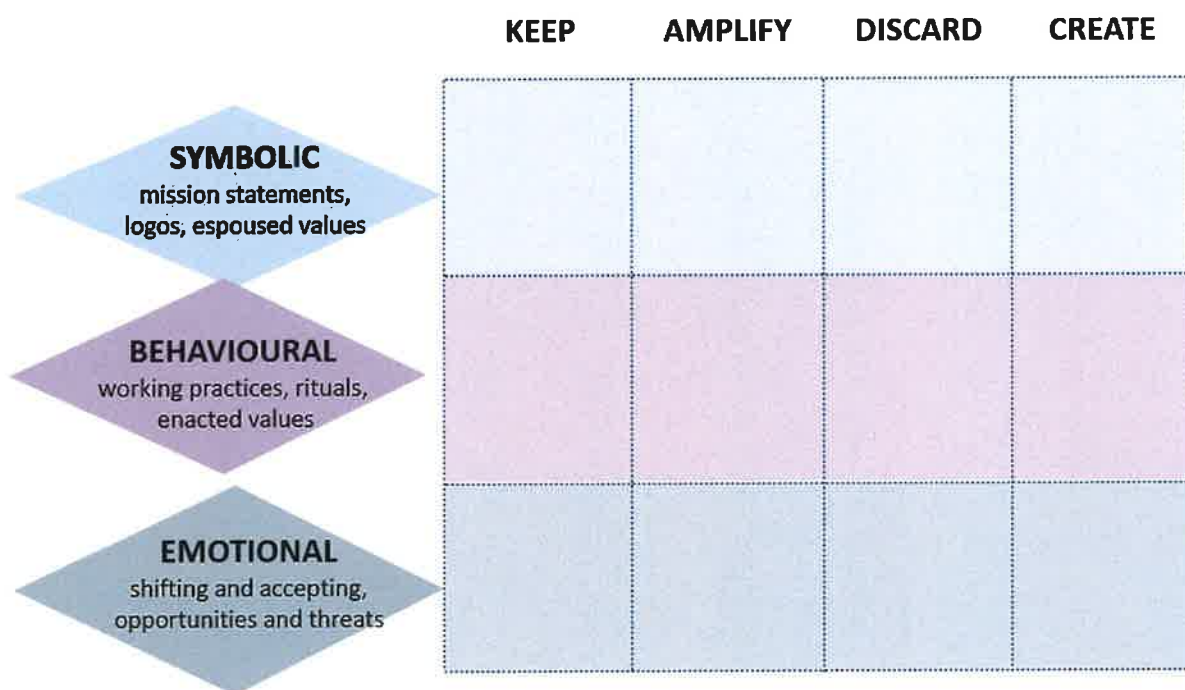
Nisga'a Education is a way to learn and live the principles of life which entails Sayt-K'ílim-Goot, Nisga'a Ayuuk and the Yuuhlimk'askw system. Living Sayt-K'ílim-Goot creates a secure foundation that respects a balance between Nisga'a language and wisdom rooted in the land, and the languages and wisdom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

The process of thinking strategically about district priorities and direction started in August 2020 as I reviewed 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 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 used the graphic organizer below to structure 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 school meetings.



We held a working session with the Board, further meetings with principals and more school-level meetings in February and March. In April, we invited all staff to a second district-wide meeting where we shared a summary of feedback provided across the district about priorities.

Upholding the Nisga'a Vision for Education

Examples included:

- Using story to teach & guide (adaawak)
- Celebrating Nisga'a knowledge: recognizing and teaching culture, such as protocols, cultural duties & responsibilities, feasting, practices of the long house, seasonal hunting & gathering (harvesting calendar), preserving and cooking, more community-based learning... (ayuuḵ and yuuhlimḵ'askw)
- Language infusion
- Intergenerational learning from Elders and mentors
- A focus on the arts – dance, drumming, song, music, carving, jewelry, visual arts (of all kinds)
- Building on ceremony
- Nisga'a-focused curriculum K-12; honour and encourage Nisga'a knowledge/ways of knowing. (First Peoples Principles of Learning infused/embedded throughout curriculum)
- Outdoor, place-based learning



Students at the center/Learner-focused

- Enhanced teaching & learning
- Quality instruction
- Options and opportunities for student learning that is focused on student passions and interests
- Curricular and extracurricular opportunities – travel, teams, clubs, wellness/mental health
- Graduation pathway plan for every student
- Connections with post-secondary institutions
- Breakfast and lunch programs
- Cross-curricular/interdisciplinary learning
- Multiple entry points for learning so it is inclusive, equitable & accessible for all learners
- A focus on identify & pride in self; sense of belonging; honouring individual gifts/talents
- Teaching and learning is reciprocal; meet students where they are at and learn from them
- Know each student, their interests, aspirations, and passions, and target instruction to encourage development
- Assessment that informs practice and enhances learning
- Learning environments that are welcoming, caring, healthy, inclusive and equitable

Relationships/Building Connections/Working Together



- Collaboration and teamwork; let's work together and build on each other's strengths
- Take care of ourselves, each other, and this place (mindfulness, compassion, etc)
- Cultivate authentic, caring, sustainable connections with students, families, and communities
- Strengthen partnerships to enrich the ways we learn, lead, and work; foster networks to enhance learning (ie. WWNI, CM College, UNBC, VIU...)
- Community engagement

In May, we invited students to share their thoughts about school, what was working for them, what their wishes were, what their career aspirations were, and how they feel about school.

We hope that these priorities can be further synthesized into a visual or symbol that represents Nisga'a education and what we want for our students. We are currently reflecting on the Unity pole, its teachings, its story, its literal and symbolic meaning as an appropriate visual text for this purpose.

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. Every single one of us – students, families, teachers, community members, Elders, EAs, bus drivers, custodians, secretaries, TTOCs, maintenance workers, district office staff, trustees, principals– 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?

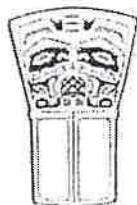
Dim daxgat ńuum. We are stronger together.

A final step for us is to reach out to families and community to ask for your feedback. Please take a few minutes to complete the survey by following the link below. The survey is 20 questions, most of which are multiple choice, and should take approximately 3 – 5 minutes to complete. Thank you for sharing your thoughts!

<https://www.surveymonkey.com/r/CFZSBH2>

If you have any questions or wish to share further comments, please speak with your child's school principal or with the superintendent.

Contact: Jill Jensen (Superintendent) jjensen@nisgaa.bc.ca (250)633-2038



SCHOOL DISTRICT NO. 92 (NISGA'A)

MEETING AGENDA ITEM #8.1

Action:	X	Information:	
Meeting:	Regular	Meeting Date:	May 18, 2021
Topic:	2021-2022 Capital Plan Bylaw No. 2021/2022-CPSD92-01		
Background/Discussion:			
<p>Capital plan (including site acquisitions, Expansion Program, Replacement Program, Bus Acquisition Program, Seismic Mitigation Program, Building Envelope Program, School Enhancement Program, Carbon Neutral Capital Program, and Playground Equipment Program. Boards will prepare one bylaw for the annual capital plan. Capital plan bylaws must contain a provision by which the Board authorizes an appropriate official to execute project agreements related to the expenditures contemplated by the underlying capital plan.</p>			
RECOMMENDED ACTION:			
<p>THAT the Capital Plan Bylaw No. 2021/2022-CPSD92-01 (2021-2022 Capital Plan Bylaw) be read a first time, passed and adopted the 18th day of May 2021.</p> <p>THAT the Capital Plan Bylaw No. 2021/2022-CPSD92-(2021-2022 Capital Plan Bylaw) be read a second time, passed and adopted the 18th day of May 2021.</p> <p>THAT the Capital Plan Bylaw No. 2020/2021-CPSD92-01 (2020-2021 Capital Plan Bylaw) be read a third time, passed and adopted the 15th day of June 2021.</p>			
Presented by: Secretary Treasurer			

CAPITAL BYLAW NO. 2021/22-CPSD92-01
CAPITAL PLAN 2021/22

A BYLAW by the Board of Education of School District No.92 (Nisga'a) (hereinafter called the "Board") to adopt a Capital Plan of the Board pursuant to sections 143 (2) and 144 (1) of the *School Act*.

WHEREAS in accordance with provisions of the *School Act*, the Minister of Education (hereinafter called the "Minister") has approved the Capital Plan of the Board.

NOW THEREFORE the Board agrees to do the following:

- (a) Authorize the Secretary-Treasurer to execute Project Agreement(s) related to the expenditures contemplated by the Capital Plan;
- (b) Upon ministerial approval to proceed, commence the Project(s) and proceed diligently and use its best efforts to complete each Project substantially as directed by the Minister;
- (c) Observe and comply with any order, regulation, or policy of the Minister as may be applicable to the Board or the Project(s); and,
- (d) Maintain proper books of account, and other information and documents with respect to the affairs of the Project(s), as may be prescribed by the Minister.

NOW THEREFORE the Board enacts as follows:

1. The Capital Bylaw of the Board for the 2021/22 Capital Plan as approved by the Minister, to include the supported project(s) specified in the letter addressed to the Secretary-Treasurer and Superintendent dated May 11, 2021, is hereby adopted.
2. This Bylaw may be cited as School District No.92 (Nisga'a) Capital Bylaw No. 2021/22-CPSD92-01

READ A FIRST TIME THE 18 DAY OF May 2021;

READ A SECOND TIME THE 18 DAY OF May 2021;

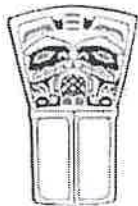
READ A THIRD TIME, PASSED AND ADOPTED THE 15 DAY OF June 2021.

Board Chair

Secretary-Treasurer

I HEREBY CERTIFY this to be a true and original School District No. 92 (Nisga'a) Capital Bylaw No. 2021/22-CPSD92-01 adopted by the Board the 15 day of June 2021.

Secretary-Treasurer



SCHOOL DISTRICT NO. 92 (NISGA'A)

MEETING AGENDA ITEM # 8.2

Action:	X	Information:
Meeting:		Meeting Date: May 18, 2021
Topic:	2021/2022 Annual Budget	
<p>Background/Discussion:</p> <p>For 2021/2022, the Board must prepare an Annual Budget, and have it adopted by Bylaw before June 30, 2021. As per Section 113 of the School Act and Submit it to the Minister of Education by this date.</p> <p>Attached is a copy of the 2021/22 Annual Budget Version: 5298-4552-2570</p>		
<p>Recommended Action:</p> <p>That the 2021/22 Annual Budget Bylaw Version: 5298-4552-2570 be read a first time the 18th day of May 2021.</p> <p>That the 2021/22 Annual Budget Bylaw Version: 5298-4552-2570 be read a second time the 18th day of May 2021.</p> <p>That the 2021/22 Annual Budget Bylaw Version: 5298-4552-2570 be read a third time the 15th day of June 2021.</p>		
Presented by: Secretary Treasurer		

Annual Budget

School District No. 92 (Nisga'a)

June 30, 2022

School District No. 92 (Nisga'a)

June 30, 2022

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*NOTE - Statement 1, Statement 3, Statement 5, Schedule 1 and Schedules 4A - 4D are used for Financial Statement reporting only.

ANNUAL BUDGET BYLAW

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

1. Board has complied with the provisions of the Act respecting the Annual Budget adopted by this bylaw.
2. This bylaw may be cited as School District No. 92 (Nisga'a) Annual Budget Bylaw for fiscal year 2021/2022.
3. The attached Statement 2 showing the estimated revenue and expense for the 2021/2022 fiscal year and the total budget bylaw amount of \$11,479,752 for the 2021/2022 fiscal year was prepared in accordance with the *Act*.
4. Statement 2, 4 and Schedules 2 to 4 are adopted as the Annual Budget of the Board for the fiscal year 2021/2022.

READ A FIRST TIME THE 18th DAY OF MAY, 2021;

READ A SECOND TIME THE 18th DAY OF MAY, 2021;

READ A THIRD TIME, PASSED AND ADOPTED THE 15th DAY OF JUNE, 2021;

Chairperson of the Board

Secretary Treasurer

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

Secretary Treasurer

School District No. 92 (Nisga'a)

Annual Budget - Revenue and Expense

Year Ended June 30, 2022

	2022 Annual Budget	2021 Amended Annual Budget
Ministry Operating Grant Funded FTE's		
School-Age	389,357	377,375
Adult		3,500
Total Ministry Operating Grant Funded FTE's	389,357	380,875
Revenues	\$	\$
Provincial Grants		
Ministry of Education	172,540	517,998
Other	46,000	65,497
Other Revenue	10,079,724	11,370,955
Rentals and Leases	165,000	165,000
Investment Income	18,000	17,000
Amortization of Deferred Capital Revenue	428,201	397,189
Total Revenue	10,909,465	12,533,639
Expenses		
Instruction	7,264,705	8,861,885
District Administration	1,413,871	1,850,576
Operations and Maintenance	2,267,961	2,497,355
Transportation and Housing	533,215	374,520
Total Expense	11,479,752	13,584,336
Net Revenue (Expense)	(570,287)	(1,050,697)
Budgeted Allocation (Retirement) of Surplus (Deficit)	440,793	1,057,179
Budgeted Surplus (Deficit), for the year	(129,494)	6,482
Budgeted Surplus (Deficit), for the year comprised of:		
Operating Fund Surplus (Deficit)		
Special Purpose Fund Surplus (Deficit)		
Capital Fund Surplus (Deficit)	(129,494)	6,482
Budgeted Surplus (Deficit), for the year	(129,494)	6,482

School District No. 92 (Nisga'a)

Annual Budget - Revenue and Expense

Year Ended June 30, 2022

31 Statement 2

	2022 Annual Budget	2021 Amended Annual Budget
Budget Bylaw Amount		
Operating - Total Expense	9,463,825	9,725,184
Operating - Tangible Capital Assets Purchased		135,976
Special Purpose Funds - Total Expense	1,458,232	3,332,469
Capital Fund - Total Expense	557,695	526,683
Total Budget Bylaw Amount	11,479,752	13,720,312

Approved by the Board

Signature of the Chairperson of the Board of Education

Date Signed

Signature of the Superintendent

Date Signed

Signature of the Secretary Treasurer

Date Signed

School District No. 92 (Nisga'a)
Annual Budget - Changes in Net Financial Assets (Debt)
Year Ended June 30, 2022

	2022 Annual Budget	2021 Amended Annual Budget
	\$	\$
Surplus (Deficit) for the year	<u>(570,287)</u>	<u>(1,050,697)</u>
Effect of change in Tangible Capital Assets		
Acquisition of Tangible Capital Assets		
From Operating and Special Purpose Funds		(135,976)
From Deferred Capital Revenue	<u>(1,498,843)</u>	<u>(1,427,638)</u>
Total Acquisition of Tangible Capital Assets	<u>(1,498,843)</u>	<u>(1,563,614)</u>
Amortization of Tangible Capital Assets	<u>557,695</u>	<u>526,683</u>
Total Effect of change in Tangible Capital Assets	<u>(941,148)</u>	<u>(1,036,931)</u>
	<u>-</u>	<u>-</u>
(Increase) Decrease in Net Financial Assets (Debt)	<u><u>(1,511,435)</u></u>	<u><u>(2,087,628)</u></u>

School District No. 92 (Nisga'a)
Annual Budget - Operating Revenue and Expense
Year Ended June 30, 2022

	2022 Annual Budget	2021 Amended Annual Budget
	\$	\$
Revenues		
Provincial Grants		
Ministry of Education	94,750	81,568
Other Revenue	8,745,282	8,540,413
Rentals and Leases	165,000	165,000
Investment Income	18,000	17,000
Total Revenue	<u>9,023,032</u>	<u>8,803,981</u>
Expenses		
Instruction	5,860,778	5,583,721
District Administration	1,413,871	1,850,576
Operations and Maintenance	1,705,961	1,998,367
Transportation and Housing	483,215	292,520
Total Expense	<u>9,463,825</u>	<u>9,725,184</u>
Net Revenue (Expense)	<u>(440,793)</u>	<u>(921,203)</u>
Budgeted Prior Year Surplus Appropriation	<u>440,793</u>	<u>1,057,179</u>
Net Transfers (to) from other funds		
Tangible Capital Assets Purchased		(135,976)
Total Net Transfers	<u>-</u>	<u>(135,976)</u>
Budgeted Surplus (Deficit), for the year	<u>-</u>	<u>-</u>

School District No. 92 (Nisga'a)**34** Schedule 2AAnnual Budget - Schedule of Operating Revenue by Source
Year Ended June 30, 2022

	2022 Annual Budget	2021 Amended Annual Budget
	\$	\$
Provincial Grants - Ministry of Education		
Operating Grant, Ministry of Education	8,562,718	8,129,327
ISC/LEA Recovery	(8,475,095)	(8,055,292)
Other Ministry of Education Grants		
Pay Equity	1,434	629
Funding for Graduated Adults		
Student Transportation Fund	1,596	700
Support Staff Benefits Grant	3	1
Teachers' Labour Settlement Funding		845
Early Career Mentorship Funding		54
FSA	4,094	4,094
ELF		1,210
Total Provincial Grants - Ministry of Education	94,750	81,568
Other Revenues		
Funding from First Nations	8,719,282	8,524,413
Miscellaneous		
Art Starts	6,000	6,000
Miscellaneous	20,000	10,000
Total Other Revenue	8,745,282	8,540,413
Rentals and Leases	165,000	165,000
Investment Income	18,000	17,000
Total Operating Revenue	9,023,032	8,803,981

School District No. 92 (Nisga'a)

Annual Budget - Schedule of Operating Expense by Object
 Year Ended June 30, 2022

	2022 Annual Budget	2021 Amended Annual Budget
	\$	\$
Salaries		
Teachers	2,783,500	2,806,500
Principals and Vice Principals	976,000	762,000
Educational Assistants	252,000	265,000
Support Staff	1,105,675	1,052,830
Other Professionals	845,162	841,890
Substitutes	215,000	294,000
Total Salaries	6,177,337	6,022,220
Employee Benefits	1,476,779	1,431,291
Total Salaries and Benefits	7,654,116	7,453,511
Services and Supplies		
Services	418,000	603,400
Student Transportation	64,000	64,000
Professional Development and Travel	138,900	125,800
Rentals and Leases	5,000	6,500
Dues and Fees	21,000	20,500
Insurance	34,500	34,500
Supplies	798,478	1,108,973
Utilities	329,831	308,000
Total Services and Supplies	1,809,709	2,271,673
Total Operating Expense	9,463,825	9,725,184

School District No. 92 (Nisga'a)

Annual Budget - Operating Expense by Function, Program and Object

Year Ended June 30, 2022

Schedule 2C

	Teachers Salaries	Principals and Vice Principals Salaries	Educational Assistants Salaries	Support Staff Salaries	Other Professionals Salaries	Substitutes Salaries	Total Salaries
	\$	\$	\$	\$	\$	\$	\$
1 Instruction							
1.02 Regular Instruction	2,420,000	210,000				140,000	2,770,000
1.03 Career Programs	53,000						53,000
1.07 Library Services							
1.08 Counselling	85,000						85,000
1.10 Special Education	105,500		140,000			50,000	295,500
1.30 English Language Learning		71,000					71,000
1.31 Indigenous Education	85,000	195,000	112,000		64,000		456,000
1.41 School Administration		500,000		168,000			668,000
1.60 Summer School	35,000						35,000
Total Function 1	2,783,500	976,000	252,000	168,000	64,000	190,000	4,433,500
4 District Administration							
4.11 Educational Administration				26,500	206,000		232,500
4.40 School District Governance					55,162		55,162
4.41 Business Administration				73,000	375,000		448,000
Total Function 4	-	-	-	99,500	636,162	-	735,662
5 Operations and Maintenance							
5.41 Operations and Maintenance Administration					50,000		50,000
5.50 Maintenance Operations				656,000	60,000	25,000	741,000
5.52 Maintenance of Grounds							-
5.56 Utilities							-
Total Function 5	-	-	-	656,000	110,000	25,000	791,000
7 Transportation and Housing							
7.41 Transportation and Housing Administration					35,000		35,000
7.70 Student Transportation				115,000			115,000
7.73 Housing				67,175			67,175
Total Function 7	-	-	-	182,175	35,000	-	217,175
9 Debt Services							
Total Function 9	-	-	-	-	-	-	-
Total Functions 1 - 9	2,783,500	976,000	252,000	1,105,675	845,162	215,000	6,177,337

School District No. 92 (Nisga'a)

Annual Budget - Operating Expense by Function, Program and Object
Year Ended June 30, 2022

	Total Salaries \$	Employee Benefits \$	Total Salaries and Benefits \$	Services and Supplies \$	2022 Annual Budget \$	2021 Amended Annual Budget \$
I Instruction						
1.02 Regular Instruction	2,770,000	676,330	3,446,330	241,808	3,688,138	3,440,761
1.03 Career Programs	53,000	13,250	66,250		66,250	66,250
1.07 Library Services	-		-	15,000	15,000	5,000
1.08 Counselling	85,000	21,250	106,250	5,000	111,250	141,500
1.10 Special Education	295,500	58,375	353,875		353,875	371,475
1.30 English Language Learning	71,000	17,760	88,760		88,760	88,750
1.31 Indigenous Education	456,000	108,985	564,985	40,670	605,655	552,000
1.41 School Administration	668,000	175,100	843,100	45,000	888,100	880,485
1.60 Summer School	35,000	8,750	43,750		43,750	37,500
Total Function 1	4,433,500	1,079,800	5,513,300	347,478	5,860,778	5,583,721
4 District Administration						
4.11 Educational Administration	232,500	63,598	296,098	61,000	357,098	366,190
4.40 School District Governance	55,162	1,986	57,148	115,600	172,748	148,630
4.41 Business Administration	448,000	120,725	568,725	315,300	884,025	1,335,756
Total Function 4	735,662	186,309	921,971	491,900	1,413,871	1,850,576
5 Operations and Maintenance						
5.41 Operations and Maintenance Administration	50,000	14,150	64,150	5,300	69,450	69,750
5.50 Maintenance Operations	741,000	150,180	891,180	390,000	1,281,180	1,615,117
5.52 Maintenance of Grounds	-		-	25,500	25,500	5,500
5.56 Utilities	-		-	329,831	329,831	308,000
Total Function 5	791,000	164,330	955,330	750,631	1,705,961	1,998,367
7 Transportation and Housing						
7.41 Transportation and Housing Administration	35,000	9,905	44,905		44,905	51,320
7.70 Student Transportation	115,000	23,000	138,000	111,000	249,000	232,500
7.73 Housing	67,175	13,435	80,610	108,700	189,310	8,700
Total Function 7	217,175	46,340	263,515	219,700	483,215	292,520
9 Debt Services						
Total Function 9	-	-	-	-	-	-
Total Functions 1 - 9	6,177,337	1,476,779	7,654,116	1,809,709	9,463,825	9,725,184

School District No. 92 (Nisga'a)
 Annual Budget - Special Purpose Revenue and Expense
 Year Ended June 30, 2022

	2022 Annual Budget	2021 Amended Annual Budget
	\$	\$
Revenues		
Provincial Grants		
Ministry of Education	77,790	436,430
Other	46,000	65,497
Other Revenue	1,334,442	2,830,542
Total Revenue	1,458,232	3,332,469
Expenses		
Instruction	1,403,927	3,278,164
Operations and Maintenance	54,305	54,305
Total Expense	1,458,232	3,332,469
Budgeted Surplus (Deficit), for the year	-	-

School District No. 92 (Nisga'a)
Annual Budget - Changes in Special Purpose Funds
Year Ended June 30, 2022

Schedule 3A

	Annual Facility Grant	Learning Improvement Fund	School Generated Funds	Strong Start	Ready, Set, Learn	CommunityLINK	Classroom Enhancement Fund - Overhead	Classroom Enhancement Fund - Staffing	Mental Health in Schools
	\$	\$	\$	\$	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year		6,000	8,000	6,000	3,000				15,000
Add: Restricted Grants									
Provincial Grants - Ministry of Education	54,305	29,813		32,000	9,800	141,027	110,652	641,635	
Other	53,639	29,447	10,000			139,297	109,295	633,764	
	107,944	59,260	10,000	32,000	9,800	280,324	219,947	1,275,399	-
Less: Allocated to Revenue	54,305	35,813	18,000	38,000	12,800	141,027	110,652	641,635	15,000
Recovered	53,639	29,447				139,297	109,295	633,764	
Deferred Revenue, end of year	-	-	-	-	-	-	-	-	-
Revenues									
Provincial Grants - Ministry of Education	666	366		38,000	12,800	1,730	1,357	7,871	15,000
Provincial Grants - Other	53,639	35,447	18,000			139,297	109,295	633,764	
Other Revenue	54,305	35,813	18,000	38,000	12,800	141,027	110,652	641,635	15,000
Expenses									
Salaries									
Teachers								481,226	
Principals and Vice Principals									
Educational Assistants		28,650				85,000	26,000		
Support Staff				21,000	2,500		37,000		
Other Professionals							6,000		
	-	28,650	-	21,000	2,500	85,000	69,000	481,226	-
Employee Benefits									
Services and Supplies	54,305	7,163	18,000	7,000	625	21,250	13,800	160,409	15,000
	54,305	35,813	18,000	10,000	9,675	34,777	27,852		15,000
				38,000	12,800	141,027	110,652	641,635	15,000
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

School District No. 92 (Nisga'a)
Annual Budget - Changes in Special Purpose Funds
Year Ended June 30, 2022

	FNESC Skills Link	Skills Trades Training	NLG/NLC Enhancement Fund	FNESC Language/Cultur Program	District Community Literacy Plan	TOTAL
	\$	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year	8,000	46,000	15,000	300,000	22,000	429,000
Add: Restricted Grants						
Provincial Grants - Ministry of Education						1,019,232
Other						975,442
						1,994,674
Less: Allocated to Revenue	8,000	46,000	15,000	300,000	22,000	1,458,232
Recovered						965,442
Deferred Revenue, end of year	-	-	-	-	-	-
Revenues						
Provincial Grants - Ministry of Education						77,790
Provincial Grants - Other		46,000				46,000
Other Revenue	8,000		15,000	300,000	22,000	1,334,442
	8,000	46,000	15,000	300,000	22,000	1,458,232
Expenses						
Salaries						
Teachers				150,000		631,226
Principals and Vice Principals						-
Educational Assistants						54,650
Support Staff						122,000
Other Professionals						29,500
				150,000		837,376
Employee Benefits						
Services and Supplies	8,000	46,000	15,000	37,500	22,000	247,747
	8,000	46,000	15,000	112,500	22,000	373,109
				300,000	22,000	1,458,232
Net Revenue (Expense)	-	-	-	-	-	-

School District No. 92 (Nisga'a)

Annual Budget - Capital Revenue and Expense

Year Ended June 30, 2022

	2022 Annual Budget			2021 Amended Annual Budget
	Invested in Tangible Capital Assets	Local Capital	Fund Balance	
	\$	\$	\$	\$
Revenues				
Amortization of Deferred Capital Revenue	428,201		428,201	397,189
Total Revenue	428,201	-	428,201	397,189
Expenses				
Amortization of Tangible Capital Assets				
Operations and Maintenance	507,695		507,695	444,683
Transportation and Housing	50,000		50,000	82,000
Total Expense	557,695	-	557,695	526,683
Net Revenue (Expense)	(129,494)	-	(129,494)	(129,494)
Net Transfers (to) from other funds				
Tangible Capital Assets Purchased			-	135,976
Total Net Transfers	-	-	-	135,976
Other Adjustments to Fund Balances				
Total Other Adjustments to Fund Balances	-	-	-	
Budgeted Surplus (Deficit), for the year	(129,494)	-	(129,494)	6,482



SCHOOL DISTRICT NO. 92 (NISGA'A)
BOARD OFFICE

MEETING AGENDA ITEM #8.3

Action:		Information:	X
Meeting:	Regular	Meeting Date:	June 15, 2021
Topic:	Monthly Financial Statements – May 31, 2021		
Background/Discussion:			
May 31, 2021 Financial Statements as attached.			
Recommended Action:			
For information only, no action required.			
Presented by: Secretary Treasurer			

SCHOOL DISTRICT No. 92 (Nisga'a)
 OPERATING FUND
 REVENUE AND EXPENDITURE
 YEAR ENDED JUNE 30, 2021
 As At May 31, 2021

	2020/2021 Actual Revenue and Expenses	2020/2021 Amended Budget	Percent Remaining or Available
Revenue (Schedule A2)			
Provincial Grants, MOE	(974,768)	81,569	12.95
Other Fees And Revenue	8,873,476	8,540,413	(0.04)
Rentals & Leases	200,701	165,000	(0.22)
Investment Income	22,880	17,000	(0.35)
	<u>8,122,290</u>	<u>8,803,982</u>	<u>0.08</u>
Expense (Schedule A3)			
Salaries			
Teachers	2,241,341	2,735,500	0.18
Principals and Vice Principals	724,878	833,000	0.13
Educational Assistants	162,740	265,000	0.39
Support Staff	741,619	1,052,830	0.30
Other Professionals	715,470	841,890	0.15
Substitutes	107,030	294,000	0.64
	<u>4,693,078</u>	<u>6,022,220</u>	<u>0.22</u>
Employee Benefits	906,557	1,431,291	0.37
Services & Supplies	1,252,878	2,271,673	0.45
	<u>6,852,513</u>	<u>9,725,184</u>	<u>0.30</u>
Net Revenue/Expenditure	<u>1,269,777</u>	<u>(921,202)</u>	
Encumbered PO's	178,352		
Interfund Transfers			
Capital Asset Purchases	-	(135,977)	
Local Capital		-	
Prior Year Surplus Appropriation	1,057,179	1,057,179	
Prior Year Surplus Unappropriated	376,471	-	
Balance Surplus/(Deficit)	<u>2,525,075</u>	<u>0</u>	
Potential use of Surplus:			
Balance 2021/22 budget	440,793		
Roofing on staff housing (15 units)	450,000		
Renovation (2 units) and Asbestos Rem. Staff I	280,000		
2 IT vehicles (vans)	100,000		
Front End loader - specialized attachments	250,000		
Outstanding items from prior year- Encumb	840,000		
Potential Balance Surplus/(Deficit)	<u>164,282</u>		

SCHOOL DISTRICT No. 92 (Nisga'a)
OPERATING FUND
REVENUE BY SOURCE
YEAR ENDED JUNE 30, 2021
As At May 31, 2021

	2020/2021 Actual Revenue and Expenses	2020/2021 Amended Budget	Percent Remaining
Provincial Grants, Ministry of Education			
Operating Grant, MOE	8,882	8,129,327	
ISC/LEA Recovery	(1,358,513)	(8,467,720)	
Other Ministry of Education Grants			
Pay Equity	86,892	116,874	0.26
Student Transportation	130,091	130,091	0.00
ELF	1,210	1,210	0.00
FSA Exam Funding	4,094	4,094	0.00
Graduated Adult Enrollment (EG)	704	-	
Support Staff Benefit Grant	185	265	0.30
BCTF Labour Settlement	141,687	157,428	0.10
Early Learning Grant	10,000	10,000	0.00
	(974,768)	81,569	12.95
Provincial Grants - Other Ministries	1,546		
Other Fees and Revenue			
Local Education Agreements	8,805,714	8,524,413	-0.03
Miscellaneous (Specify)			
Miscellaneous	60,216	10,000	-5.02
ArtStarts	6,000	6,000	0.00
	8,871,930	8,540,413	-0.04
Rentals and Leases	200,701	165,000	-0.22
Investment Income	22,880	17,000	-0.35
TOTAL OPERATING REVENUE	8,122,290	8,803,982	0.08

SCHOOL DISTRICT No. 92 (Nisga'a)
OPERATING FUND
EXPENDITURE BY OBJECT
YEAR ENDED JUNE 30, 2021
As At May 31, 2021

	2020/2021 Actual Revenue and Expenses	2020/2021 Amended Budget	Percent Available
Salaries			
Teachers	2,241,341	2,735,500	0.18
Principals and Vice Principals	724,878	833,000	0.13
Educational Assistants	162,740	265,000	0.39
Support Staff	741,619	1,052,830	0.30
Other Professionals	715,470	841,890	0.15
Substitutes	107,030	294,000	0.64
	4,693,078	6,022,220	0.22
Employee Benefits	906,557	1,431,291	0.37
Total Salaries & Benefits	5,599,635	7,453,511	0.25
Services and Supplies	As Per Data		
Services	331,463	674,700	0.51
Student Transportation	-	-	
Professional Development and Travel	55,746	132,708	0.58
Dues and Fees	22,848	40,500	0.44
Insurance	14,803	33,500	0.56
Supplies	466,300	900,432	0.48
Furniture and Equipment	89,152	85,833	(0.04)
Computer Equipment	1,744	98,000	0.98
	984,304	1,970,673	0.50
Utilities			
Electricity	244,117	275,000	0.11
Propane-Heat	12,645	10,000	(0.26)
Bio Mass Pellets	3,367		
Garbage/Water/Sewer	5,727	12,500	0.54
Carbon Offsets	2,718	3,500	0.22
	268,574	301,000	0.11
Total Service & Supplies	1,252,878	2,271,673	0.45
TOTAL OPERATING EXPENSE	6,852,513	9,725,184	0.30

SCHOOL DISTRICT No. 92 (Nisga'a)
OPERATING FUND
EXPENDITURE BY OBJECT
YEAR ENDED JUNE 30, 2021
As At May 31, 2021

Data Matches March

	Total Salaries	Employee Benefits	Total Salaries and Benefits	Services and Supplies	Total Expenses	2020/2021 Amended Budget	Percent Available
1 INSTRUCTION							
1.02 Regular Instruction	2,019,648	405,770	2,425,418	121,862	2,547,081	3,440,761	0.26
1.03 Career Programs	25,136	6,525	31,660	-	31,660	66,250	0.52
1.07 Library Services	-	-	-	822	822	5,000	0.84
1.08 Counseling	113,699	21,972	135,671	3,594	139,265	141,500	0.02
1.10 Special Education	142,077	22,261	164,338	(530)	163,808	371,475	0.56
1.30 English Language Learning	69,610	13,248	82,858	-	82,858	88,750	0.07
1.31 Aboriginal Education	396,368	80,551	476,919	13,066	489,985	552,000	0.11
1.41 School Administration	581,451	114,468	695,919	29,140	725,059	880,485	0.18
1.60 Summer School	-	-	-	-	-	37,500	1.00
Total Function 1	3,347,989	684,795	4,012,784	167,754	4,180,538	5,583,721	0.25
4 DISTRICT ADMINISTRATION							
4.11 Educational Administration	77,784	6,665	84,449	52,315	136,764	366,190	0.63
4.40 School District Governance	49,505	2,075	51,580	44,617	96,197	148,630	0.35
4.41 Business Administration	528,806	109,919	638,726	366,610	1,005,336	1,335,756	0.25
Total Function 4	656,096	118,660	774,755	463,542	1,238,297	1,850,576	0.33
5 OPERATIONS AND MAINTENANCE							
5.41 Operations and Maintenance Admin	61,443	14,012	75,455	1,926	77,380	69,750	(0.11)
5.50 Maintenance Operations	556,927	95,960	652,886	284,483	937,369	1,615,117	0.42
5.52 Maintenance of Grounds	-	-	-	4,294	4,294	5,500	0.22
5.56 Utilities	-	-	-	274,372	274,372	308,000	0.11
Total Function 5	618,370	109,971	728,341	565,075	1,293,416	1,998,367	0.35
7 TRANSPORTATION AND HOUSING							
7.41 Transportation and Housing Admin	18,443	2,887	21,330	-	21,330	51,320	0.58
7.70 Student Transportation	52,181	10,244	62,425	45,717	108,142	232,500	0.53
7.73 Housing	-	-	-	10,790	10,790	8,700	(0.24)
Total Function 7	70,624	13,131	83,755	56,507	140,262	292,520	0.52
TOTAL FUNCTIONS 1 - 7	\$ 4,693,078	\$ 906,557	\$ 5,599,635	\$ 1,252,878	\$ 6,852,513	\$ 9,725,184	0.30



SCHOOL DISTRICT NO. 92 (NISGA'A)

MEETING AGENDA ITEM #8.4

Action:		Information:	X
Meeting:	Regular	Meeting Date:	June 15, 2021
Topic:	Maintenance Report		

Background/Discussion:

Maintenance Report attached.

RECOMMENDED ACTION:

For information only.

Presented by: Secretary Treasurer

May 2021 Maintenance Report

May was very busy, with multiple staff housing renovations that are still underway and in various stages of completion, all within target dates.

Bus schedules were adjusted to meet revised school schedules.

Sewage issue was resolved once again, and signs put up to remind people of what not to flush.

There was one small water line in AAMES with a hole worn through from the inside out, the section was replaced by regular maintenance staff. Grounds maintenance at all schools continues on days without rain.



SCHOOL DISTRICT NO. 92 (NISGA'A)

MEETING AGENDA ITEM #8.5

Action:		Information:	X
Meeting:	Regular	Meeting Date:	June 15, 2021
Topic:	Day Care Report		

Background/Discussion:

Day Care Report – May 31, 2021 attached.

RECOMMENDED ACTION:

For information only.

Presented by: Secretary Treasurer



Report June 2021

Enrollment

We now have 9 children enrolled at Gitginsaa Childcare Centre! 4 of those children are doing full-time while 5 are doing part-time. To ensure compliance with Licensing regulations, we have specific part-time spots and attendance options for families.

Funding Options

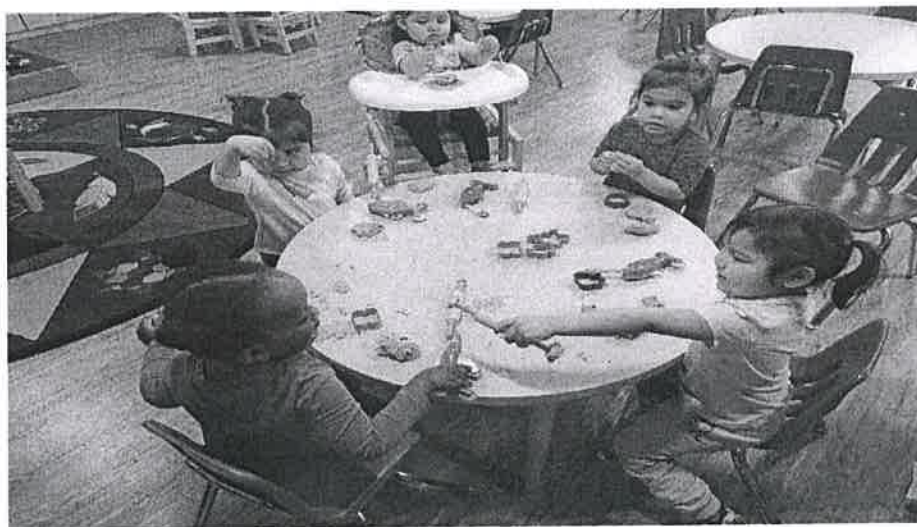
Affordable childcare benefit plan - funding is calculated based on family size, children who have special needs, type of childcare, amount of care needed and household income.

Childcare fee reduction Initiative - fees will be reduced based on individual attendance and age group.

We also reached out to BC Aboriginal Childcare Society - BCACCS has funding available to communities who have registered and have community leadership approval. A letter to seek leadership approval was sent on May 17/2021, we are waiting for a response.

Learning

"Play provides rich learning opportunities and leads to children's success and self-esteem" (Bongiorno, n.d). This month we have been working on a lot of group activities to develop cooperation and teamwork skills. By working together, children communicate more, practice problem solving skills and learn from each other.



For other projects we're working on please visit our page on the School district website!